



Low Performing School Addendum

School Location: **Peeler Elementary**

- Goal 1: By June 2016, Peeler Open Elementary will increase the proficiency of all students in Reading by 22.5% from 32.1% to 54.6%;
- Goal 2: By June 2016, Peeler Open Elementary will increase the proficiency of all students in Math by 20% from 27.7% to 54.2%.
- Goal 3: By June 2016, Peeler Open Elementary will reduce the number of lost instructional hours due to students being referred to the office, as measured by the school discipline report, by reducing the average number of weekly referrals by 25% from an average of 6 major office discipline referrals per week.

Regional Support:

The Southeastern Region has developed and implemented a tiered deployment plan that strategically focuses our efforts on three core areas: instructional planning, teaching, and evaluating. The deployment plan outlines the roles and responsibilities of each content area coordinator for the targeted areas and schools in our region. All Southeastern Regional coordinators will regularly participate in PLC meetings, provide professional development, and conduct classroom observations to better inform teachers and administration about best practices and areas for improvement. Coordinators will assist in the integration of high level questioning and writing into instruction. Schools will also receive assistance with creating and analyzing formative assessment data. In addition, the Southeastern Regional team will carefully monitor all available data points to guide our efforts in providing differentiated and personalized support to each school. Instructional rounds will occur regularly with School Administrators, School Team members, and the Regional Team to strengthen collaboration in addressing identified problems of practice and to build the capacity of leaders in our region. Several professional development opportunities will be provided for each targeted area of instruction, equipping teachers with the knowledge and skills to effectively plan, implement, and improve instruction while meeting the needs of each student in the Southeastern Region.

Central Office Support:

Central Office based Curriculum and Instruction staff has prioritized standards and revised pacing guides in tested subjects and grades based on NCDPI test specifications. This creates more targeted

and purposeful instruction aligned with state summative assessments. Low performing schools will complete diagnostic assessments linked to pacing in tested subject areas. As a result, schools will be able to provide targeted standard-level remediation to students. Additionally, several members of our central office based curriculum team have been placed in our four regions so that low performing schools receive additional support in the areas of literacy, math and science. Two district wide Learning Conferences are scheduled in the fall and spring for teachers that will focus specifically on instructional strategies to maximize student outcomes. Teachers will be able to take strategies directly back to their classrooms for immediate implementation.

2014-16 SCHOOL IMPROVEMENT PLAN

School Name	Peeler Open Elementary	School Number	517
School Address	2200 Radall St., Greensboro, NC 27401		
Principal	Andy Gann		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	10-Sep-14		
Date of Last Review/Update	8/18/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

All students at Peeler Open School for the performing Arts will:

- Achieve at or above grade level throughout the curriculum.
- Learn and explore at their own pace, taking responsibility for their own learning and thereby developing into life-long learners.
- Enrich and expand their learning through the integration of the performing arts into the curriculum.
- Create, explore and perform in a variety of arts.
- Discover their own gifts and voices, while learning to respect and value the gifts and voices of others in their community.

Mission Statement

Believing that the arts play a central role in how children learn, Peeler Open School for the Performing Arts will provide a sound academic curriculum in an open school environment, enriched and enhanced by the performing arts. By honoring each child's individual learning style and pace, we will encourage children to take responsibility for their own success in school and in life. Together with families and the community, we will provide all students the opportunity to reach their maximum potential in a safe and positive atmosphere. In everything we do at Peeler Open School for the Performing Arts, we will seek to nurture a community of diversity, respect, and citizenship.

District and State Goal Alignment

Guilford County Schools Strategic Plan 2016, Area I: **Personalized Learning**

Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Guilford County Schools Strategic Plan 2016, Area II: **Character, Service and Safety**

Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.

Guilford County Schools Strategic Plan 2016, Area III: **Parent, Family and Community**

Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.

Guilford County Schools Strategic Plan 2016, Area IV: **Educator and Organizational Excellence**

Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.

Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Andy Gann		
PTA Parent Representative	Ternicia Rhymer	6/10/2015	2014-2015
Instructional Staff Representative	Stephaine Lemon	6/10/2015	2011-2015
Instructional Support Staff Representative	Teresa Lowell	6/10/2015	2015-2017
Teacher Assistant Representative	Angelette Willis	6/10/2015	2014-2016
Parent Representative	Cheryl Stevens	6/10/2015	2015-2017
Teacher K	Brisha Compton	6/10/2015	2014-2016
Teacher 1st	Dianne Huet	6/10/2015	2015-2017
Teacher 2nd	Jennifer Smith	6/10/2015	2014-2016
Teacher 3rd	Peter Martinek-Jenne	6/10/2015	2014-2016
Teacher 4th	Karen Phillips	6/10/2015	2015-2017
Teacher 5th	Richard Dailey	6/10/2015	2014-2016
EC Representative	Anita Newton	6/10/2015	2015-2017

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

Guilford County Schools Strategic Plan 2016

School Targets - End of Grade Scores

410517

Peeler Open Elementary

Select your school code using the drop-down menu in column A above. Once you have selected your school code, your school name will appear in the grey box above and targets for your school will populate automatically.

TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	35.2	41.7	48.2	54.6	61.1	67.6
AMERICAN INDIAN						
ASIAN						
BLACK	24.2	31.8	39.4	46.9	54.5	62.1
HISPANIC	16.7	25.0	33.4	41.7	50.0	58.4
2 OR MORE RACES	46.2	51.6	57.0	62.3	67.7	73.1
WHITE	68.3	71.5	74.6	77.8	81.0	84.2
EDS	20.9	28.8	36.7	44.6	52.5	60.5
LEP						
SWD	9.5	18.6	27.6	36.7	45.7	54.8
AIG	90.0	91.0	92.0	93.0	94.0	95.0
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	34.6	41.1	47.7	54.2	60.8	67.3
AMERICAN INDIAN						
ASIAN						
BLACK	21.7	29.5	37.4	45.2	53.0	60.9
HISPANIC	16.7	25.0	33.4	41.7	50.0	58.4
2 OR MORE RACES	46.2	51.6	57.0	62.3	67.7	73.1
WHITE	73.2	75.9	78.6	81.2	83.9	86.6
EDS	22.6	30.3	38.1	45.8	53.6	61.3
LEP						
SWD	5.0	14.5	24.0	33.5	43.0	52.5
AIG	93.3	94.0	94.6	95.3	96.0	96.7
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	35.3	41.8	48.2	54.7	61.2	67.7
AMERICAN INDIAN						
ASIAN						
BLACK	23.9	31.5	39.1	46.7	54.3	62.0
HISPANIC						
2 OR MORE RACES						
WHITE	75.0	77.5	80.0	82.5	85.0	87.5
EDS	23.3	31.0	38.6	46.3	54.0	61.7
LEP						
SWD	5.6	15.0	24.5	33.9	43.4	52.8
AIG	88.2	89.4	90.6	91.7	92.9	94.1

SUMMARY OF SCHOOL DATA ANALYSIS B AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Overall reading proficiency increased from 33.3% of students in grades 3-5 proficient during the 2014 school year to 38% proficient during the 2015 school year. Students identified as AAM increased from 25% proficient to 31% proficient. Overall 4th grade reading proficiency increased from 25% to 43% proficient. Reading proficiency of students identified as AIG increased from 92% to greater than 95% proficient. Students identified as EC had a slight increase of 5%. DIBELS/TRC reading measures in 2015 showed an increase in the following student groups. At the end of the year kindergarten students who were well below benchmark at BOY increased to 35% who were proficient or above proficient at EOY in the TRC reading measure. 3rd grade students who were well below benchmark at BOY increased by 8% in TRC measures at EOY. At the end of the year, AA kindergarten students who were well below benchmark at BOY increased to 32% who were proficient or above proficient at EOY. 3rd grade AAs who were far below proficient in BOY increased to 8% students who were proficient or above proficient. Students who were below proficient in 14-15 BOY increased 12% in 2nd grade. Students who were below proficient in 2nd grade BOY increased by 30%, students who were below proficient in 3rd grade increased by 25%. AA students who were below proficient in BOY increased to proficient by 25% at EOY. Overall math proficiency increased by 2% with students identified as AIG.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Overall math proficiency on EOGs decreased in grades 3-5 by 3 percentage points. Additionally when looking at 4th and 5th grade cohort data, the 4th grade cohort showed a decrease of 19 percentage points; the 5th grade cohort showed a decrease of 6 percentage points. Overall math proficiency decreased for AA students by 4 percentage points. The 4th grade cohort decreased by 22%, 5th grade decreased by 6%. Kdg. Summative math assessments show that 23% of kindergarten students were at level 1 and 2, 77% students were at level 3; 1st grade summatives show 37% at level 1 and 2, 63% were at level 3; 2nd grade summatives show 53% of students were at level 1 and 2 and 50% were at level 3. This data shows a drop in the level of math performance in grades 3-5.

When looking at reading grade level proficiency based on EOG results, the 4th grade cohort showed a drop of 2 percentage points; the 5th grade cohort decreased by 2 percentage points. Students in the AA student group showed a decrease of 1 percentage point. In grades K-3, when looking at TRC assessment data, 67% of students who were far below proficient at the beginning of the year were still far below proficient at the end of the year. Additionally 54% of students who were below proficient at the beginning of the year fell to far below at the end of the year.

3. What data is missing, and how will you go about collecting this information for future use?

We need additional math data to show student growth throughout the year. We will collect this information through common assessments that will be created during PLCs. Discipline Data for the second half of the year is not available as referrals were not entered into a system to track office referrals. Office referral data is only available for August 2014-January 2015. For this school year we will use an electronic data system to track office referral data.

SUMMARY OF SCHOOL DATA ANALYSIS B AND/OR COMPREHENSIVE NEEDS ASSESSMENT

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?	
Priority Area 1:	
1B) Literacy	
Priority Area 2:	
2B) Math	
Priority Area 3:	
3B) School Climate and African American Male Learning	
Priority Area 4:	
4B)	

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	1B) Literacy
*SMART Goal *Specific, <u>M</u> measurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By June 2016, Peeler Open Elementary will increase the proficiency of all students in Reading by 22.5 % from 32.1% to 54.6% . Also increase the proficiency of African American students not proficient in reading by 21.3% from 25.6% to 46.9% as measured by the end -of- grade test.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015 ALL students in grades 3-5 will raise in proficiency from 33 % to 54.6% as measured on the NCEOG Reading Test and decrease the gap in reading achievement between white and black students with a goal of 46.9% proficiency on EOG Reading for African American Students
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Improvement Strategy 1: To implement the Balanced Literacy Framework, including the incorporation of writing regularly in all subject areas, with fidelity in order to increase student reading proficiency levels

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Provide 90 minutes of literacy instruction to include the five core components: vocabulary, phonics, phonemic awareness, comprehension, and	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) All K-3 teachers will utilize Foundations to instruct students in phonics, phonemic awareness and vocabulary.	Title I		\$200.00	\$0.00	\$0.00	\$0.00
3) Purchase the Wilson Intervention System for students needing intensive intervention in grades 4 and 5.	Title I		\$1,841.99	\$0.00	\$0.00	\$0.00
4) All students, K-5 will use journals and classroom word walls to help build vocabulary acquisition.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) All teachers, K-5, will conduct guided reading instruction daily. A school-wide guided reading block will be added to the master schedule. Students not working with a teacher or teacher assistant during guided reading will be engaged in accountable literacy activities. Daily 5 literacy stations will be implemented to provide structure and a literacy focus for all students during the block.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Dibels timed reading passages and data collection will be used to increase reading fluency and accuracy in all grades. Paper-pencil Dibels assessments will be printed for all 4-5 students.	Title I Title I Title I		\$200.00	\$0.00	\$0.00	\$0.00
7) Teachers will increase the use of informational text and time provided for close reading of complex text. Time for Kids will be used as a resource for Close Reading. Guided reading books and Close Reading resources will be purchased to support this action step.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will incorporate writing regularly in all subject areas for students to explain mastery of standards. This will include utilizing the Writers' Workshop framework as the core writing program.	Title I		\$450.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

9) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to the standards. Higher leveled DOK questions for lessons will be preplanned in lesson plans. 10)Purchase high interest Non-Fiction (informational texts) for the school library to augment classroom instruction INITIAL BUDGET 11) Buddy reading program school-wide. 12) Teachers of students in grade 2 and 3 will receive Foundations focused coaching and model lessons to strengthen the efficacy of Foundations lessons.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Teachers in grades 4 and 5, including the 3-5 EC teacher, will receive Wilson Intervention training prior to beginning the program.	Title I	School Based	\$300.00	\$0.00	\$0.00	\$0.00
11) DOK Professional Development will occur at the August 20th Professional Development	Title I	School Based	\$0.00	\$0.00	\$0.00	\$0.00
12) Provide high quality substitutes for Title I paid teachers.	Title I		\$900.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Literacy Nights will be held during the third quarter for parents of K-3 and 4-5 students so that parents will be provided with strategies to help their children at home.	Title I		\$1,000.09	\$0.00	\$0.00	\$0.00
14) Parents will receive training on how to utilize the take-home Literacy Toolkits during first semester. Parents will check out kits to use for a week throughout the year to assist their students at home with reading skills.	Title I		\$450.00	\$0.00	\$0.00	\$0.00
15) Host Annual Title I Parent Meetings to share school data and Title I information and provide parents an overview of expectations for the years, parent involvement opportunities. Home and School compacts will be discussed and distributed.	Title I		\$100.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Improvement Strategy #2: Continuous progress monitoring, analysis of unit post assessments, and intervention/enrichment.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) The focus for PLCs will be utilizing backwards design for planning and developing common assessments.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize double dose of Foundations for K-3 students during I/E time who are not successful during the morning sessions and are falling behind.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will develop, implement, revise PEPs, and contact parents for students who are going through the IST process.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) K-3 students will be administered on-going FOUNDATIONS assessments. Students who do not reach 80% mastery will receive interventions.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
5) Principal, CF, teachers, and 3-5 students will maintain data notebooks to engage in student data analysis (DIBELS measures, common assessments, benchmark data etc.) which will take place during PLCs.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) The instructional framework walkthrough document will be used to provide a focus for planning, teaching, and evaluating instructional practices.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) k-2 teachers have developed an intervention plan for red and yellow students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) PD will occur to help staff implement data notebooks during an early release day in October.	Title I Title I		\$350.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) There will be PEP parent meeting for all students who are below grade level during the beginning of the second quarter.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parent conferences will be held during the 1st and 3rd quarters where parents will review student data.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Enter improvement strategy #3 here

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
DIBELS assessments K-5; teacher -created weekly assessments; district level interim assessments; GCS unit assesments; Foundations unit assesments; PEP intervention data.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Formative and Summative assessment results. Completion of teacher professional development. Progress monitoring of all data.						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)

DIBELS BOY assessments K-5: K-63% Green, 1st Gr-77% Green, 2d 74% Green, 3rd-65% Green, 4th-46% Green, 5th-25% Green. Benchmark Reading Data: 3rd-45.72% (13-14 36.27%), 4th-44.76% (13-14 37.58%), 5th-44.21% (13-14 49%). African American mean scores in 3rd grade: 42.20% (13-14 33.68%); 4th grade: 41.72% (13-14 37.58%); 5th grade: 41.54% (13-14 47%). Overall we have seen a rise in both DIBELS and Benchmark Scores. 5th grade ELA dropped by 5%. We will continue with after school tutoring for our level 2 students, and teacher/TA Push in's. In January we will start double dosing Foundations with red and yellow students with a paid tutor from magnet funds.

Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)

DIBELS MOY assessments K-5: K-66% Green, 1st Gr-68% Green, 2nd 75% Green, 3rd-55% Green, 4th-37% Green, 5th-26% Green. Benchmark Reading Data: 3rd-45.2% (IA1 45.5%), 4th-50.1% (IA1 44.9%), 5th-43.8% (IA1 45.1%). African American mean scores in 3rd grade: 39.9% (IA1 42%); 4th grade: 50.1% (IA1 44.9%); 5th grade: 43.8% (IA1 45.1%). Overall we have seen some rise in DIBELS scores. However, 1st/4th grade Dibels ELA dropped by 9%. 3rd grade Dibels dropped 10%. Benchmark scores showed the most growth in 4th grade. 5th grade scores dropped 1.3 %. We will continue with after school tutoring for our level 2 students, and teacher/TA Push in's. In January we started double dosing Foundations with red and yellow students with a paid tutor from magnet funds for grades K-2.

Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Given that a significant number of students in 3rd and 4th grade scored at Level 1 on the EOG, a more intensive intervention program is needed for the rising 4th and 5th grade students in the area of word study. Rather than using one core program, we will use Just Words to address students who are significantly below grade level in word level knowledge. Foundations Level 3 will be utilized to address the needs of those student in grades 4 and 5 who are performing below grade level in word level knowledge. Words Their Way will be utilized for students who are on or above grade level. Additionally, while overall reading proficiency increased, the decrease in the number of proficient students in the 4th grade cohort and 5th grade cohort calls for a focused emphasis on planning, teaching, and evaluation of student progress. Strategy 2 will be continued, however PLCs will be a focus area for improvement. The focus will be on thorough unpacking

Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)

3rd Grade BOG Results - 28% of third grade students scored level 3,4, or 5. DIBELS BOY data for K-5 shows the following: K -31% red, 22% yellow, 47% green; 1st - 21% red, 10% yellow, 69% green; 2nd - 20% red, 9% yellow, 71% green; 3rd - 20% red, 18% yellow, 62% green; African American scores show in K-48% red, 19% yellow, 33% green; 1st- 14% red, 21% yellow, 65% green; 2nd- 18% red, 7% yellow, 75% green; 3rd- 32% red, 11% yellow, 57% green; 4th - 21% red, 15% yellow, 63% green. 5th grade - 20% red, 48% yellow, 31% green. Pre-assessment data shows the following items answered correctly: Peeler percentage/ GCS percentage - 3rd gr. 46.6% / 45.8%, 4th gr. 45.1% / 48.4%, 5th gr. 46% / 50.0%. Overall K-3 Dibels scores show that kindergarten has the greatest number of students below grade level. Pre-assessment data for grades 3-5 indicate that 4th and 5th grade students answered fewer questions correctly than same grade peers across the district. (Insert EVAAS School Index- Met Growth)

Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)

Guided reading strategies and professional development will continue to reinforce reading instruction in grades 3-5. 3-5th grade red students will receive extra assistance from the CF/Reading teacher. This will be a shift from her working with K-2 students. There will be an increase in instructional monitoring; all teachers are required to keep lesson plans readily available in class for inspection. Lesson plans are aligned with the GCS template. K-3 students will use unit trackers to monitor student progress in Foundations. 3rd -5th grade students will be provided with instructional reading passages that are aligned with the ELA unit pacing guide. Passages will be used as teacher tools for instruction and to monitor student progress with targeted standards. Unit trackers and data from instructional passages will be reviewed at the second review period. Use of technology, including Study Island (3-5) / Reading Eggs (K-1) will be reviewed.

Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)

In order to address students in grades 4 and 5 who are significantly below grade level in reading and still struggling at the word level, the Just Words intervention program will be implemented.

Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)

Although our data indicates that we have much work to do, we believe that more time is needed to gauge the effectiveness of our strategies. We will review the strategies again upon the receipt of the CASE assessment data with the exception of the following changes. The guided reading school-wide schedule will be revisited to better utilize personnel. Foundations re-teaching plans will be used more effectively to address students with phonemic awareness and phonics needs. Also, in order to address 4th and 5th grade intervention, we have decided to utilize the Wilson Intervention System rather than the Just Words intervention system. Additionally, to support the large groups of students in grade 2 and 3 who are below grade level, we purchased Guided Reading books that can be used for both 2nd and 3rd grade.

Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 2	2B) Math
*SMART Goal *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By June 2016 Peeler Open Elementary will increase the proficiency of all students in Math by 20% from 27.7% to 54.2% Also increase the proficiency of African American Students not proficient in math by 20% from 25.6% to 45.2% as measured by the end of grade test.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015 ALL students in grades 3-5 will raise in Math proficiency to 54.2% as measured on the NCEOG Math Test and decrease the gap in math achievement between white and black students with a goal of 45.2% proficiency on EOG Math for African American Students
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Improvement Strategy #1: **Balanced Math Block**

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will develop a 60 minute math block that provides for 5 basic foundations of math instructions (vocabulary and verbal problem-solving, c	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Each teacher will incorporate the 8 mathematical practices in their lessons.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Schedules within the block will encompass a warm-up activity, mini-lesson, guided and independent practice, and differentiation.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will utilize manipulatives, math kits, and practical application materials in their lessons	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Each class will use RC Components of guided discovery, interactive modeling, and academic choice within math instruction to help ensure student motivation and engagement.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Each grade will reference to the Math Units and Pacing Guides developed by GCS Curriculum and Instruction department.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Teachers will use Math and Literature Teacher Resource guides and student books in each grade level.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will utilize Math Investigations as a resource.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

10) In PLCs, PD will be provided for Guided Math and the GCS Math Toolbox/NCDPI Math Wikispaces. Principal, academic coach, and curriculum facilitator will monitor all math instructional strategies and provide feedback to staff. 13) During the October 2, early release day, the fundamentals of solid Guided Math using the Math Daily 3 framework.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Professional development on RC Components of guided discovery, interactive modeling, and academic choice will be completed during one of the October early release days.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Math Nights will be held for parents during the second quarter so that parents will be provided with strategies to help their children at home.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Parents and teachers will attend the Collaborative Conference.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Improvement Strategy #2: Implement MTSS to support progress monitoring, analysis of unit post assessments, and intervention/enrichment.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Use district interim math assessments to identify Common Core standards to reteach and to provide interventions for individual students. Interim 1 will be used as a pre-assessment and administered during the first month of school.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Recruit parent and student interns to tutor at risk students in math fluency and basic computation three times a week.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Use math unit post assessments, weekly joint formative and summative assessments, as well as teacher created assessments to identify and monitor student progress.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Curriculum based measures (CBMs) will be given to all K-5 students at BOY, MOY, and EOY. MTSS level 3 will be implemented for targeted k-5 students who need focused interventions in math.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will use formative assessment data to develop intervention groups to address standards that aren't mastered during core instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) 2 teachers will attend Math Foundations training when available. Teachers will serve as lead teachers to share what they learned in the PD during PLCs.	Title I		\$1,800.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES							
11)			\$0.00	\$0.00	\$0.00	\$0.00	
12)			\$0.00	\$0.00	\$0.00	\$0.00	
Action Steps to Implement Associated Parental Involvement		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Allocated to Support Action Step				
Identify parental involvement activities, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Math Night will be held for parents in the 2nd quarter to support math instruction and interventions for students at home.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Teachers will hold report card conferences for the 1st and 3rd quarter reporting period. Assessment rubrics for the math standards will be reviewed with the parents. Parents will receive narratives during the 2nd and 4th quarter that detail student progress.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
16) Parents will receive training on how to utilize the take-home Math Toolkits during first semester. Parents will check out kits to use for a week		Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #3							
Enter Improvement Strategy 3 here							
Action Steps to Implement Improvement Strategy		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Allocated to Support Action Step				
		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)		Title I		\$0.00	\$0.00	\$0.00	\$0.00
2)				\$0.00	\$0.00	\$0.00	\$0.00
3)				\$0.00	\$0.00	\$0.00	\$0.00
4)				\$0.00	\$0.00	\$0.00	\$0.00
5)				\$0.00	\$0.00	\$0.00	\$0.00
6)				\$0.00	\$0.00	\$0.00	\$0.00
7)				\$0.00	\$0.00	\$0.00	\$0.00
8)				\$0.00	\$0.00	\$0.00	\$0.00
9)				\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Allocated to Support Action Step				
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
		Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)				\$0.00	\$0.00	\$0.00	\$0.00
12)				\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Allocated to Support Action Step				
Identify parental involvement activities, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Weekly common teacher developed formative assessments; School -wide math CBMs; GCS Unit assessments; GCS math interims.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Weekly common teacher developed formative assessments; School -wide math CBMs; GCS Unit assessments; GCS math interims.						
What does the data/evidence show regarding the results of the implemented strategies?						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
Benchmark Math Data: 3rd- 32.69% (13-14 32.02%), 4th-33.98% (13-14 32.46%), 5th-27.44% (13-14 33.12%). African American mean scores in 3rd grade: 42.20% (13-14 30.15%); 4th grade: 41.72% (13-14 30.82%); 5th grade: 41.54% (13-14 30.75%). Math data for the first benchmark has relatively stayed the same as compared to last year's data. K-2 Math CBM data: K # ID: 37.7% at or above grade level; 1st grade #ID: 55% at or above grade level; K Quantity Discrimination (QD): 52% at or above grade level, 1st QD: 75% at or above grade level; K Missing Number (MN): 46%, 1st (MN): 67%, 2nd grade computation scores were 33% at or above grade level. We have been conducting math push-ins on an optional basis, professional development in math during early release days, and after school tutoring in math. A math coach has been assigned to 3-5 classes 2 days a week. Math resources have been distributed to all 3-5 classes for math centers. 4 math teachers have visited another school to observe math best practices. Parents have been given their child's user name and passcodes in Study Island. However, not all 3-5 classes are using Study Island with fidelity.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
Benchmark Math Data: 3rd- 39.4% (IA1 33%), 4th-38.1% (IA1 34%), 5th-32.3% (IA1 27.3%). African American mean scores in 3rd grade: 36.8% (IA1 30.3%); 4th grade: 36.6% (IA1 32.5%); 5th grade: 31.4% (IA1 26%). Math scores for all grade levels have increased. K-2 Math CBM data: K # ID: 50% at or above grade level; 1st grade #ID: 51% at or above grade level; K Quantity Discrimination (QD): 67% at or above grade level, 1st QD: 45% at or above grade level; K Missing Number (MN): 56%, 1st (MN): 43%, 2nd grade computation scores were 35% at or above grade level. Teachers use intervention teachers to push-in for math interventions in needed areas. After school tutoring has been provided in math. A math coach has been assigned to 3-5 classes 2 days a week. We have identified areas of high needs for two of our teachers which is being addressed by administration, CF, and math coach. Resources have been distributed to all 3-5 classes for math stations. Assigned teachers have attended a math conference for math professional instruction. All 3-5 classes use Study Island and/or Moby Max for math reinforcement. In March, parents attended a Math Workshop that gave them strategies to help their children at home.						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
Based on the overall decline in math proficiency in grades 3-5 and a significant decrease in cohort proficiency, strategy one will be altered to include a focus on Guided Math in an effort to personalize math instruction and target students for intervention more effectively.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
For grades 3-5, the BOY pre-assessment data is as follows: Peeler%/GCS% correct; 3rd - 28% 31; 4th 31%/34%; 5th- 26%/30%. BOY CBM data is as follows: The following list shows the percentage scoring below the 50th percentile: k- 32% numberID; Quantity Discrimination 32%; Missing Number 26%; 1st - 38% number ID; 30% quantity discrimination; 26% missing numbers; 2nd grade - Computation 50% 3rd Grade - Computation - 67%<50th%; 4th Grade below 50th 83%<50th%; 5th Grade - 61%<50th%. Based on the pre-assessment data, 4th and 5th grades had the greatest discrepancy between percentage answered correct when compared to the district. When looking at CBM data, for Number Identification, first grade had the highest number of students not performing at or above the 50th percentile. With Quantity Discrimination, kindergarten had the highest number of students not performing at or above the 50th percentile. In grades 2-5 with math computation, 4th grade had the highest number of students not performing at or above the 50th percentile. There is not enough data to determine if the strategies yielded positive gains in regards to pre-assessment data, however the CBM results indicate that we should also focus on computation on a school-wide level.						
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)						
ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
Based upon identified results, should/how should strategies be changed?						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Based on the math data from the first quarter we will designate one push-in day each week for math only tutoring. Reinforce using math centers in all classes to focus on math fluency, and word problems. All teachers will need to post anchor charts and math vocabulary. Institute a problem of the day in the morning meeting. Designate a math day for Study Island where students focus on math practice. Study Island has to be encouraged with staff and parents for increased use with further professional development. 4-5 math and science classes will be assigned to be in charge of developing a math/science interactive bulletin board for the school. We will be conducting a math parent night in January.

Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)

Based on the math data from this quarter, there will be an increased focus on reviewing teacher lesson plans by administration, CF, and coach; especially where there is a high concentration of low performing students. Walk-throughs will be conducted at least once a week during math instruction with a focus on student engagement and teacher/student interaction. Study Island and MobyMax will continue to be used. Mini-assessments will be used to determine student growth and math comprehension. Student rosters for Extended Learning will be reassessed and changed based on student information/data. A game review night for students and parents has been planned for the last 9 weeks to review math skills and strategies for EOG review.

Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)

Strategy 1 - The implementation of focused Guided Math instruction has been added to strategy 1. Additionally, in order to better check for student mastery of standards, an emphasis on writing within the content area of math has been added to strategy 1. The use of the Daily 3 for math has also been added to use as a framework for Guided Math and to support the inclusion of writing in math.

Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)

Strategy 2 - Focused interventions for Tier 3 students will begin to take place in math stations and during Arts I/E time that occurs during students' 2nd dance, instrument or art class for the week. To address computational areas, teachers are beginning to use "Extra Math" intervention during stations, I/E, and computer lab scheduled time. Strategy 2- We will decide upon and implement a school-wide problem-solving strategy/model.

Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 3	3B) School Climate and African American Male Learning
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Peeler Open Elementary will reduce the number of lost instructional hours due to students being referred to the office, as measured by the school discipline report, by reducing the number of referrals from 105 to 80.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015 office referrals will be reduced to no more than 80 office referrals for the entire year.
GCS 2016 Strategic Plan Alignment	Area II: Character, Service and Safety

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Improvement Strategy #1: Helping students who exhibit chronic behavior problems

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Students who have chronic behaviors and who get multiple referrals will be assigned a Buddy Mentor (staff member or approved adult). 2) Each child will be assigned a staff member as a mentor who will.....	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will communicate with previous teachers to identify students who are at-risk.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will make initial contact to parents when writing an office referral. Guidance counselor or principal will contact parents after each referral.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) A committee will be formed for mentors and for implementing the social curriculum. Mentors will meet once a month.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Staff will develop a clear set of behaviors that warrant a referral	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Referral forms will be created that are explicit and specific	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) A committee will be formed to organize mentors, develop behavioral interventions, and review behavioral referrals	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) An electronic system such as an Excel spreadsheet will be used to track office referral data and examine school-wide and classroom discipline trends.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) All staff will be trained in Responsive Classroom strategies by principal and teacher leaders during the August 19, workday. Teachers will receive on-going follow-up coaching by the principal and CF to support consistent implementation throughout the school.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parents will be notified when and why their child is assigned a mentor, office referral, or PEP.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parents will be receive a presentation on Responsive Classroom and the Open School during the 2nd semester.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Improvement Strategy #2: Helping African American males to succeed academically and socially.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Buddy Readers will be assigned to select African American males.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
2) Grow our mentor program so that each boy in need will have a significant male influence in their life at school.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Use a check-in/check-out program with our most at promise AA males	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) African American books and culturally relevant materials for the library and classroom will be used to help African American males to succeed	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Provide transportation for 5th grade students to attend 6th grade orientation.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
6)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9)	Title I		\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Staff professional development opportunities will be provided quarterly for all staff members on helping African American students to achieve	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Computer lab will be available for parents to work with their children after school.			\$0.00	\$0.00	\$0.00	\$0.00
14) Two parent representatives will attend the Collaborative Conference for Student Achievement.			\$0.00	\$0.00	\$0.00	\$0.00
15) After school homework help will be available for parents once a week.			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Improvement Strategy #3: Character Development and Service Learning

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Will conduct a teacher school climate survey twice each year in the fall and spring	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Backpack beginnings will be continued for students of need.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Every student will participate in a service learning project each quarter.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Students will participate in performing arts activities. Maintenance funds for violins, pianos, dance, and Magnet recruiting activities will be provided.	Magnet		\$0.00	\$0.00	\$0.00	\$6,000.00
5) Students will participate in PTA Reflections Art Program, the GCS Science Fair, and Battle of the Books.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Promote a monthly, character education leadership trait to focus on school wide.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Technology will be purchased for magnet arts teachers to facilitate the viewing and critiquing of performing arts performances.	Title I		\$0.00	\$0.00	\$0.00	\$2,300.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Staff professional development opportunities will be provided in service learning and character development.			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) A parent representative will be involved in the planning of school-wide Black History Month events that will take place in February.			\$0.00	\$0.00	\$0.00	\$0.00
14) Parent representatives will be provided with opportunities to attend Title I Ambassador and Parent Academy meetings and events.			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Parent and Staff survey data; The reduction of office referrals; The reduction of suspension days.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Parent and staff survey data; The reduction of office referrals; The reduction of suspension days; The completion of staff training and seminars in discipline issues.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)

From August 25th to December 9th there have been 21 office referrals. There have been 9 suspension days for 4 students. The suspensions have been for Possession of a knife (2x) for 6 days, and inappropriate touching (2x) for two days, and bringing medication to school (1x) for 1 day. There are fewer referrals than this time last year and we are on track to hit our target of 80 total referrals.

Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)

A discipline task force was created to find better ways of increasing instructional time. The major focus was directed towards tightening the transition procedures in between Specials classes and lunch. In some cases, as much as 12 minutes of time was being lost during transitions. After examining the way referrals have been made in the past, changes to the referral process have been implemented. Teachers are also being held more accountable for making parental contact and maintaining phone logs. Teachers attended the Collaborative Conference during Spring 2015. The school will conduct required fire, tornado, and alternate fire drills.

Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Prior to the second half of the year, office discipline data indicated a reduction in office referrals, however, since data was not consistently available for the second half of the year, a system needs to be implemented and consistently used to track office discipline referrals. Additionally, the school's adopted discipline system has been inconsistently implemented. Teachers will be retrained in Responsive Classroom procedures and coaching will occur to ensure consistent implementation.

Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)

Anecdotal discipline data shows that students are being referred to the office for non-major discipline referrals and sent to buddy teachers for classroom disruption (other classrooms) at a higher rate when compared to schools the same size of Peeler. (Insert data points)

Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)

We need to continue to use our mentoring program to assist our students that have had the most referrals and suspensions. We still need to define what is an office referral and what are counselor referral. We also need to fully implement our check-in, check-out system with behavior contracts. We have 2 students on this now and they are making improvements. We will implement the book study for the Positive Energy Bus starting in January to help bring the staff together and define what a positive school climate is. We will also give the mid-year school climate survey to the staff to identify further needs for school climate.

Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)

We need to continue implementing the new transition procedures between Specials classes and lunch. The referral process resulted in a decrease in the number of referrals as well as increasing the amount of contact between parents and teachers. Strategies from the Collaborative Conference will be shared with staff to help increase positive school climate and decrease the incidences of bullying/misbehavior among students. We have conducted all of the required fire, alternate fire, and tornado drills.

Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)

An electronic system will be used to track office referral data. Teachers will be retrained in Responsive Classroom procedures and coaching will occur to ensure consistent implementation.

Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)

Based on the data, we are putting the mentoring program in place after the winter break. The school-wide climate survey will be developed and administered at the beginning of the calendar year. A school-wide encouragement system will be implemented in January. Every student will be assigned a mentor in January.

Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Peeler Open Elementary

School Number: 517

School Address:

2200 Radall St., Greensboro, NC 27401

Principal:

Andy Gann

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Andy Gann	Annually	8/30/2015
Pre-Crisis Checklist	Andy Gann	Annually	10/30/2015
After Hours Emergency Contact List	Sandy Hines	Annually	8/13/2015
Register Principal for Sex-Offender Registry Notifications	Andy Gann	Annually	7/1/2015
Diabetic Training for Staff	Bill Sampson/Teresa Lowell	Annually	9/8/2015
Distribute/Explain Crisis Plan to Staff	Andy Gann	Annually	9/8/2015
Distribute/Explain Code of Conduct	Andy Gann	Annually	8/19/2015
Tornado Drill	Andy Gann	Annually	
Conduct Student Safety Perception Survey	Andy Gann	Annually	
Train staff on Emergency Notification Network deployment	Andy Gann	Annually	9/8/2015
Lock-down Drills	Andy Gann	Bi-Annually	9/11/2015
Safety Inspection	Andy Gann/Ed Sea	Bi-Annually	10/20/2015
Alternate Route Fire Drill	Andy Gann	Bi-Annually	
Playground Inspection	Kim Ellison	Bi-Annually	10/7/2015
Fire Drill / Sanitation Inspection	Andy Gann/Ed Sea	Monthly	8/28;9/30; 10/30; 11/30
Fire Extinguishers Inspection	Ed Shea	Monthly	8/28;9/30; 10/30; 11/30
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Andy GannSBLT	Monthly	8/28;9/30;10/30;11/30
Automated External Defibrillator (AED) Inspection	Andy Gann	Monthly	8/28; 9/30; 10/30; 11/30
Discipline Incidents in PowerSchool	Mark Harris/Whitney Neal	Ongoing	
Volunteer Background Checks	Andy Gann	Ongoing	
Monitor Visitor Check-In	Andy Gann	Ongoing	
Monitor Arrival and Dismissal of Students	Andy Gann	Ongoing	
Monitor Sex Offender Registry	Andy Gann	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Andy Gann	Ongoing	

2014-16 SCHOOL SAFETY CHECKLIST

RESOURCE MATERIALS

GCS School Improvement Planning Guide (http://portal.qcsnc.net/principalportal/Shared Documents/School Improvement Planning/GCS School Improvement Planning Guide.rev1 (MAY 2014).pdf)
North Carolina School Improvement Planning Implementation Guide (http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf)
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
North Carolina Teacher Working Conditions Survey (http://ncteachingconditions.org)
School Report Card results: (www.ncreportcards.org)
GCS Data Console (http://qcsdataconsole.qcsnc.net)
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)
School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels http://www.qcsnc.com/pages/qcsnc/District/Board_of_Education_-_Group/Meeting_Materials/2014_Meeting_Materials/February_1_2014_Winter_Retrea/Documents/Public_Opinion_Polls
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Title I AYP (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)
EVAAS (https://ncdpi.sas.com/)
2013 School Safety Act - North Carolina Senate Bill 589 (http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S589v1.pdf)
North Carolina General Statute 115C-105.27 Scroll down to 115C-105.27 - Development and approval of school improvement plans.

PEELER ELEMENTARY SCHOOL-SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5320	3-5320-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	0.00		0.00	0.00
SALARY - TEACHER	3-5330-050-121	34,821.00		13,140.00	21,681.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	0.00	0.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	836.00		80.00	756.00
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	1,067.60		0.00	1,067.60
PAYROLL - BONUS PAYMENT	3-5330-050-180	675.00		0.00	675.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	4,149.90		1,566.00	2,583.90
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	3,178.52		1,104.43	2,074.09
PAYROLL - RETIREMENT 5330	3-5330-050-221	5,927.47		2,221.91	3,705.56
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	4,840.20		1,792.48	3,047.72
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	950.77	0.00	0.00	950.77
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	100.00	0.00	0.00	100.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	270.23	0.00	0.00	270.23
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	2,756.35	1,354.04	0.00	1,402.31
LIBRARY BOOKS	3-5330-050-414	1,059.00	0.00	850.84	208.16
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	450.00	311.49	0.00	138.51
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,000.05	528.41	0.00	471.64
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	62,082.09	2,193.94	20,755.66	39,132.49
					39,132.49
PAYROLL TOTALS	44	55,495.69	0.00	19,904.82	35,590.87
NON-PAYROLL TOTALS	20	6,586.40	2,193.94	850.84	3,541.62
TOTAL	64	62,082.09	2,193.94	20,755.66	39,132.49
					39,132.49