



Guilford
County Schools

Low Performing School Addendum

School Location: **Reedy Fork Elementary**

- Goal 1:** By June 2016, Reedy Fork Elementary School will increase overall reading proficiency from 37.6% to 54.6% as measured on DIBELS and/or EOG tests.
- Goal 2:** By June 2016, Reedy Fork Elementary School will increase overall math proficiency from 38.0% to 61.9% as measured on EOG tests.
- Goal 3:** By June 2016, the achievement gap between African American males, Hispanic males and other students will decrease by 14% per subgroup in overall reading as measured on DIBELS and/or EOG tests.

Regional Support:

Regional support teams will ensure that Low Performing Schools implement the Instructional Framework with fidelity by conducting weekly visits to each of our schools on the Low Performing list. They will coach teachers in literacy, math and science in developing their questioning skills in order to improve student engagement. In addition they will coach individual teachers in designing content appropriate rigorous writing assignments to extend and internalize student learning of content. The regional support team will participate weekly in school based PLCs in order to help teachers fully utilize the PLC process in planning delivery of the C&I constructed units through strict adherence to the standardized pacing guides. Regional support team coaches will share their feedback with teachers immediately in a coaching context. The regional executive team will meet weekly with the principals of all Low Performing Schools in order to apprise them of weekly walkthrough data, and to ensure that principals are on track to meet the goals of this plan.

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	Reedy Fork Elementary	School Number	530
School Address	4571 Reedy Fork Parkway, Greensboro, NC 27405		
Principal	Denise Schroeder		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	8/20/2014		
Date of Last Review/Update	8/18/2015; 11/19/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision
Our school community is a top performing school which embraces diversity where students are globally competitive, responsible citizens who work to their highest ability in a healthy and safe environment.

Mission Statement
Reedy Fork Rangers are environmental ambassadors who enjoy and value learning and will perform at their highest ability daily.

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	Denise Schroeder	6/11/2015	
Assistant Principal Representative	NA	NA	NA
Instructional Staff Representative	Younesa Ortado	6/11/2015	2015-2016
Instructional Support Staff Representative	Christine Smith	6/11/2015	2015-2016
Teacher Assistant Representative	Mary Lemieux	6/11/2015	2015-2016
Parent Representative	Kheisha Patton	6/11/2015	2015-2016
Kindergarten Representative	Katrina Lutz	6/11/2015	2015-2016
First Grade Representative	Kara Scott	6/11/2015	2015-2016
Second Grade Representative	Lisa Pieper	6/11/2015	2015-2016
Third Grade Representative	Mona Hales	6/11/2015	2015-2016
Fourth Grade Representative	Cher Lineberry	6/11/2015	2015-2016
Fifth Grade Representative	Angela Hooper	6/11/2015	2015--2016
Specialty Teacher Representative	Holly Montgomery	6/11/2015	2015-2016
EC Representative	Kate Bonan	6/11/2015	2015-2016

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

410530

Reedy Fork 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	34.6	41.1	47.7	54.2	60.8	67.3
HISPANIC	27.6	34.8	42.1	49.3	56.6	63.8
2 OR MORE RACES	46.7	52.0	57.4	62.7	68.0	73.4
WHITE	46.2	51.6	57.0	62.3	67.7	73.1
EDS	28.5	35.7	42.8	50.0	57.1	64.3
LEP	15.4	23.9	32.3	40.8	49.2	57.7
SWD	10.9	19.8	28.7	37.6	46.5	55.5
AIG	85.2	86.7	88.2	89.6	91.1	92.6
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	45.6	51.0	56.5	61.9	67.4	72.8
AMERICAN INDIAN						
ASIAN						
BLACK	50.0	55.0	60.0	65.0	70.0	75.0
HISPANIC	34.2	40.8	47.4	53.9	60.5	67.1
2 OR MORE RACES	40.0	46.0	52.0	58.0	64.0	70.0
WHITE	57.7	61.9	66.2	70.4	74.6	78.9
EDS	38.7	44.8	51.0	57.1	63.2	69.4
LEP	23.1	30.8	38.5	46.2	53.9	61.6
SWD	21.8	29.6	37.4	45.3	53.1	60.9
AIG	95.0	95.5	96.0	96.5	97.0	97.5
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	34.8	41.3	47.8	54.4	60.9	67.4
AMERICAN INDIAN						
ASIAN						
BLACK	40.0	46.0	52.0	58.0	64.0	70.0
HISPANIC	30.8	37.7	44.6	51.6	58.5	65.4
2 OR MORE RACES						
WHITE	38.5	44.7	50.8	57.0	63.1	69.3
EDS	26.2	33.6	41.0	48.3	55.7	63.1
LEP	5.0	14.5	24.0	33.5	43.0	52.5
SWD	5.0	14.5	24.0	33.5	43.0	52.5
AIG	80.0	82.0	84.0	86.0	88.0	90.0

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?

DIBELS EOY 2015 data indicates the following percentages of students were on green for K-5 (K-88, 1-69, 2-62 3-68, 4-49 5-45). K-5 DIBELS benchmark progress from the BOY(55%) to EOY (64%) showed average progress. K progress from the BOY (43%) to EOY (88%) showed their progress was well above average. 5th grade progress from BOY (26%) to EOY (45%) showed above average progress. 1st and 4th grades showed below average progress (1-BOY 69%, EOY-69%; 4-BOY 48%, EOY 49%). 2 and 3 grades showed well below average progress (2- BOY 76%,EOY 62%; 3-BOY 71%, EOY 68%). TRC EOY 2015 data indicates the following percentages of students were on green K-5 (K-40, 1-44, 2-49, 3-48, 4-31, 5-41). TRC level of progress from BOY (44%) to EOY (42%) for K-5 showed we made well below average progress. . EOY math CBMs for K/1 indicated the following percentages of students were on Green in the following areas: (Number ID; K-68,1-74; Quantity Discrimination; K-69, 1-87; Missing Number; K-52, 1-76). Math CBMs for grades 2-5 showed the following percentages of students on green (2-83,3-75,4-60,5-68). Third grade students met the target goal of 56.5% by scoring 57.3%. K AAM (87%) and KHM (82%) made well above progress in DIBELS from the BOY to the EOY, while KWM made average progress. AAM students in grades 1(75%), 2 (68%), 3 (70%), and 5 (58%) scored higher than our WM in these grades on DIBELS EOY (1-70%, 2-56%, 3-50%, 5-25%). HM scored higher on the EOY Dibels than WM in the following grades 1(70%), 3 (60%), 4 (67%). Our K-5 AAM performed higher on their EOY TRCs than our WM (43%) and HM (28%). K-5 AAM increased their EOY TRCs (48%) percentages by 7% over their MOY TRCs (41%). K-5 HM increased their TRC percentages by 1% from MOY (27%) TRCs to EOY(28%) TRCs. WM students increased their EOY (43%) scores by 13 percent over their MOY (30%) TRC. Reading EOGS scores indicated the third grade AAM(50%) performed higher than the WM (33%) by 20%. Third grade HM (40%) students scored higher than the WM (33%) by 7%. In 4th grade our HM (36%) scored higher than our AA M (19%) and WM (33%). 5th grade AAM (51%) and HM (44%) scored higher than WM (33%)

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

3rd-5th grade. 2015 EOG data showed that the reading scores increased from 37.6% in 2014 to 39.8% in 2015. Target was 48.2%, growth noted but fell short of target. 3rd-5th grade. 2015 EOG data showed that the reading scores increased from 37.6% in 2014 to 39.8% in 2015. Target was 48.2%, growth noted but fell short of target. EOG math scores increased from 38% in 2014 to 44.3% in 2015; the target was 56.5. Total PC for AA students in Reading reached 42.6% (target 47.75). Total PC for Hispanic students reached 32.3% (target 42.1%).

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

Data is based on preliminary EOG results. To this date, we have not received formally released data from NCDPI. EOG data is not broken down by standards which makes it difficult to tailor instruction to individual student needs.

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) Achievement Gap	
Priority Area 4:	
4B)	

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
<i>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).</i>						
Priority Area 1	1B) Literacy					
*SMART Goal *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Reedy Fork Elementary School will increase overall reading proficiency from 37.6% to 54.6%.					
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning					
<i>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).</i>						
IMPROVEMENT STRATEGY #1						
Provide Professional Development in Literacy Strategies, Data notebooks, and Technology to assist with quality literacy instruction for all students.						
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) Professional Development sessions will be held on literacy strategies, writing, and data notebooks.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Weekly PLC meetings will be utilized for consistent follow-up of PD and ensure strategies are being used.	Title I		\$7,000.00	\$0.00	\$0.00	\$0.00
3) Teachers incorporate writing in all subjects for students to explain mastery of standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) We will support and retain Highly Qualified staff by offering in service training for licensure renewal. Principal will attend the GCS Teacher Transfer Fair to meet with potential candidates for hire.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) We will provide substitutes when Title 1 paid teacher is out on sick leave.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
6) School will purchase materials and supplies to enhance literacy skills.	Title I		\$6,969.14	\$0.00	\$0.00	\$0.00
7) School will purchase high interest library books to support AAM initiative.	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
8) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to standards.	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 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) Cheryl Fuller will provide Professional Development on literacy strategies, writing, and data notebooks. All certified teachers and teacher assistants will participate. Sessions will be held on Early Release and Mandated Workdays: October 2, October 14, January 21, February 17, March 17, April 27.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Media Specialist will provide technology Professional Development focused on literacy, writings, and apps on September 16.	Title I		\$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 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) Parent representatives will serve on our School Leadership Team. Title I is an agenda item for each meeting. All parents are invited to attend these monthly meetings. During these meetings, parents have the opportunity to provide feedback on our school's plans and policies. We will hold one evening meeting off campus.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) PreK parents are invited to all meetings and trainings at the school. A parent resource room will be maintained by the Reedy Fork PTA. Poplar Grove Head Start center students will visit our school in the spring and attend our K orientation.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Hold Title I Annual Meeting on September 24 to share School Improvement and Title I Plans in both English and Spanish. Both plans will be available on the school website and in the school office for parents unable to attend the meeting. Comment cards will be distributed to attendees to gather feedback on the plans.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Students will engage in activities to improve their reading fluency, comprehension, and increase writing in all subject areas.

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) We will utilize BrainPOP, Learning A-Z, and Flocabulary site licenses to improve reading fluency and comprehension.	Title I		\$5,049.41	\$0.00	\$0.00	\$0.00
2) Students and staff will participate in a year long Service Learning project focusing on the Pet Responsibility. Students will learn about how to be a responsible pet owner through reading and writing activities. We will partner with the Pet Responsibility Program to provide classes for our 4th grade students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Use Dibels Next to assess and track students' fluency levels.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) We will provide materials needed to create literacy centers during Professional Development sessions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will complete two peer observations to enhance own knowledge.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will utilize Lakeshore Learning Reading Comprehension cards and folders to improve reading fluency and reading	Title I		\$474.57	\$0.00	\$0.00	\$0.00
7) Teachers will utilize Amplify/Mclass in grades 4 and 5	Title I		\$2,800.00	\$0.00	\$0.00	\$0.00
8)	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 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) Staff will receive training on literacy strategies during PLC meetings and with Cheryl Fuller on Early Release/Mandated days.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Staff will receive Instructional Framework training provided by the Principal on August 20, 2015.	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 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) Dibels and TRC data will be shared with parents on November 5, 2015 and February 25, 2016 at our Data Notebook Parent Nights. Teachers will provide parents with information on the expectations and progress of their child on Dibels and TRCs. Suggestions on activities to reinforce fluency, writing, and comprehension at home will be presented.	Title I		\$2,420.38	\$0.00	\$0.00	\$0.00
14) Home/School Compacts and Parent Involvement Policies developed by the District and School Leadership Team (included parents) will be sent home with students in both English and Spanish.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) School social worker, guidance counselor, and English as Second Language (ESL) teacher will provide information on how to more effectively reach out to parents. Topics will include: referrals to agencies, cultural norms, and homeless students. Information will be shared with all staff members during staff meetings on September 8, October 13, and November 10.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
IMPROVEMENT STRATEGY #3						
(Enter Improvement Strategy #3)						
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
13)			\$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?						
DIBELS Next K-5, TRC K-5, Principal observations, Curriculum Facilitator observations, Common assessments for each grade level, Staff Development attendance, PLC meeting notes, Student Data Notebooks						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Analyze and review assessment data (DIBELS Next, TRC, Common assessments). Review of classroom walk-through data by the Principal and Curriculum Facilitator. Evidence of implemented strategies from staff development sessions in lesson planning and teaching.						

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 2014 data indicates the following percentage of our students are Green for K-5 (K-43, 1-69, 2-76, 3-72, 4-48 5-27). TRC BOY 2014 data indicates the following percentage of our students are Green for K-5 (K-33,1-66, 2-50, 3-46, 4-38, 5-35). ELA Interim Assessments indicate we are below the district average at all grade levels (3rd: RF 45.24, D 47.5; 4th: RF 47.78, D 53.3; 5: RF 52.8, D 59.9) Walk Throughs by the CF and principal suggest the need for more consistent use of higher level thinking skills/questioning and less teacher talk. Teachers have attended scheduled staff development on centers for ELA. All students in K-5 have a data notebook. TRC stem questions need to be used during guided reading in addition weekly written responses for all students.

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

DIBELS MOY 2015 data indicates the following percentage of our students are Green for K-5 (K-58, 1-74 2-67 3-61 4-34 5-41). K and 5th meet their goal for MOY. TRC MOY 2015 data indicates the following percentage of our students are Green for K-5 (K-13,1-49 2-39 3-34 4-29 5-32. ELA Interim Assessments indicate we are below the district average at all grade levels (3rd: RF 46.82, D 49.3 ; 4th: RF 44, D 55.2 ; 5: RF 50.9, D 55.7). . 3rd grade ELA average increased by 2.28, 4th grade ELA IA average decreased by 5.36, 5th grade ELA decreased by 2.28. Walk Throughs by the CF and principal suggest the need for more consistent use of higher level of questioning and add an accountability piece for centers. TRC question stems with a written response will be used weekly for all k-5 students. Teachers have attended scheduled staff development on centers for ELA and are implementing activities in their classroom. CF will do provide intentional support for the 4th grade staff during PLC to enhance literacy instruction. All students in K-5 have an up to date data notebook.

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

DIBELS EOY 2015 data indicates the following percentages of students were on green for K-5 (K-88, 1-69, 2-62 3-68, 4-49 5-45). K-5 DIBELS benchmark progress from the BOY(55%) to EOY (64%) showed average progress. K progress from the BOY (43%) to EOY (88%) showed their progress was well above average. 5th grade progress from BOY (26%) to EOY (45%) showed above average progress. 1st and 4th grades showed below average progress (1-BOY 69%, EOY-69%; 4-BOY 48%, EOY 49%). 2 and 3 grades showed well below average progress (2- BOY 76%,EOY 62%; 3-BOY 71%, EOY 68%). TRC EOY 2015 data indicates the following percentages of students were on green K-5 (K-40, 1-44, 2-49, 3-48, 4-31, 5-41). TRC level of progress from BOY (44%) to EOY (42%) for K-5 showed we made well below average progress. 3rd-5th grade. 2015 EOG data showed that the reading scores increased from 37.6% in 2014 to 39.8% in 2015. Target was 48.2%, growth noted but fell short of target.

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

Dibels BOY data for K-5 shows that 54% (216) of our students are on green, 21% (86) on yellow, and 25% (103) on red. The following percentages of our students are on green for Dibels at each grade level : K-32%, 1- 65%, 2-41%, 3-56%,4-62%, 5-34%. BOY TRC data indicates that 12% (51) are on blue, 20% (84) are on green, 19% (80) yellow, and 49% (198) are on red.The following percentage of students are on grade level for TRCs: K- 32%, 1- 23%, 2-26%, 3-34%, 4-51%, and 5-37%. ELA pre-assessments show that 4th grade scored 43% and 5th grade scored 43%. See strategies in ACT Review 1 2015-16 section.

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?)

Our professional development will continue on literacy centers and data notebooks. We will add professional development on higher order thinking skills and focus on the ratio of student/teacher talk during classroom observations.

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

Our staff development will be continued on literacy centers during PLCs and Staff Meetings. In order to increase student comprehension on the TRCs, during our ELA block we have focused on the students answering TRC stem questions in addition to a weekly written response to books used during guided and whole group reading. Initiate incentive opportunities to celebrate incremental student growth.

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

Staff will attend Instructional Framework training to increase their knowledge of higher level questioning techniques and increase writing in all subject areas. Parent Data Notebook Nights will increase parents understanding of data related to mClass assessments and strategies that can be used to increase proficiency. Principal and CF will monitor Plan, Teach, Evaluate using the walk-thru instrument. Staff Development will be provided by Cheryl Fuller to increase knowledge of literacy, writing, and using data effectively.

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

Continued use of level 2 and 3 DOK questions 50% of the time consistently. Writing in all subject areas in complete sentences. Students will track data in their notebook and share with parents at Data Notebook nights. Staff development with Cheryl Fuller to increase asking higher level questioning knowledge. CF and Principal will conduct Plan, Teach and Evaluate walk thrus to look for the quality of questioning and writing instruction. Promote use of Learn Earn reading program for all grades.

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.)

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

School Name:	Reedy Fork Elementary	School Number:	530
Principal:	Denise Schroeder		
LEA Name/Number:	Guilford County Schools (410)		

Priority Area 1

1B) Literacy

Improvement Strategy #1

Provide Professional Development in Literacy Strategies, Data notebooks, and Technology to assist with quality literacy instruction for all students.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Professional Development sessions will be held on literacy strategies, writing, and data notebooks.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
10) Cheryl Fuller will provide Professional Development on literacy strategies, writing, and data notebooks. All certified teachers and teacher assistants will participate. Sessions will be held on Early Release and Mandated Workdays: October 2, October 14, January 21, February 17, March 17, April 27.	Schoolwide Reform Strategies	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$7,000.00				\$0.00				\$0.00	\$7,000.00
3) Teachers incorporate writing in all subjects for students to explain mastery of standards.	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) We will support and retain Highly Qualified staff by offering in service training for licensure renewal. Principal will attend the GCS Teacher Transfer Fair to meet with potential candidates for hire.	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) We will provide substitutes when Title I paid teacher is out on sick leave.	Schoolwide Reform Strategies	Reading & Math	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$500.00				\$0.00				\$0.00	\$500.00
6) School will purchase materials and supplies to enhance literacy skills.	Schoolwide Reform Strategies		Supplies & Materials	3-5330-050-411	\$6,969.14				\$0.00				\$0.00	\$6,969.14
7) School will purchase high interest library books to support AAM initiative.			Library Books	3-5330-050-414	\$2,000.00				\$0.00				\$0.00	\$2,000.00
8) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to standards.		Reading & Math	Salary - New Teacher Orientation	3-5330-050-125					\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Cheryl Fuller will provide Professional Development on literacy strategies, writing, and data notebooks. All certified teachers and teacher assistants will participate. Sessions will be held on Early Release and Mandated Workdays: October 2, October 14, January 21, February 17, March 17, April 27.		Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Media Specialist will provide technology Professional Development focused on literacy, writings, and apps on September 16.		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
						Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B													
14) PreK parents are invited to all meetings and trainings at the school. A parent resource room will be maintained by the Reedy Fork PTA. Poplar Grove Head Start center students will visit our school in the spring and attend our K orientation.	11) Coordinate and integrate parent involvement programs and activities with: Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.				\$0.00				\$0.00			\$0.00	\$0.00
15) Hold Title I Annual Meeting on September 24 to share School Improvement and Title I Plans in both English and Spanish. Both plans will be available on the school website and in the school office for parents unable to attend the meeting. Comment cards will be distributed	1) Convene a Title I Annual public meeting. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 12) Ensure that information is clear and understandable for parents, translate as needed.				\$0.00				\$0.00			\$0.00	\$0.00
												Subtotal #1:	\$16,469.14

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Students will engage in activities to improve their reading fluency, comprehension, and increase writing in all subject areas.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) We will utilize BrainPOP, Learning A-Z, and Fluency site licenses to improve reading fluency and comprehension.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$5,049.41	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$5,049.41
2) Students and staff will participate in a year long Service Learning project focusing on the Pet Responsibility. Students will learn about how to be a responsible pet owner through reading and writing activities. We will partner with the Pet Responsibility Program to provide classes for our 4th grade students.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Use Dibels Next to assess and track students' fluency levels.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
4) We will provide materials needed to create literacy centers during Professional Development sessions.	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312					\$0.00				\$0.00	\$0.00
5) Teachers will complete two peer observations to enhance own knowledge.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6) Teachers will utilize Lakeshore Learning Reading Comprehension cards and folders to improve reading fluency and reading.	Instruction by Highly Qualified Teachers	Reading	Supplies & Materials	3-5330-050-411	\$474.57				\$0.00				\$0.00	\$474.57
7) Teachers will utilize Amplify/Mclass in grades 4 and 5	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$2,800.00				\$0.00				\$0.00	\$2,800.00
8)	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
9)									\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Staff will receive training on literacy strategies during PLC meetings and with Cheryl Fuller on Early Release/Mandated days.			Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Staff will receive Instructional Framework training provided by the Principal on August 20, 2015.					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Dibels and TRC data will be shared with parents on November 5, 2015 and February 25, 2016 at our Data Notebook Parent Nights. Teachers will provide parents with information on the expectations and progress of their child on Dibels and TRCs. Suggestions on activities to reinforce fluency, writing, and comprehension at home will be presented.	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 6) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. 12) Ensure that information is clear and understandable for parents, translate as needed. 2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide	Reading	Parent - Supplies & Materials	3-5880-050-411	\$500.00	Reading	Parent - Other Food Purchases	3-5880-050-459	\$1,920.38	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,420.38
14) Home/School Compacts and Parent Involvement Policies developed by the District and School Leadership Team (included parents) will be sent home with students in both English and Spanish.	7) Develop School-Parent compacts.				\$0.00				\$0.00				\$0.00	\$0.00
15) School social worker, guidance counselor, and English as Second Language (ESL) teacher will provide information on how to more effectively reach out to parents. Topics will include: referrals to agencies, cultural norms, and homeless students. Information will be shared with all staff members during staff meetings on September 8, October 13, and November 10.	10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; to implement and coordinate programs; and to build ties between parents and the school.				\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$10,744.36

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, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Reedy Fork Elementary School will increase overall math proficiency from 38.0% to 61.9%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Reedy Fork Elementary School will increase overall math proficiency from 44.3% to 61.9%.
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

Teachers will use data to facilitate small group math instruction.

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) We will utilize Motivational Math for 5th grade, BrainPOP, and Flocabulary site licenses to increase math skills.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will complete two peer observations to improve own knowledge (reading, math).	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) 3-5 Teachers will use Math CBMs three times per year to monitor student progress in order to form small groups for instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Students will maintain data notebooks to monitor their process for student led conferences.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Common assessment data will be analyzed during PLC meetings to inform math instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to math standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) K-2 will use MOY and EOY math assessments to monitor students progress.			\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers incorporate writing in math for students to explain mastery of standards.			\$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			
	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)The Curriculum Facilitator (CF) will provide Professional Development on using data from common assessments to inform small group instruction during PLC meetings.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Substitutes will be provided when K-5 teachers meet for grade level planning days or attend other professional development sessions - PTEC workshops, etc.	Title I		\$5,246.79	\$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 Budgeted 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) During Parent Data Notebook Night, math data will be shared with parents and strategies will be discussed on how to improve student proficiency.			\$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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Teachers will use math centers to reinforce previously taught math standards.

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 materials needed to create math center activities during Professional Development sessions to improve their own knowledge.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) PLC meetings will be used to monitor math progress of students..	Title I		\$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 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) The Curriculum Facilitator (CF) will provide Professional Development on math centers and data notebooks during PLC meetings.	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			
	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) Parent Data Notebook Nights will be held on November 5, 2015 and February 25, 2016. Teachers will share data with parents and math activities to reinforce math concepts at home.	Title I		\$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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

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
13)									\$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?												
CBMs, Common Assessments, Principal and CF observations, Professional Development attendance, Student Data Notebooks												

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Analyze and review assessment data (CBMs, Common Assessments). Review of classroom walk-through data by the Principal and Curriculum Facilitator. Evidence of implemented strategies from staff development sessions in lesson planning and teaching.

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?)

BOY CBMs for K/1 students indicated the following percentage of students are Green (Number ID; K-69, 1-71; Quantity Discrimination; K-72, 1-88; Missing number; K-100, 1-95). CBMs for grades 2-5 show the following percentage of students are Green (2-63, 3-77, 4-46, 5-22). Interim assessment results for 3-5 indicate we are below the district average in math at all grade levels (3: RF 35.8, D 47.5; 4: RF 33.5, D 40.6; 5: RF 30.54, D 37.6).

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

MOY CBMs for K/1 students indicated the following percentages of students are on green (Number ID; K-67, 1-74; Quantity Discrimination; K-76, 1-79; Missing Number; K-65, 1-82). CBMs for grades 2-5 show the following percentages of students are on green (2-70, 3-84, 4-61, 5-50). Interim assessments for 3-5 grade results show we are below the district average (3: RF 44.64, D 46.7, 4: 33.49, D 44.8, 5: 42.41, D 49.3). Students in grade 3 increased their IA scores by 8.82 points. 5th grade students increased their IA scores by 11.87 points.

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

EOY CBMs for K/1 indicated the following percentages of students were on Green in the following areas: (Number ID; K-68, 1-74; Quantity Discrimination; K-69, 1-87; Missing Number; K-52, 1-76). CBMs for grades 2-5 showed the following percentages of students on green (2-83, 3-75, 4-60, 5-68). EOG math scores increased from 38% in 2014 to 44.3% in 2015; the target was 56.5. Third grade students met the target goal of 56.5% by scoring 57.3%. AA students in 5th grade increased their math percentages from 26.7% as 4th graders to 50% as 5th graders. Hispanic students in 5th grade increased their math percentages from 10% in 2014 to 37.5% in 2015.

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

Math pre-assessments shows that 39% of third grade, 32% of 4th grade, and 23% of the 5th grade were on grade level. We will continue with guided math and math centers to reinforce skills that have already been taught. All grade levels are using CUBES to solve math problems. See strategies in ACT Review 1 2015-16 section.

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?)

Our fifth grade team will pilot teaching guided math groups based on data analysis. Our third and fourth grade teams will observe the fifth grade teachers during the guided math block. Some of our 3-5 teachers have attended D.U.E.T.S. professional development at Oak Hill Elementary. We plan to send our remaining 3-5 teachers to the training in December and January.

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

Teachers in 3-5 have attended professional development in D.U.E.T.S. After attending D.U.E.T.S., the fifth grade team chose to use guided math and math stations during the 90 minute math block. Teachers will continue to pilot guided math groups based on the increase in IA scores for fifth grade. Include an accountability piece in all math centers. Math center activities will be reviewed in PLCs to ensure they are centered around the Common Core math standards.

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

Implementing guided math on each grade level. Use of BrainPOP and Flocabulary to increase students understanding of math standards. Writing will be used to explain mastery of math standards.

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

Students will continue to write explanations of how they solved the math problem. Use of Ten Marks, BrainPOP, and Flocabulary will be used to increase understanding of math concepts.

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.)

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

School Name: **Reedy Fork Elementary**
Principal: Denise Schroeder
LEA Name/Number: Guilford County Schools (410)

School Number: **530**

Priority Area 2														
2B) Math														
Improvement Strategy #1														
Teachers will use data to facilitate small group math instruction.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) We will utilize Motivational Math for 5th grade, BrainPOP, and Flocabulary site licenses to increase math skills.	Schoolwide Reform Strategies		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers will complete two peer observations to improve own knowledge (reading, math).	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) 3-5 Teachers will use Math CBMs three times per year to monitor student progress in order to form small groups for instruction.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
4) Students will maintain data notebooks to monitor their process for student led	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Common assessment data will be analyzed during PLC meetings to inform math instruction.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
6) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to math standards.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
7) K-2 will use MOY and EOY math assessments to monitor students progress.					\$0.00				\$0.00				\$0.00	\$0.00
8) Teachers incorporate writing in math for students to explain mastery of standards.					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)The Curriculum Facilitator (CF) will provide Professional Development on using data from common assessments to inform small group instruction during PLC meetings.			Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Substitutes will be provided when K-5 teachers meet for grade level planning days or attend other professional development sessions - PTEC workshops, etc.		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$5,246.79				\$0.00				\$0.00	\$5,246.79
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) During Parent Data Notebook Night, math data will be shared with parents and strategies will be discussed on how to improve student	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #1:													\$5,246.79	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Teachers will use math centers to reinforce previously taught math standards.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Provide materials needed to create math center activities during Professional Development sessions to improve their own knowledge.	Schoolwide Reform Strategies	Math			\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) PLC meetings will be used to monitor math progress of students..	Schoolwide Reform Strategies	Math			\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) The Curriculum Facilitator (CF) will provide Professional Development on math centers and data notebooks during PLC meetings.		Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parent Data Notebook Nights will be held on November 5, 2015 and February 25, 2016. Teachers will share data with parents and math activities to reinforce math concepts at home.	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 12) Ensure that information is clear and understandable for parents, translate as needed. 2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Math	Select budget category from drop down menu		\$0.00	Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #3

0														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1)	Select from drop down menu				\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)		Math			\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Title I Parent Involvement Component		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$0.00

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) Achievement Gap
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, the achievement gap between African American, Hispanic males and other students will decrease by 14% per subgroup in overall reading.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, the achievement gap between African American, Hispanic males and other students will decrease by 14% per subgroup in overall reading.
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

Provide differentiated instruction for African American (AA) and Hispanic males.

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) AA and Hispanic males will meet with mentors weekly to review data notebooks for individual progress.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will use print and digital copies of high interest magazine subscriptions (e.g. Sports Illustrated Kids) to provide culturally relevant materials for use during guided reading.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) We will provide Ipad Mini's, Covers, and Airwatch for use with AA and Hispanic males during small group instruction. These items will support the digital subscriptions of culturally relevant magazine subscriptions. INITIAL BUDGET	Title I		\$17,201.78	\$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 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)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Staff book study using Eric Jensen's book Teaching with Poverty in Mind. Each grade level will present a chapter in the book at a staff meeting.			\$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 Budgeted 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)			\$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

IMPROVEMENT STRATEGY #2						
Provide multiple opportunities for increased parent and community involvement for AA and Hispanic males in order to increase academic achievement.						
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) Mentors of AA and Hispanic males will encourage parents to participate in Fabulous Father Fridays and Marvelous Mother Mondays. Parents will be invited to eat lunch with their children.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Parents of AA and Hispanic males will have the opportunity to participate in conferences throughout the school year. End of first quarter conferences will be held with each student's parents. Parent/teacher/student conferences will be held at the midpoint of the second quarter. Student led conferences will be held on March 19.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Mentors of AA and Hispanic males will discuss the monthly character trait with mentees. Character Education will be stressed by awarding Terrific Kids of Character. These awards are sponsored by the Kiwanis Club's Terrific Kids program.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) English as Second Language (ESL) teacher will hold computer classes for Spanish speaking mothers at Oakwood Forest Mobile Home Park in conjunction with AmeriCorp.	Title I		\$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 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) Recruit community members and/or parents to provide professional development on cultures represented by students in the school. Sessions will be held on Early Release Days or during the monthly staff meeting.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)	Title I		\$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) Implement All Pro Parents program. All Pro Parents will meet monthly. Our guidance counselor and ESOL teacher will head this program.	Title I		\$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

IMPROVEMENT STRATEGY #3						
Provide ways for businesses and community groups to be involved with the school in order to increase student achievement of AA and Hispanic males.						
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) Identify and contact businesses/community groups interested in providing incentives for parents to attend programs and provide mentors for AA and Hispanic males.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Work with AmeriCorp to offer homework and academic support for Spanish speaking students at Oakwood Forest Mobile Home Park.	Title I		\$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
13)			\$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?						
DIBELS and TRC data, AIG rosters, Number of business and community relationships established, Student Data notebooks, Common and Pre and Post Assessment data						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
EOG, Dibels, and TRC growth.						

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>
BOY DIBELS data shows for grades K,1,3,4, and 5 a higher percentage of our AA males are Green than All students. (K; All 43;AAM 57, HM 0,1; All 69, AAM 80, HM 55, 2; All 76, AAM 75, HM 66 3; All 72, AAM 80, HM 70, 4; All 48, AAM 50, HM 62, 5; All 27, AAM 47, HM 13) Our Hispanic males in all grade levels except 4th grade, scored lower than All students and AAM. BOY TRC data indicates our AA males have a higher percentage of students on Green/Blue, except for 4th grade AA males (K; All 33, AAM 38, HM 8, 1; All 66 ,AAM 70, HM 64, 2;All 50, AAM 56, HM 40, 3;All 46, AAM 50, HM 40,4;All 38, AAM 34, HM 38 5; All 35, AAM 46, HM 13) TRC data for our Hispanic males shows that in all grade levels they scored lower, except 4th grade. 3rd grade Interim Assessment results for ELA show our AA males are performing above our HM and White Males (AAM 46.14, HM 40.44, WM 39.33). 4th grade ELA scores showed that HM outperformed AAM and WM (HM 42.36, AAM 42.16, WM 42.04). 5th grade ELAs indicated that our AAM are out performing HM and WM (AAM 56.42, HM 39.01, WM 53.16).
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>
MOY K Dibels data indicates that our goals for AAM were not met. K HM scores show that they did meet their MOY goal. AAM and HM in first grade meet their MOY goal. 2-5 grades AA and HM did not meet their goals for the MOY. In comparing populations for K-5 TRCs, only the 4th grade HM met their goal. ELA scores indicate that in 3rd grade the subgroup that scored the lowest was WM with 36.4 %, 4th was AAM with 44%, 5th grade was HM at 39.1%.
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
K AAM (87%) and KHM (82%) made well above progress in DIBELS from the BOY to the EOY, while KWM made average progress. AAM students in grades 1(75%), 2 (68%), 3 (70%), and 5 (58%) scored higher than our WM in these grades on DIBELS EOY (1-70%, 2-56%, 3-50%, 5-25%). HM scored higher on the EOY Dibels than WM in the following grades 1(70%), 3 (60%), 4 (67%). Our K-5 AAM performed higher on their EOY TRCs than our WM (43%) and HM (28%). K-5 AAM increased their EOY TRCs (48%) percentages by 7% over their MOY TRCs (41%). K-5 HM increased their TRC percentages by 1% from MOY (27%) TRCs to EOY(28%) TRCs. WM students increased their EOY (43%) scores by 13 percent over their MOY (30%) TRC. Reading EOGS scores indicated the third grade AAM(50%) performed higher than the WM (33%) by 20%. Third grade HM (40%) students scored higher than the WM (33%) by 7%. In 4th grade our HM (36%) scored higher than our AA M (19%) and WM (33%). 5th grade AAM (51%) and HM (44%) scored higher than WM (33%).Total PC for AA students in Reading reached 42.6% (target 47.75). Total PC for Hispanic students reached 32.3% (target 42.1%)
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>
BOY Dibels data for grades K-5 show that overall white males (57%) scored higher than AAM (53%) and HM (45%). On Dibels, K AAM (38%) scored above WM (0%), and HM(25%). 1st grade males on Dibels show WM (86%) scored higher than AAM (64%) and HM (46%). Dibels scores for 2nd grade show that HM (78%) scored higher than AAM (77%) and WM (50%). 3rd grade scores on Dibels indicate that WM (67%) scored higher than AAM (50%) and HM (50%). 4th grade male scores show that WM (66%) scored higher than AAM (62%) and HM ((50%). Scores for 5th grade show that WM (46%) out performed AAM (27%) and HM (20%). K-5 TRC data broken down by race shows that 21% of WM , 8% of HM and 11% of AA males are on blue. 21% of WM and AAM were on green, while 13% of the HM were on green. TRC percentages for yellow show that AAM were at 16%, HM were 24% and WM 13%. Male students percentages of students on red are as follows AAM 52%, HM 55%, and WM 45%. See strategies in ACT Review 1 2015-16 section.
<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>
We will continue the use of our current strategies. We have partnered with A & T University students who are serving as mentors and tutors for our students. Staff members have been assigned as mentors to 3-5 grade AAM and HM who scored below a 3 on the 2014 EOG. The mentors meet with their mentees once a week to review data notebooks and make connections. Our addition of guided math in fifth grade will increase the use of differentiated instruction.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i>
Continue with current strategies. Reward students who have made growth and who are putting forth the effort with Rudy Mart tickets, announcing names on intercom, extra recess and extra computer time. EOG Parent night was presented by Dr. Jordan to 3-5 grade parents. Differentiating center activities that include more hands on activities, which include the use of manipulatives and written responses, that are high interest and align with Common Core standards.
<i>Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)</i>
Students will be asked appropriate leveled questions that are directly aligned to reading standards. Students will be required to explain mastery of the standards through writing. Fire fighters will serve as lunch buddies for our AAM and HM.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)</i>
Continue use of current strategies; To encourage AAM and HM to read more, a grant was written and received to purchase graphic novels. Men on the Move from A & T University work with our AAM and HM males as tutors and mentors.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

2014-15 TITLE I SCHOOLWIDE WORKSHEET

School Name: **Reedy Fork Elementary**
 Principal: Denise Schroeder
 LEA Name/Number: Guilford County Schools (410)

School Number: **530**

Priority Area 3

3B) Achievement Gap

Improvement Strategy #1

Provide differentiated instruction for African American (AA) and Hispanic males.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) AA and Hispanic males will meet with mentors weekly to review data notebooks for	Activities for children experiencing difficulty		Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2)	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will use print and digital copies of high interest magazine subscriptions (e.g. Sports Illustrated Kids) to provide culturally relevant materials for use during guided reading.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) We will provide iPad Mini's, Covers, and Arwatch for use with AA and Hispanic males during small group instruction. These items will support the digital subscriptions of culturally relevant magazine subscriptions. INITIAL BUDGET	Activities for children experiencing difficulty	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$17,201.78				\$0.00				\$0.00	\$17,201.78
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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)			Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Staff book study using Eric Jensen's book Teaching with Poverty in Mind. Each grade level will present a chapter in the book at a staff meeting.					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)		Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #1:													\$17,201.78	

Improvement Strategy #2														
Provide multiple opportunities for increased parent and community involvement for AA and Hispanic males in order to increase academic achievement.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Mentors of AA and Hispanic males will encourage parents to participate in Fabulous	Schoolwide Reform Strategies				\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Parents of AA and Hispanic males will have the opportunity to participate in conferences throughout the school year. End of first quarter	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Mentors of AA and Hispanic males will discuss the monthly character trait with	Coordination & Integration of Federal, State, and Local Services				\$0.00				\$0.00				\$0.00	\$0.00
4) English as Second Language (ESL) teacher will hold computer classes for Spanish	Coordination & Integration of Federal, State, and Local Services				\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Recruit community members and/or parents to provide professional development on cultures represented by students in the school. Sessions will be held on Early Release Days or during the monthly staff meeting.			Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Implement All Pro Parents program. All Pro Parents will meet monthly. Our guidance counselor and ESOL teacher will head this program.	9) Provide materials and training to help parents work with their children to improve achievement. 12) Ensure that information is clear and understandable for parents, translate as needed.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #2:													\$0.00	

Improvement Strategy #3														
Provide ways for businesses and community groups to be involved with the school in order to increase student achievement of AA and Hispanic males.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Identify and contact businesses/community groups interested in providing incentives for parents to attend programs and provide mentors for AA and Hispanic males.	Schoolwide Reform Strategies		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) Work with AmeriCorp to offer homework and academic support for Spanish speaking students at Oakwood Forest Mobile Home Park.	Coordination & Integration of Federal, State, and Local Services				\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)		Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Title I Parent Involvement Component		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL.		Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00
14)						\$0.00				\$0.00			\$0.00	
15)						\$0.00				\$0.00			\$0.00	
													Subtotal #3:	\$0.00

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Reedy Fork Elementary**
Principal: Denise Schroeder
LEA: Guilford County Schools (410)

School Number: **530**

PRC 050 Allocation	\$76,813.38
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Parent Involvement Set-Aside	
\$1,920.38	
Budgeted Parent Involvement	
\$2,420.38	
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	
\$2,246.79	
Budgeted Professional Development	
\$11,873.93	
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	530 Salary - Social Worker	\$0.00
	3-5320-050-181-	530 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	530 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	530 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	530 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	530 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	530 Salary - Teacher	\$17,490.00
PD	3-5330-050-125-	530 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	530 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	530 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	530 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	530 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	530 Salary - Substitute Pay (NOT Professional Development)	\$464.47
PD	3-5330-050-163-	530 Salary - Substitute Pay (Professional Development)	\$4,873.93
	3-5330-050-181-	530 Payroll - Supplementary Pay (5330)	\$2,305.50
	3-5330-050-184-	530 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	530 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	530 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	530 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	530 Payroll - Social Security/FICA (5330)	\$1,922.74
	3-5330-050-221-	530 Payroll - Retirement (5330)	\$3,101.95
	3-5330-050-231-	530 Payroll - Hospitalization Ins. (5330)	\$2,739.50
	3-5330-050-311-	530 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	530 Staff Dev/Workshop Expenses**	\$7,000.00
	3-5330-050-314-	530 Printing & Binding	\$0.00
	3-5330-050-326-	530 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	530 Field Trips	\$0.00
PD	3-5330-050-352-	530 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	530 Membership Dues & Fees	\$0.00
	3-5330-050-411-	530 Supplies & Materials	\$15,293.12
	3-5330-050-414-	530 Library Books	\$2,000.00
	3-5330-050-418-	530 Computer Software & Supplies	\$17,201.78
	3-5330-050-461-	530 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	530 Computer Equipment	\$0.00
	3-5330-050-541-	530 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	530 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	530 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	530 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	530 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	530 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	530 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	530 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	530 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	530 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	530 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	530 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	530 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	530 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	530 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	530 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	530 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	530 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	530 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	530 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	530 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	530 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	530 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	530 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	530 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	530 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	530 Parent - Postage	\$0.00
PI	3-5880-050-411-	530 Parent - Supplies & Materials	\$500.00
PI	3-5880-050-459-	530 Parent - Other Food Purchases	\$1,920.38
	3-6550-050-331-	530 Pupil Transportation - Contracted	\$0.00
			\$76,813.38 TOTAL BUDGET
			(\$0.00) DIFFERENCE
			(red)=overbudget
			black=underbudget/balanced
			\$27,559.70 Position Total
			\$49,253.68 Non-Position Total

**Staff Development/Workshop Expenses Subcodes:

3-5330-050-312-xxx-01
3-5330-050-312-xxx-02
3-5330-050-312-xxx-03
3-5330-050-312-xxx-04
3-5330-050-312-xxx-05

*If PD or PI appears, that code counts toward the set-aside automatically.
*White cells will show balance if (Optional) TRACKING sheet is up to date.

Registration Fees
Travel/Transportation (includes privately owned auto, rentals, airfare)
Subsistence (includes meals, lodging)
Consultants
Workshop Materials (includes refreshments)

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Reedy Fork Elementary

School Number: 530

School Address:

4571 Reedy Fork Parkway, Greensboro, NC 27405

Principal:

Denise Schroeder

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Renee' Griffin	Annually	9/5/14, 9/1/2015
Pre-Crisis Checklist	Denise Schroeder	Annually	9/5/14, 9/2/2015
After Hours Emergency Contact List	Denise Schroeder	Annually	8/19/2015
Register Principal for Sex-Offender Registry Notifications	Denise Schroeder	Annually	8/4/14, 8/4/2015
Diabetic Training for Staff	Kae Dawkins	Annually	9/15/14, 10/13/2015
Distribute/Explain Crisis Plan to Staff	Denise Schroeder	Annually	9/9/14, 8/19/2015
Distribute/Explain Code of Conduct	Denise Schroder and Classroom Teachers	Annually	9/9/14, 9/8/2015
Tornado Drill	Denise Schroeder	Annually	8/25/14, 3/4/2014, 8/25/15
Conduct Student Safety Perception Survey	Speciality Teachers	Annually	3/25/2015
Train staff on Emergency Notification Network deployment	Denise Schroder	Annually	10/7/2014, 10/13/15
Lock-down Drills	Denise Schroeder and Crisis Team	Bi-Annually	10/10/14, 2/16/15, 9/11/15
Safety Inspection	Denise Schroeder	Bi-Annually	8/22/14, 1/5/15, 8/18/15
Alternate Route Fire Drill	Denise Schroeder	Bi-Annually	10/24/14, 3/19/15, 10/15/15
Playground Inspection	Robert Roof	Bi-Annually	8/18/14, 3/19/15, 8/21/15
Fire Drill / Sanitation Inspection	Denise Schroeder	Monthly	7/16/14, 8/12/14, 9/25/14, 10/9/14, 11/10/14, 12/18/14, 1/8/15, 2/27/15, 3/18/15, 4/22/15, 5/18/15, 6/8/15, 8/28/15, 9/4/15, 10/15/15, 11/17/15
Fire Extinguishers Inspection	Robert Roof	Monthly	8/19/14, 9/17/14, 10/9/14, 11/12/14, 12/18/14, 1/14/15, 2/18/15, 3/18/15, 4/9/2015, 5/14/15, 6/17/15, 7/16/15, 8/18/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Denise Schroeder & PBIS Team	Monthly	9/26/14, 10/31/14, 11/21/14, 12/19/14, 1/30/15, 2/27/15, 3/27/15, 8/19/15, 9/1/15, 10/6/15, 11/3/15
Automated External Defibrillator (AED) Inspection	Kae Dawkins	Monthly	8/20/14, 9/24/14, 10/29/14, 11/19/14, 12/17/14, 1/28/15, 2/25/15, 3/25/15, 8/19/15, 9/16/15, 10/14/15
Discipline Incidents in PowerSchool	Brandon Chavis	Ongoing	
Volunteer Background Checks	Melonia Milliken	Ongoing	
Monitor Visitor Check-In	M. Milliken, B. Chavis, S. Sumner	Ongoing	

2014-16 SCHOOL SAFETY CHECKLIST

Monitor Arrival and Dismissal of Students	Denise Schroeder and Staff	Ongoing	
Monitor Sex Offender Registry	Brandon Chavis	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Denise Schroder	Ongoing	

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.

REEDY FORK 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	17,490.00		5,250.00	12,240.00
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	464.50		0.00	464.50
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	4,873.90		1,568.00	3,305.90
PAYROLL - BONUS PAYMENT	3-5330-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	2,305.50		652.50	1,653.00
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	1,951.45		571.52	1,379.93
PAYROLL - RETIREMENT 5330	3-5330-050-221	3,010.90		899.94	2,110.96
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	2,689.00		0.00	2,689.00
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	7,000.00	7,000.00	0.00	0.00
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	141.51	0.00	0.00	141.51
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	16,959.86	3,890.23	11,589.77	1,479.86
LIBRARY BOOKS	3-5330-050-414	2,088.73	0.00	2,014.83	73.90
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	4,320.68	1,284.71	3,035.97	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	10,721.97	0.00	9,953.37	768.60
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	500.00	0.00	0.00	500.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,920.38	1,430.05	488.51	1.82
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	76,813.38	13,604.99	36,024.41	27,183.98
					27,183.98
PAYROLL TOTALS	44	33,160.25	0.00	8,941.96	24,218.29
NON-PAYROLL TOTALS	20	43,653.13	13,604.99	27,082.45	2,965.69
TOTAL	64	76,813.38	13,604.99	36,024.41	27,183.98