



Low Performing School Addendum

School Location: **Union Hill Elementary**

Insert goals from your School Improvement Plan and modify if needed to address proficiency and/or growth. Your School Improvement Plan and the Low Performing School Addendum will be submitted to the School Board and NCDPI for approval.

- Goal 1: By June 2016, Union Hill Elementary will increase reading proficiency to from 34.5% to 53.1% as measured by EOG scores.
- Goal 2: By June 2016, the percentage of Union Hill students scoring proficient in Math will increase from 33.2% to 52.2% as measured by EOG scores.
- Goal 3: By June 2016, the percentage of African American students scoring proficient will increase to 48.1% in Reading and 46.1% in Math as measured by EOG scores. K-3 DIBELS scores will increase to 80% proficiency.

Regional Support:

The regional office will provide

- Frequent team walk-thru visits and feedback to principal about the quality of observed instruction and the alignment to curriculum standards and pacing expectations.
- On site coaching of principal, curriculum facilitator, and identified teachers (as requested and pending resource availability).
- Provide four professional development Foundation sessions for 2nd and 3rd grade classroom teachers.

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	Union Hill Elementary	School Number	580
School Address	3523 Triangle Lake Rd., High Point, NC 27260		
Principal	Shayla Savage		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	21-Aug-14		
Date of Last Review/Update	20-Nov-15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision
To help us accomplish our mission, the staff of Union Hill Elementary will: 1. Implement Best Practices in all subject areas 2. Differentiate instruction to ensure high expectations 3. Challenge students academically
Mission Statement
The staff of Union Hill will provide a safe, academically challenging environment for our students. We believe all children can learn and will ensure that they reach their highest potential.

District and State Goal Alignment

Guilford County Schools Strategic Plan 2016, Area I: Personalized Learning
<i>Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.</i>
Guilford County Schools Strategic Plan 2016, Area II: Character, Service and Safety
<i>Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.</i>
Guilford County Schools Strategic Plan 2016, Area III: Parent, Family and Community
<i>Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.</i>
Guilford County Schools Strategic Plan 2016, Area IV: Educator and Organizational Excellence
<i>Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.</i>
<i>Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.</i>

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Shayla Savage	N/A	
Assistant Principal Representative	Susan Steen	N/A	N/A
Assistant Principal Representative	Tina Johnson	N/A	N/A
Instructional Staff Representative	Monica Jackson	Jun-15	15-16 and 16-17
Instructional Staff Representative	Charlie St. Louis	Jun-15	15-16 and 16-17
Instructional Staff Representative	Jaime Jones	Jun-15	15-16 and 16-17
Instructional Staff Representative	Marquisha Grinton	Jun-15	15-16 and 16-17
Instructional Staff Representative	Christina Creed	Jun-14	14-15 and 15-16
Instructional Staff Representative	Shamika Williams	Aug-15	15-16 and 16-17
Instructional Staff Representative	Hiawatha Blunt	Jun-14	14-15 and 15-16
Instructional Support Staff Representative	Heidi Davis	Jun-14	14-15 and 15-16
Instructional Support Staff Representative	Keyunda Miller	Jun-14	14-15 and 15-16
Teacher Assistant Representative	Katisha Pickett	Jun-15	15-16 and 16-17
Parent Representative	Renee Shealey	Oct-14	14-15 and 15-16
Parent Representative	Renee Shealey	Oct-14	14-15 and 15-16

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

410580

Union Hill 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	33.0	39.7	46.4	53.1	59.8	66.5
AMERICAN INDIAN						
ASIAN	65.0	68.5	72.0	75.5	79.0	82.5
BLACK	25.9	33.3	40.7	48.1	55.5	63.0
HISPANIC	37.8	44.0	50.2	56.5	62.7	68.9
2 OR MORE RACES	58.3	62.5	66.6	70.8	75.0	79.2
WHITE	25.0	32.5	40.0	47.5	55.0	62.5
EDS	32.5	39.3	46.0	52.8	59.5	66.3
LEP	28.1	35.3	42.5	49.7	56.9	64.1
SWD	6.1	15.5	24.9	34.3	43.7	53.1
AIG	88.9	90.0	91.1	92.2	93.3	94.5
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	31.7	38.5	45.4	52.2	59.0	65.9
AMERICAN INDIAN						
ASIAN	35.0	41.5	48.0	54.5	61.0	67.5
BLACK	23.0	30.7	38.4	46.1	53.8	61.5
HISPANIC	54.1	58.7	63.3	67.9	72.5	77.1
2 OR MORE RACES	50.0	55.0	60.0	65.0	70.0	75.0
WHITE	35.0	41.5	48.0	54.5	61.0	67.5
EDS	30.1	37.1	44.1	51.1	58.1	65.1
LEP	31.3	38.2	45.0	51.9	58.8	65.7
SWD	6.1	15.5	24.9	34.3	43.7	53.1
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	18.4	26.6	34.7	42.9	51.0	59.2
AMERICAN INDIAN						
ASIAN	37.5	43.8	50.0	56.3	62.5	68.8
BLACK	12.2	21.0	29.8	38.5	47.3	56.1
HISPANIC	33.3	40.0	46.6	53.3	60.0	66.7
2 OR MORE RACES						
WHITE	20.0	28.0	36.0	44.0	52.0	60.0
EDS	17.4	25.7	33.9	42.2	50.4	58.7
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	95.0	95.5	96.0	96.5	97.0	97.5

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?

Based on preliminary EOG data from 2014-15, we showed growth in proficiency in third-fifth grade reading, third and fifth grade math, and fifth grade science. We showed growth in our Black student subgroup in the following areas: fourth and fifth grade reading, fourth and fifth grade math, and fifth grade science. Our kindergarten and first grade students showed average growth on DIBELS. Our third grade students showed above average growth on DIBELS. In addition, 68% of our kindergarten-third grade students had a DIBELS Composite score that was on or above grade level. On the EOG, 33.2% of our students were proficient in math, 34.5% were proficient in reading, and 38.8% were proficient in science. Our students reached 6,800 AR points for the 2014-15 school year.

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

Our fourth grade math EOG proficiency decreased from 2013-14 to 2014-15. We also showed a decrease in the percentage of Black students who were proficient in both third grade reading and math. Our kindergarten-third grade students showed well below average growth on TRC. Our second grade students showed below average growth on DIBELS. Our opportunities for improvement are to increase growth in all subgroups, especially our Black subgroup, as measured by EOG tests, TRC assessments, and DIBELS assessments. We need to incorporate writing across the curriculum in all grade levels in order to increase our students' abilities to write and to answer written comprehension questions on their TRC assessments. We also need to improve attendance and to decrease office referrals.

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

We haven't received overall proficiency data yet. We also haven't received an updated growth calculator.

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?

Priority Area 1:

1B) ELA

Priority Area 2:

2B) Math

Priority Area 3:

3 B) African American Achievement

Priority Area 4:

4B) Service Learning/Character Development

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) ELA
*SMART Goal *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By June 2016, Union Hill Elementary will increase reading proficiency to 53.1% as measured by EOG scores.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Union Hill Elementary will increase reading proficiency from 34.5% to 53.1% as measured by EOG scores.
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

Implement Foundations K-3 with fidelity

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) Review current resources and purchase additional supplies as needed.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Write and review daily Foundations lesson plans.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
3) Incorporate Foundations lesson planning and data in PLCs.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Track student progress using the Foundations Unit Tracker.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Provide support (walkthroughs, coaching, modeling) to assist with implementation, modeling, coaching and walkthroughs.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Provide PD for new teachers.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Provide Highly Qualified substitutes for Title I paid teachers.	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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)
7) Ensure all new teachers are trained in Foundations.		
8)		
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)
8) Distribute "home connection" letters to parents by unit.		
9) Share Foundations data with parents in conferences.		
10)		
IMPROVEMENT STRATEGY #2		
Implement Guided Reading using Jan Richardson's The Next Step in Guided Reading		
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
1) Provide training to all teachers.	Title I	
2) Purchase copies of The Next Step in Guided Reading for all classroom teachers.	Title I	
3) Utilize The Daily Five as a resource for literacy stations. Students will go to the writing station daily.		
4) Provide fluency drills to students so they can track their own data and set goals.	Title I	

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

5) Renew AR subscription to assist with having text and assessments for independent reading.	Title I		\$3,000.00	\$0.00	\$0.00	\$0.00
6) Renew Reading A-Z.to assist with having a variety of leveled and non-fiction text for guided reading.	Title I		\$3,289.00	\$0.00	\$0.00	\$0.00
7) Renew STAR Reading.			\$849.50	\$0.00	\$0.00	\$0.00
8) Purchase resources and supplies to support teaching and learning.	Title I		\$810.00	\$0.00	\$0.00	\$0.00
9) Provide substitutes for professional development days for collaboration and training.	Title I		\$369.76	\$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) Assistant Principal will train teachers in the implementation of Jan Richardson's The Next Step in Guided Reading.			\$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
11) Hold annual Title I Meeting/Open House and Curriculum nights. Title I Compacts will be signed by parents, teachers and students.	Title I		\$250.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #3						
Implement Reading Strategies to Develop Comprehension						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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) Implement GCS Instructional Framework.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Schedule an author visit to support and increase student and teacher capacity regarding cultural responsiveness	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Incorporate writing across the curriculum.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Incorporate higher order questions across the curriculum. We will purchase DOK/Blooms Taxonomy question wheel.	Title I		\$350.00	\$0.00	\$0.00	\$0.00
5) Utilize reading specialists to support students who are reading below grade level. The reading specialists will utilize LLI and other research-based interventions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will integrate the Science standards into their ELA lessons.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Purchase mClass and TRC subscription for 4th - 5th grade students. Utilize McClass data to determine interventions needed for 4th and 5th graders.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) EC students will be exposed to the vocabulary of text be used in class prior to instruction to assist with comprehension and skill development	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Purchase subscriptions such as but limited to Flocabulary.	Title I		\$2,200.02	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
11) Provide PD to teachers on using higher order question stems, text selection and use of data to inform instruction.			\$0.00	\$0.00	\$0.00	\$0.00
			\$750.00	\$0.00	\$0.00	\$0.00
			\$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.						
12) Work with Preschools in the area and rising Kindergarten parents by offering Kindergarten Open House and tours.	Title I		\$250.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

			\$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/TRCs *Reading EOG *Grade level common assessments *Walkthroughs/observations *PLC meetings *Lesson Plans *Data Wall *Student data notebooks *Sign -in sheets						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will look at the following data sources throughout the year to determine if our students are showing growth: DIBELS, TRC, grade level common assessments, unit pre and post assessments, and Foundations unit assessments. We will use reading EOG data and end of year DIBELS and TRC data as summative assessments of whether we have met our SMART goals.						
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>						
Based on results of the implemented strategies, we have seen an increase in students' Foundations proficiency. This is proved by our unit test trackers and the percentage of students that are passing units. This data also helps us to determine what students will benefit from small group instruction in order to increase their proficiency regarding Foundations skills. We have also seen an increase in teaching and learning as a result of the PD that has been conducted from our Curriculum and Instruction and Formative Assessment departments. These departments have come in to support our teachers in deconstructing standards and creating Common Formative Assessments for our students. Teacher lesson plans and classroom walkthroughs provide evidence that professional development opportunities of this nature are helping to increase the overall rigor in our classrooms. Interim Assessment I Results for 3rd Grade: Union Hill Mean = 41% GCS Mean = 48%; Currently, we are 7% points below the district mean in ELA. Interim Assessment I Results for 4th Grade: Union Hill Mean = 43% GGS Mean = 53%; Currently, we are 10% points below the district mean in ELA. Interim Assessment I Results for 5th Grade: Union Hill Mean = 54% GCS Mean = 60%; Currently, we are 6% points below the district mean in ELA.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
Based on results of the implemented strategies, we continue to see an increase in students' Foundations proficiency. This is proved by our unit test trackers and the percentage of students that are passing units. This data also helps us to determine what students will benefit from small group instruction in order to increase their proficiency regarding Foundations skills. Based on MOY DIBELS data, our 1st, 2nd and 3rd graders have shown an increase in proficiency; however, Kindergarten showed a small decrease of 4%. Our TRC results show a decrease in proficiency in grades K-3. Classroom walkthroughs have provided evidence of ELA common language, student time on task and a balance between student and teacher talk. Union Hill Mean = 42.5% GCS Mean = 49.4%; Currently, we are 6.9% points below the district mean in ELA. Grade: Union Hill Mean = 47.2% GGS Mean = 55.2%; Currently, we are 8% points below the district mean in ELA. Interim Assessment 2 Results for 5th Grade: Union Hill Mean = 51.8% GCS Mean = 55.7%; Currently, we are 3.9% points below the district mean in ELA.						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
Based on preliminary EOG data from 2014-15, we showed growth in proficiency in third-fifth grade reading. Our kindergarten and first grade students showed average growth on DIBELS. Our third grade students showed above average growth on DIBELS. Our kindergarten-third grade students showed well below average growth on TRC. Our second grade students showed below average growth on DIBELS.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

DIBELS data
 Kindergarten: 54% green
 First Grade: 58% green
 Second Grade: 70% green
 Third Grade: 57% green

TRC data
 Kindergarten: 19% on or above grade level
 First Grade: 41% on or above grade level
 Second Grade: 21% on or above grade level
 Third Grade: 29% on or above grade level
 Fourth Grade: 48% on or above grade level
 Fifth Grade: 48% on or above grade level

Pre-Assessment Data	Union Hill Percent Correct	GCS Percent Correct
Reading 3	33.0%	44.8%
Reading 4	33.8%	48.4%
Reading 5	34.0%	50.5%

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?)

Based upon identified results we don't believe that our current strategies should be changed. What we believe is that as a school community and leadership we must ensure that the identified strategies are understood by all staff members. Consistent monitoring of these strategies will ensure that they're occurring and productive for all students. In fourth grade we've had two teaching adjustments so we are hoping that growth will be made.

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

Based upon identified results we have the following plan of action: compare question stems to instruction, skill groups based on student data and teacher strengths with support staff involvement, student conferences and goal setting, implementation of Achieve 3000 to increase success with informational text and a focus on heavily weighted standards.

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

We need more focused guided reading instruction. We also need to incorporate higher order questioning and writing across the curriculum.

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

The staff has completed training in the Jan Richardson's Guided Reading program. The instructional framework training has also been completed. Selected teachers in 2nd and 3rd grades have attended foundations training. Also, all teachers in 2nd and 3rd grade attended the teaching and learning conference and are implementing the read, write, talk strategy. All teachers received the depth of knowledge and Bloom's Taxonomy questioning wheel. In addition, a daytime tutor will be hired to assist with reading in grades 4 and 5. The reading teachers are pulling small reading groups and providing additional assistance to students in grades 1, 2, 3 and 4.

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: **Union Hill Elementary** School Number: **580**
 Principal: Shayla Savage
 LEA Name/Number: Guilford County Schools (410)

Priority Area 1

1B) ELA

Improvement Strategy #1

Implement Foundations K-3 with fidelity

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) Review current resources and purchase additional supplies as needed.	Schoolwide Reform Strategies	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
2) Write and review daily Foundations lesson plans.	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Incorporate Foundations lesson planning and data in PLCs.	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Track student progress using the Foundations Unit Tracker.	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
5) Provide support (walkthroughs, coaching, modeling) to assist with implementation, modeling, coaching and walkthroughs.	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
6) Provide PD for new teachers.	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
7) Provide Highly Qualified substitutes for Title I paid teachers.	Instruction by Highly Qualified Teachers	Reading	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$2,000.00				\$0.00				\$0.00	\$2,000.00
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
7) Ensure all new teachers are trained in Foundations.		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
8)					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00		Staff Dev/Workshop Expenses**	3-5330-050-312	\$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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

8) Distribute "home connection" letters to parents by unit.	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 5) Provide regular opportunities for parents to meet with school staff. 12) Ensure that information is clear and understandable for parents, translate as needed.	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
9) Share Foundations data with parents in conferences.	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff.	Reading			\$0.00				\$0.00				\$0.00	\$0.00
10)									\$0.00				\$0.00	\$0.00
1													Subtotal #1:	\$2,000.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Implement Guided Reading using Jan Richardson's The Next Step in Guided Reading

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 training to all teachers.	Schoolwide Reform Strategies	Reading	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$9,600.00	Reading & Math	Supplies & Materials	3-5330-050-411	\$1,000.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$10,600.00
2) Purchase copies of The Next Step in Guided Reading for all classroom teachers.	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$450.00				\$0.00				\$0.00	\$450.00
3) Utilize The Daily Five as a resource for literacy stations. Students will go to the writing station daily.	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Provide fluency drills to students so they can track their own data and set goals.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$1,000.00				\$0.00				\$0.00	\$1,000.00
5) Renew AR subscription to assist with having text and assessments for independent reading.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$3,000.00				\$0.00				\$0.00	\$3,000.00
6) Renew Reading A-Z to assist with having a variety of leveled and non-fiction text for guided reading.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$3,000.00				\$0.00				\$0.00	\$3,000.00
7) Renew STAR Reading.	Activities for children experiencing difficulty	Reading							\$0.00				\$0.00	\$0.00
8) Purchase resources and supplies to support teaching and learning.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
9) Provide substitutes for professional development days for collaboration and training.	Schoolwide Reform Strategies	Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$9,600.00				\$0.00				\$0.00	\$9,600.00
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) Assistant Principal will train teachers in the implementation of Jan Richardson's The Next Step in Guided Reading.		Reading	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)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$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
11) Hold annual Title I Meeting/Open House and Curriculum nights. Title I Compacts will be signed by parents, teachers and students.		Reading	Parent - Supplies & Materials	3-5880-050-411	\$2,000.00	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$1,656.05	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$3,656.05
0		Reading			\$0.00				\$0.00				\$0.00	\$0.00
0		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Subtotal #2:	\$31,306.05
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2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Implement Reading Strategies to Develop Comprehension

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) Implement GCS Instructional Framework.	Schoolwide Reform Strategies	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
2) Schedule an author visit to support and increase student and teacher capacity regarding	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Incorporate writing across the curriculum.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Incorporate higher order questions across the curriculum. We will purchase DOK/Blooms	Schoolwide Reform Strategies	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$350.00				\$0.00				\$0.00	\$350.00
5) Utilize reading specialists to support students who are reading below grade level. The reading	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
6) Teachers will integrate the Science standards into their ELA lessons.		Reading			\$0.00				\$0.00				\$0.00	\$0.00
7) Purchase mClass and TRC subscription for 4th - 5th grade students. Utilize mClass data	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
8) EC students will be exposed to the vocabulary of text be used in class prior to instruction to assist with comprehension and	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
9) Purchase subscriptions such as but limited to Flocabulary.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$2,200.02				\$0.00				\$0.00	\$2,200.02
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
11) Provide PD to teachers on using higher order question stems, text selection and use of data to inform instruction.		Reading				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
0									\$0.00				\$0.00	\$0.00
0					\$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
12) Work with Preschools in the area and rising Kindergarten parents by offering Kindergarten Open House and tours.	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	Reading & 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
0					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$2,550.02

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, the percentage of Union Hill students scoring proficient in Math will increase from 31.1% to 52.2% as measured by EOG scores in 3rd - 5th.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, the percentage of Union Hill students scoring proficient in Math will increase from 33.2% to 52.2% as measured by EOG scores in 3rd - 5th.
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

Incorporate higher order thinking skills and writing into 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) Implement GCS Instructional Framework.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Incorporate higher order questions across the curriculum. We will purchase DOK/Blooms Taxonomy question wheels for all teachers.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Incorporate writing in response to math.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize math specialist to support students who are working below grade level.	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.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

10) Provide professional development in using higher order question stems in math.			\$0.00	\$0.00	\$0.00	\$0.00
11) Provide professional development in using Quick Writes in math.			\$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	Magnet
13) Hold parent conferences during the first and third nine weeks, and as needed, to share information with parents regarding their child's strengths and weaknesses.		Title I		\$0.00	\$0.00	\$0.00
14)				\$0.00	\$0.00	\$0.00
15)				\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Increase student-led tasks/student active engagement through conversation and collaboration

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) Increase the use and quality of word problems in the classroom.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Organize student-led discussions for tasks.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Implement math journals for student projects and reflections.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Increase the level of rigor in lesson plans.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Students will use data notebooks to set goals in math facts and growth in standards. Teachers will meet with students one on one to review individual student goals.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Renew IXL math.	Title I		\$2,250.00	\$0.00	\$0.00	\$0.00
7) Utilize Service Learning units to include problem solving, computation, data collection and analysis to facilitate activities.	Title I		\$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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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) During weekly PLC meetings, teachers and administrative team will talk about what is working and what is not concerning student led tasks.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Support Title 1 funded teachers by providing substitute pay for certified teachers.	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) Send home monthly newsletters to inform parents of what standard the class is working on.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Work with feeder middle schools to schedule tours and parent conferences as needed.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #3						
Build teacher capacity to deconstruct the standards and implement Backwards Design						
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) We will schedule quarterly planning days for grade levels to work together to plan and deconstruct standards. Members of the administrative team will attend these planning sessions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) We will use Tuesday faculty meeting times for grade levels to plan collaboratively and to have vertical conversations between grade levels.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Grade levels will meet with the administrative team weekly during PLCs to look at data from common formative assessments to ensure mastery of concepts/skills.	Title I		\$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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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) Parents will receive weekly communications of student performance and progress. Students requiring Personalized Educational Plans will require student/teacher conference with teacher of record at least once quarterly.	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
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?						
*Math EOG *Grade level common assessments *Unit post assessments *Walkthroughs/observations *Math CBMs *Data Walls *Lesson Plans *Student data notebooks *Parent Sign-In sheets *Newsletters						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will look at the following data sources throughout the year to determine if our students are showing growth: grade level common assessments, unit pre and post assessments, and IXL reports. We will use reading EOG data and K-2 end of year assessment data as summative assessments of whether we have met our SMART goals.						
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>						
<p>Based on data from our Reflex math program our 3rd - 5th grade students have shown growth in their math fact fluency for multiplication. The Reflex lab is available each morning for our students. Our teachers are using this program in the classroom for guided math center rotations. In addition, we have recently implemented the use of data notebooks for teachers and each student in second through fifth grade. This is a new implementation but we are confident that we will see student growth as a result of students being held accountable for their academic achievements and challenges.</p> <p>Grade: Union Hill Mean = 32% GCS Mean = 37%; Currently, we are 5% points below the district mean in Math. Interim Assessment I Results for 3rd Grade: Union Hill Mean = 33% GGS Mean = 41%; Currently, we are 8% points below the district mean in Math. Interim Assessment I Results for 4th Grade: Union Hill Mean = 31% GCS Mean = 38%; Currently, we are 7% points below the district mean in Math.</p>						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Based on data from our Reflex math program, we have seen the following fluency growth: 1st grade - 16%, 2nd grade - 10%, 3rd grade - 35%, 4th grade - 12% and 5th grade - 13%. The Reflex lab is available each morning for our students. Our teachers are using this program in the classroom for guided math center rotations. Students and teachers continue to update data notebooks.

Interim Assessment 2 Results for 3rd Grade: Union Hill Mean = 43.2% GCS Mean = 46.7%; Currently, we are 3.5% points below the district mean in Math.

Interim Assessment 2 Results for 4th Grade: Union Hill Mean = 37.2% GCS Mean = 44.8%; Currently, we are 7.6% points below the district mean in Math.

Interim Assessment 2 Results for 5th Grade: Union Hill Mean = 38.6% GCS Mean = 49.4%; Currently, we are 10.8% points below the district mean in Math.

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

Based on preliminary EOG data from 2014-15, our overall math proficiency for third-fifth grades increased by 2.1 percentage points (from 31.1% to 33.2%). Third grade student proficiency increased by 4.3 percentage points, and fifth grade student proficiency increased by 5.3 percentage points. However, fourth grade student proficiency decreased by 2.1 percentage points.

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

Each grade level chose the skills that are the foundational skills/standards that students needed to master the grade level curriculum. Listed are the skills/standards and the percentage of students who are proficient with those skills.

Kindergarten

Counting to 30 (K.CC.1 and 2)—86%

Recognizing numbers to 10 (K.CC.3)—74%

One-to-one Counting (K.CC.4)—90%

First Grade

Counting/Recognizing Numbers (1.NBT.1)—85%

Place Value (1.NBT.2)—67%

Second Grade

Place Value (2.NBT.1)—71%

Fluently Add and Subtract within 100 (2.NBT.5)—51%

Third Grade

Round numbers to the nearest 10 or 100—70%

Fluently add and subtract within 1000—70%

Fourth Grade

Addition and Subtraction with Regrouping (4.NBT.4)—64%

Multiplication Facts (4.NBT.5)—22%

Fifth Grade

Place Value (5.NBT.1)—72%

Addition and Subtraction with Regrouping (4.NBT.4)—85%

Multiplication and Division (5.NBT.5 and 6)—63%

Pre-Assessment Math Data	Union Hill Data	GCS Data
Math 3	24.8%	30.5%
Math 4	26.1%	34.7%
Math 5	20.5%	30.1%

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.)

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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?)

For this strategy we believe that we need to increase instructional technology to support student learning. Currently we have equipment that is inoperable. We would like to update and add to the technology that we currently have to increase students' accessibility and support their learning. Increasing the technology would allow our teachers to provide virtual fieldtrip opportunities to our students to give them a richer learning experience. We've also added a strategy for parent involvement. This strategy will allow us to purchase/create math fact flash cards and file folder activities. Our hope is that this will support our school/home connection. This will ultimately provide support for our students and their guardians.

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

Based on the identified results our plan is as follows: compare question stems to instruction, skill groups based on student data and teacher strengths with support staff involvement, student conferences and goal setting, focus on heavily weighted domains, increase use of calculators, hands on activities, continuation of Reflex math and real world application.

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

We need to incorporate more higher order questioning and writing in our math instruction. We also need to increase our focus on math problem solving.

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

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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: **Union Hill Elementary**
Principal: Shayla Savage
LEA Name/Number: Guilford County Schools (410)

School Number: **580**

Priority Area 2														
2B) Math														
Improvement Strategy #1														
Incorporate higher order thinking skills and writing into 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) Implement GCS Instructional Framework.	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) Incorporate higher order questions across the curriculum. We will purchase	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Incorporate writing in response to math.	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Utilize math specialist to support students who are working below grade level.	Activities for children experiencing difficulty	Math			\$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
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) Provide professional development in using higher order question stems in math.		Math			\$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) Provide professional development in using Quick Writes in math.		Reading & Math			\$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) Hold parent conferences during the first and third nine weeks, and as needed, to share information with parents regarding their child's	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 5) Provide regular opportunities for parents to meet with school staff.	Math			\$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:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Increase student-led tasks/student active engagement through conversation and collaboration

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) Increase the use and quality of word problems in the classroom.	Schoolwide Reform Strategies	Math			\$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) Organize student-led discussions for tasks.	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Implement math journals for student projects and reflections.	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Increase the level of rigor in lesson plans.	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Students will use data notebooks to set goals in math facts and growth in standards. Teachers will meet with students one on one to	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Renew IXL math.	Activities for children experiencing difficulty	Math	Supplies & Materials	3-5330-050-411	\$2,250.00				\$0.00				\$0.00	\$2,250.00
14) Work with feeder middle schools to schedule tours and parent conferences as	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math							\$0.00				\$0.00	\$0.00
7) Utilize Service Learning units to include problem solving, computation, data collection	Schoolwide Reform Strategies	Math			\$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) During weekly PLC meetings, teachers and administrative team will talk about what is working and what is not concerning student led tasks.		Math			\$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) Support Title I funded teachers by providing substitute pay for certified teachers.					\$0.00				\$0.00				\$0.00	\$0.00
12		Reading & Math			\$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) Send home monthly newsletters to inform parents of what standard the class is working on.	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.	Math	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
#REF!	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 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.	Math			\$0.00				\$0.00				\$0.00	\$0.00
14) Work with feeder middle schools to schedule tours and parent conferences as needed.	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).				\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #2:													\$2,250.00	

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	3 B) African American Achievement
*SMART Goal *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By June 2016, the percentage of African American students scoring proficient will increase to 48.1% in Reading and 46.1% in Math as measured by EOG scores in 3rd - 5th. K-3 DIBELS scores will increase to 80% proficiency.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, the percentage of African American students scoring proficient will increase to 48.1% in Reading and to 46.1% in Math as measured by EOG scores in 3rd - 5th. K-3 DIBELS scores will increase to 80% proficiency.
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

Increase the partnerships at Union Hill

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) A&T Literacy Partnership will be established.			\$0.00	\$0.00	\$0.00	\$0.00
2) A&T Internship Partnership will be established.			\$0.00	\$0.00	\$0.00	\$0.00
3) HPU Internship Partnership will be established.			\$0.00	\$0.00	\$0.00	\$0.00
4) UNCG Student Teacher Partnership will be established.			\$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.						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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 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)			\$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						
Invite Community Members into Our School						
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) Invite speakers to educate and motivate students. Possible presenters include: news reporter, fireman, policeman, comic book creator, businessman/woman, poet, storyteller and professor.			\$0.00	\$0.00	\$0.00	\$0.00
2) Plan a student-led Career Day where students choose a career and present the necessary journey to attain their goal.			\$0.00	\$0.00	\$0.00	\$0.00
3) Provide lunch buddies/mentors for students.			\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize book clubs as a means of mentoring students through culturally relevant texts.			\$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			
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

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

10) N/A			\$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) Invite parents to visit gifted classrooms.			\$0.00	\$0.00	\$0.00	\$0.00
14) Invite parents to assist with presentations.			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3

Build teacher capacity to deliver culturally relevant 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 Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Utilize high interest/culturally relevant texts.			\$0.00	\$0.00	\$0.00	\$0.00
2) Using data-driven differentiated groups.			\$0.00	\$0.00	\$0.00	\$0.00
3) Administrators will conduct walkthroughs and review lesson plans to monitor delivery of instruction.			\$0.00	\$0.00	\$0.00	\$0.00
4) Targeted feedback with be provided to teachers from classroom observations, walkthroughs and lesson plan reviews.			\$0.00	\$0.00	\$0.00	\$0.00
5) Purchase computer programs and other instructional materials and supplies as a means to obtain data to build staff capacity to better meet the needs of all students at Union Hill.			\$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) Member(s) of Administrative team will attend Equity Wednesday and bring information back to the faculty.			\$0.00	\$0.00	\$0.00	\$0.00
11) Provide coaching and modeling to teachers as needed.			\$0.00	\$0.00	\$0.00	\$0.00
12) Continue our discussion on how to increase African American student achievement.			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Meet with parents as requested and as needed for struggling students in order to make connections and build relationships.			\$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?						
*Walkthroughs, student assessments, student projects, lesson plans, assemblies, mentor/lunch buddy list, PD log, Career Day						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Results of walkthroughs, student talent and classroom assessments, student projects/leadership skills, lesson plans, assemblies, mentor/lunch buddy list, PD log, Career Day						
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>						
<p>Required lesson plan components, lesson plan feedback, and classroom walkthroughs provide evidence that our teachers are progressing towards delivering instruction that is culturally and globally responsive. Data also suggests that our African-American male subgroup is performing at or above the grade level mean for our school. The data for our AAM subgroup helps us to determine what areas we need to support our AAM sub-group. ELA Interim Assessment I Results for 3rd Grade AAM: Union Hill AAM Mean = 41% Union Hill Grade Level Mean = 41%; Currently, they are performing at an equal percentage to all 3rd grade levels at Union Hill. ELA Interim Assessment I Results for 4th Grade AAM: Union Hill AAM Mean = 29% Union Hill Grade Level Mean = 43%; Currently, they are performing 14 percentage points below the 4th grade mean at Union Hill. ELA Interim Assessment I Results for 5th Grade AAM: Union Hill AAM Mean = 55% Union Hill Grade Level Mean = 54%; Currently, they are performing 1 percentage point above the 5th grade mean at Union Hill.</p> <p>Math Interim Assessment I Results for 3rd Grade AAM: Union Hill AAM Mean = 32% Union Hill Grade Level Mean = 32%; Currently, they are performing at an equal percentage to all 3rd grade levels at Union Hill. Math Interim Assessment I Results for 4th Grade AAM: Union Hill AAM Mean = 39% Union Hill Grade Level Mean = 33%; Currently, they are performing 6 percentage points above the 4th grade mean at Union Hill. Math Interim Assessment I Results for 5th Grade AAM: Union Hill AAM Mean = 29% Union Hill Grade Level Mean = 31%; Currently, they are performing 2 percentage points below the 5th grade mean at Union Hill.</p>						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
<p>ELA Interim Assessment 2 Results for 3rd Grade AAM: Union Hill AAM Mean = 42.2% Union Hill Grade Level Mean = 42.5%; Currently, they are performing at an equal percentage to all 3rd grade levels at Union Hill. This is a 9% decrease in the gap from IA1 to IA2.</p> <p>ELA Interim Assessment 2 Results for 4th Grade AAM: Union Hill AAM Mean = 42.2% Union Hill Grade Level Mean = 47.2%; Currently, they are performing 5 percentage points below the 4th grade mean at Union Hill. ELA Interim Assessment 2 Results for 5th Grade AAM: Union Hill AAM Mean = 51.2% Union Hill Grade Level Mean = 51.8%; Currently, they are performing at an equal percentage point to the mean at Union Hill.</p> <p>Math Interim Assessment 2 Results for 3rd Grade AAM: Union Hill AAM Mean = 38.4% Union Hill Grade Level Mean = 43.2%; Currently, they are performing 4.8 percentage points below 3rd grade at Union Hill.</p> <p>Math Interim Assessment 2 Results for 4th Grade AAM: Union Hill AAM Mean = 36% Union Hill Grade Level Mean = 37.2%; Currently, they are performing 1.2 percentage points above the 4th grade mean at Union Hill.</p> <p>Math Interim Assessment 2 Results for 5th Grade AAM: Union Hill AAM Mean = 38% Union Hill Grade Level Mean = 38.6%; Currently, they are performing at an equal percentage point to the mean at Union Hill.</p>						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
Based on EOG scores, we showed growth in our Black student subgroup in fourth and fifth grade reading, but our third grade Black subgroup showed a decrease in their proficiency percentage. In math, we showed growth in our fourth and fifth grade Black subgroup, but our third grade Black subgroup showed a decrease in their proficiency percentage.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

DIBELS data

Kindergarten: 56% of AAM are proficient, which is 2% higher than the school average

1st Grade: 52% AAM are proficient, which is 4% lower than the school average

2nd Grade: 71% AAM are proficient, which is 1% higher than the school average

3rd Grade: 47% AAM are proficient, which is 9% lower than the school average

TRC data

Kindergarten: 20% AAM on or above grade level, which is 1% higher than the school average

First Grade: 40% AAM on or above grade level, which is 1% lower than the school average

Second Grade: 19% AAM on or above grade level, which is 2% lower than the school average

Third Grade: 21% AAM on or above grade level, which is 8% lower than the school average

Fourth Grade: 31% AAM on or above grade level, which is 17% lower than the school average

Fifth Grade: 48% on or above grade level. We don't know about the AAM percentage for 5th grade since we didn't assess everyone.

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

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

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

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

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

We are in the process of purchasing high interest/culturally relevant text for our classroom libraries. We have implemented this strategy to increase our students desire to read. We also included a strategy to purchase computer software and other instructional materials to increase our teachers capacity to support the needs, learning styles, and various cultures of our students.

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

We purchased Achieve 3000, which has high interest/culturally relevant text for our classroom libraries and this program is being utilized three times a week with incentives attached and achievement recognition. Real world applications and hands on activities continue to be embedded in math instruction. We are gathering data on how culturally relevant text is effecting performance. Data is also being collected on behavior and attendance to see how these factors may be effecting achievement.

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

Refer to strategies and action steps

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

AAM achievement is aligned to school achievement. To date, Union Hill has developed partnerships with NCA&T, UNCG, High Point University and Ragsdale high school. A guest speaker presented to information to the 2nd grade students on Overcoming Obstacles. Additionally, the poetry basketball group is coming to speak with all 4th grade students. Lunch buddies and reading buddies have been assigned to students on various grade levels through the communities in schools program.

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 3B

School Name: **Union Hill Elementary**
Principal: Shayla Savage
LEA Name/Number: Guilford County Schools (410)

School Number: **580**

Priority Area 3

3 B) African American Achievement

Improvement Strategy #1

Increase the partnerships at Union Hill

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) A&T Literacy Partnership will be established.	Schoolwide Reform Strategies	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
2) A&T Internship Partnership will be established.	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) HPU Internship Partnership will be established.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) UNCG Student Teacher Partnership will be established.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5)	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6)	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7)	Schoolwide Reform Strategies	Reading & Math							\$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)		Reading & Math	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)	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. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & 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
14)	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.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Invite Community Members into Our School

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) Invite speakers to educate and motivate students. Possible presenters include: news	Schoolwide Reform Strategies	Reading & Math	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) Plan a student-led Career Day where students choose a career and present the necessary journey to attain their goal.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Provide lunch buddies/mentors for students.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Utilize book clubs as a means of mentoring students through culturally relevant texts.					\$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) N/A		Select from drop down menu	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) Invite parents to visit gifted classrooms.	5) Provide regular opportunities for parents to meet with school staff. 2) Offer a flexible number of meetings. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	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) Invite parents to assist with presentations.	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
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #2:													\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #3

Build teacher capacity to deliver culturally relevant 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) Utilize high interest/culturally relevant texts.	Select from drop down menu	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		
2) Using data-driven differentiated groups.					\$0.00			\$0.00				\$0.00		
3) Administrators will conduct walkthroughs and review lesson plans to monitor delivery of					\$0.00			\$0.00				\$0.00		
4) Targeted feedback with be provided to teachers from classroom observations,					\$0.00			\$0.00				\$0.00		
5) Purchase computer programs and other instructional materials and supplies as a means	Reading & Math				\$0.00			\$0.00				\$0.00		
6)					\$0.00			\$0.00				\$0.00		
7)					\$0.00			\$0.00				\$0.00		
8)					\$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) Member(s) of Administrative team will attend Equity Wednesday and bring information back to the faculty.		Reading & Math	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) Provide coaching and modeling to teachers as needed.		Reading & Math			\$0.00			\$0.00				\$0.00		
12) Continue our discussion on how to increase African American student achievement.		Reading & Math			\$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) Meet with parents as requested and as needed for struggling students in order to make connections and build relationships.	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		
15)					\$0.00			\$0.00				\$0.00		
												Subtotal #3:	\$0.00	

PRIORITY AREA 4B 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 4	4B) Service Learning/Character Development
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, 100% of students will engage in civic education, character education and service learning through curriculum integration.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015, 100% of students will engage in civic education, character education and service learning through curriculum integration.
GCS 2016 Strategic Plan Alignment	Area II: Character, Service and Safety

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

IMPROVEMENT STRATEGY #1

Highlight Monthly Character Trait

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) Student Council members will announce the trait at the beginning of each month and ask an open ended question pertaining to that trait.			\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers and students will discuss the trait and participate in activities centered around it.			\$0.00	\$0.00	\$0.00	\$0.00
3) Students will respond to the open ended question and one winner will be chosen per grade level. This winner will be showcased at school, through a connect-end message and on the website.			\$0.00	\$0.00	\$0.00	\$0.00
4) Monthly guidance lessons will reflect the character trait.			\$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 guidance counselor will provide information to teachers on how to incorporate character education with the CCSS in the classroom.			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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) The monthly character trait will be posted in newsletters and around the school.			\$0.00	\$0.00	\$0.00	\$0.00
14) Student winners will be showcased in the school and on the webpage for parents to see.			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Service Learning units will be incorporated into 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) Service Learning project to include problem solving, computation, data collection and analysis, vocabulary development and writing			\$0.00	\$0.00	\$0.00	\$0.00
2) School-wide recycling program to include problem solving, computation, data collection and analysis			\$0.00	\$0.00	\$0.00	\$0.00
3) Pasta for Pennies to include problem solving, computation, data collection and analysis			\$0.00	\$0.00	\$0.00	\$0.00
4) PLC discussions on how to incorporate the services into learning			\$0.00	\$0.00	\$0.00	\$0.00
5) Heifer Society project to include problem solving, computation, vocabulary development and writing			\$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)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Invite parents to help with each of the above services			\$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						
Small Group Counseling from the Guidance Counselor and Social Worker						
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) Organize small groups to concentrate on anger management, death of a family member, parent in the military, separated/divorced parents, students will large families, etc.			\$0.00	\$0.00	\$0.00	\$0.00
2) Have students take pre and post assessments to assess success of the small groups.			\$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

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

13) Ask for parental permission and advise on group creation.			\$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?						
* Student Character Trait Products, guidance lesson plans, professional development notes, service learning projects, webpage						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
* Student Character Trait Products, guidance lesson plans, professional development notes, service learning projects, webpage						
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>						
Evidence shows that our 3rd grade gardening program has supported our 3rd grade students in the area of problem solving, computation, sequencing and several other areas of their learning. For example, our 3rd grade students use math knowledge such as fractions and measurement to create various food supplies. We are able to engage our students in conversations in the use of ingredients and steps needed to create these supplies. In addition, due to the small group counseling sessions provided by our guidance counselor and social worker we are seeing a decrease in student distractions in the classroom. As a result, our teachers have the ability to focus on teaching and our students have the ability to focus on learning.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
Our service learning coordinator sent out the ELA service learning units to teachers to include in their plans. 3rd grade students continue to take pride and learn from the garden and have shared knowledge and products with students and staff. A Tree Named Steve was highlighted in the GCS Character Development newsletter. In this activity, PreK partnered with Food Corps to plant a apple tree on the school campus. Students learned about trees, nurtured its growth and presented this information to parents.						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
The staff will continue to highlight the character trait of the month. Students of the month will be highlighted via closed-circuit TV demonstrating the character trait each month. The school counselor is continuing to teach lessons about character traits. The service learning committee is meeting monthly and developing a school-wide service learning project.						
<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>						
At this time we believe that the current strategies in our SIP plan will help to increase service learning at Union Hill. We will continue to implement and monitor outlined strategies to further increase this area so that our students understand the importance of contributing to their community and abroad.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i>						

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Each grade level is completing a Character Trait presentation that will be shared with parents at EOG/Curriculum night. This will ensure all students at Union Hill have participated in a service learning project this school year.

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

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

At this time we believe that the current strategies in our SIP plan will help to increase service learning at Union Hill. We will continue to implement and monitor strategies to further increase this area so that our students understand the importance of contributing to their community.

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 4B

School Name: **Union Hill Elementary**
Principal: Shayla Savage
LEA Name/Number: Guilford County Schools (410)

School Number: **580**

Priority Area 4														
4B) Service Learning/Character Development														
Improvement Strategy #1														
Highlight Monthly Character Trait														
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) Student Council members will announce the trait at the beginning of each month and ask an	Schoolwide Reform Strategies	Reading & Math	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) Teachers and students will discuss the trait and participate in activities centered around it.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Students will respond to the open ended question and one winner will be chosen per	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Monthly guidance lessons will reflect the character trait.	Schoolwide Reform Strategies				\$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 guidance counselor will provide information to teachers on how to incorporate character education with the CCSS in the classroom.		Reading & Math	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) The monthly character trait will be posted in newsletters and around the school.	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	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) Student winners will be showcased in the school and on the webpage for parents to see.	5) Provide regular opportunities for parents to meet with school staff.				\$0.00				\$0.00				\$0.00	\$0.00
15)	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I.				\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

Improvement Strategy #2

Service Learning units will be incorporated into 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) Service Learning project to include problem solving, computation, data collection and analysis, vocabulary development and writing	Schoolwide Reform Strategies	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 budget category from drop down menu		\$0.00	\$0.00
2) School-wide recycling program to include problem solving, computation, data collection and analysis	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Pasta for Pennies to include problem solving, computation, data collection and analysis	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) PLC discussions on how to incorporate the services into learning	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Heifer Society project to include problem solving, computation, vocabulary development and writing	Schoolwide Reform Strategies				\$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)		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 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) Invite parents to help with each of the above services	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	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 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 4B

Improvement Strategy #3

Small Group Counseling from the Guidance Counselor and Social Worker

Small Group Counseling from the Guidance Counselor and Social Worker	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) Organize small groups to concentrate on anger management, death of a family member, parent in the military, separated/divorced parents, students with large families, etc.	Activities for children experiencing difficulty	Reading & Math	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) Have students take pre and post assessments to assess success of the small groups.	Activities for children experiencing difficulty	Reading & 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)		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
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) Ask for parental permission and advise on group creation.	13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	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	

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Union Hill Elementary**
Principal: Shayla Savage
LEA: Guilford County Schools (410)

School Number: **580**

PRC 050 Allocation	\$167,712.48
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Parent Involvement Set-Aside	\$3,016.48
Budgeted Parent Involvement	\$3,656.05
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	\$4,940.88
Budgeted Professional Development	\$18,635.58
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	580 Salary - Social Worker	\$0.00
	3-5320-050-181-	580 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	580 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	580 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	580 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	580 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	580 Salary - Teacher	\$69,960.00
PD	3-5330-050-125-	580 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	580 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	580 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	580 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	580 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	580 Salary - Substitute Pay (NOT Professional Development)	\$1,857.87
PD	3-5330-050-163-	580 Salary - Substitute Pay (Professional Development)	\$17,835.58
	3-5330-050-181-	580 Payroll - Supplementary Pay (5330)	\$9,222.00
	3-5330-050-184-	580 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	580 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	580 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	580 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	580 Payroll - Social Security/FICA (5330)	\$7,563.97
	3-5330-050-221-	580 Payroll - Retirement (5330)	\$12,407.82
	3-5330-050-231-	580 Payroll - Hospitalization Ins. (5330)	\$10,958.00
	3-5330-050-311-	580 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	580 Staff Dev/Workshop Expenses**	\$800.00
	3-5330-050-314-	580 Printing & Binding	\$0.00
	3-5330-050-326-	580 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	580 Field Trips	\$0.00
PD	3-5330-050-352-	580 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	580 Membership Dues & Fees	\$0.00
	3-5330-050-411-	580 Supplies & Materials	\$12,450.02
	3-5330-050-414-	580 Library Books	\$0.00
	3-5330-050-418-	580 Computer Software & Supplies	\$0.00
	3-5330-050-461-	580 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	580 Computer Equipment	\$0.00
	3-5330-050-541-	580 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	580 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	580 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	580 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	580 Salary - Tutor (After Hours)	\$4,550.00
	3-5350-050-211-	580 Payroll - Social Security/FICA (5350)	\$348.08
	3-5350-050-221-	580 Payroll - Retirement (5350)	\$712.99
	3-5830-050-131-	580 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	580 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	580 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	580 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	580 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	580 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	580 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	580 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	580 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	580 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	580 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	580 Salary - Parent Inv/CIS/Youth Coord	\$10,554.04
	3-5880-050-184-	580 Payroll - Longevity Pay (5880)	\$237.47
PI	3-5880-050-197-	580 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	580 Payroll - Social Security/FICA (5880)	\$825.55
	3-5880-050-221-	580 Payroll - Retirement (5880)	\$1,691.03
	3-5880-050-231-	580 Payroll - Hospitalization Ins. (5880)	\$2,082.02
PI	3-5880-050-311-	580 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	580 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	580 Parent - Postage	\$0.00
PI	3-5880-050-411-	580 Parent - Supplies & Materials	\$2,000.00
PI	3-5880-050-459-	580 Parent - Other Food Purchases	\$1,656.05
	3-6550-050-331-	580 Pupil Transportation - Contracted	\$0.00

\$43,717.13
\$4,000.00

\$167,712.48	TOTAL BUDGET
(\$0.00)	DIFFERENCE
(red)=overbudget	
black=underbudget/balanced	
\$126,562.96	Position Total
\$41,149.52	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

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

*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.

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Union Hill Elementary

School Number: 580

School Address:

3523 Triangle Lake Rd., High Point, NC 27260

Principal:

Shayla Savage

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Susan Steen	Annually	ongoing
Pre-Crisis Checklist	Susan Steen	Annually	Sep-15
After Hours Emergency Contact List	Shayla Savage	Annually	10/1/2015
Register Principal for Sex-Offender Registry Notifications	Shayla Savage	Annually	11/20/2015
Diabetic Training for Staff	Camella Flemming	Annually	10/1/2015
Distribute/Explain Crisis Plan to Staff	Shayla Savage	Annually	10/1/2015
Distribute/Explain Code of Conduct	Shayla Savage	Annually	8/24/2015
Tornado Drill	Susan Steen	Annually	
Conduct Student Safety Perception Survey	Caroline Knight	Annually	
Train staff on Emergency Notification Network deployment	Shayla Savage	Annually	10/1/2015
Lock-down Drills	Susan Steen	Bi-Annually	10/1/2015
Safety Inspection	Tina Johnson	Bi-Annually	11/19/2015
Alternate Route Fire Drill	Susan Steen	Bi-Annually	Monthly
Playground Inspection	Tina Johnson	Bi-Annually	Monthly
Fire Drill / Sanitation Inspection	Tina Johnson	Monthly	Monthly
Fire Extinguishers Inspection	Tina Johnson	Monthly	Monthly
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Shayla Savage	Monthly	Monthly
Automated External Defibrillator (AED) Inspection	Camella Flemming	Monthly	Monthly
Discipline Incidents in PowerSchool	Joyce Siebens	Ongoing	
Volunteer Background Checks	Angela McLeod	Ongoing	
Monitor Visitor Check-In	Joyce Siebens	Ongoing	
Monitor Arrival and Dismissal of Students	Shayla Savage	Ongoing	
Monitor Sex Offender Registry	Joyce Siebens	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Shayla Savage	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.

UNION HILL ELEMENTARY - 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	69,960.00		10,951.92	59,008.08
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	6,226.90	0.00	0.00	6,226.90
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	1,857.85		200.00	1,657.85
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	11,608.70		606.00	11,002.70
PAYROLL - BONUS PAYMENT 5330	3-5330-050-180	1,500.00		0.00	1,500.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	9,222.00		1,367.38	7,854.62
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	7,678.72		910.05	6,768.67
PAYROLL - RETIREMENT 5330	3-5330-050-221	12,043.59		1,876.66	10,166.93
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	10,756.00		3,136.84	7,619.16
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	952.67	0.00	952.67	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	678.47	0.00	0.00	678.47
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	9,873.33	5,028.05	0.00	4,845.28
LIBRARY BOOKS	3-5330-050-414	0.00	0.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDERGARTEN/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	4,550.00	4,550.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	348.08		0.00	348.08
PAYROLL - RETIREMENT 5350	3-5350-050-221	692.06		0.00	692.06
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	10,554.00		1,964.26	8,589.74
PAYROLL - BONUS PAYMENT 5880	3-5880-050-180	285.00		0.00	285.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	237.47		0.00	237.47
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	847.34		65.88	781.46
PAYROLL - RETIREMENT 5880	3-5880-050-221	1,641.38		298.76	1,342.62
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	2,043.64		448.12	1,595.52
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	1,999.24	1,288.62	0.00	710.62
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	2,156.04	556.75	782.98	816.31
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	167,712.48	11,423.42	23,561.52	132,727.54
					132,727.54
PAYROLL TOTALS	44	152,052.73	4,550.00	21,825.87	125,676.86
NON-PAYROLL TOTALS	20	15,659.75	6,873.42	1,735.65	7,050.68
TOTAL	64	167,712.48	11,423.42	23,561.52	132,727.54