



Low Performing School Addendum

School Location: **Vandalia Elementary**

Goal 1:

By June 2016, Vandalia Elementary will increase the number of 3-5 students who are proficient in reading by 15 points from 39% to 54% and by 10 points in K-2 from 47% to 57% as indicated by the End-of-Grade tests and/or DIBELS assessments.

Goal 2:

By June 2016, Vandalia Elementary will increase the number of 3-5 students who are proficient in math by 25 points from 31% to 56% and in K-2 from 50% to 75% as indicated by the End-of-Grade tests and/or summative assessments.

Goal 3:

By June 2016, Vandalia Elementary school will increase the number of 5th grade students who are proficient in Science by 5 points from 64% to 69% as indicated by the End-of-Grade tests.

Regional Support:

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

Central Office Support:

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

2014-16 SCHOOL IMPROVEMENT PLAN

School Name	Vandalia Elementary	School Number	583
School Address	407 East Vandalia Rd., Greensboro, NC 27401		
Principal	Dr. Kimberly Robertson		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	16-Sep-14		
Date of Last Review/Update	8/21/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

We, the staff, parents and community members of Vandalia Elementary will work collaboratively to create a challenging and nurturing environment in which 21st century student-centered learning takes place. We are dedicated to building unwavering trust with our families, a positive image in the community, and students of great character with diverse talents and unique abilities.

Mission Statement

Vandalia Elementary School's mission is to promote academic excellence while teaching kindness, respect, responsibility, and self control.

District and State Goal Alignment

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

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

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

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

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

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

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

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

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Dr. Kimberly Robertson	N/A	
Assistant Principal Representative	N/A	N/A	N/A
Instructional Staff Representative Pre-K	Cynthia Webster	Sep-15	2015-16 and 2016-17
Instructional Staff Representative K-2	Fanneshia Harris	6/10/2014	2014-15 and 2015-16
Instructional Staff Representative 3-5	Staci Benoy	9/1/2015	2015-16 and 2016-17
Instructional Support Staff Representative	Dawn Amundson	Sep-15	2015-16 and 2016-17
Curriculum Facilitator	Erica Weaver	1-Sep	2015-16 and 2016-17
Exceptional Children's Representative	Emily Sharpe	6/10/2014	2014-15 and 2015-16
Teacher Assistant Representative	Keisha Gatson	6/10/2014	2014-15 and 2015-16
Parent Representative	Kimberly Tyson	9/17/2015	2015-16
Parent Representative	Laknea Drumgoole	9/17/2015	2015-16

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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

410583

Vandalia 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	37.3	43.6	49.8	56.1	62.4	68.7
AMERICAN INDIAN						
ASIAN						
BLACK	33.0	39.7	46.4	53.1	59.8	66.5
HISPANIC	42.9	48.6	54.3	60.0	65.7	71.5
2 OR MORE RACES	83.3	85.0	86.6	88.3	90.0	91.7
WHITE						
EDS	36.6	42.9	49.3	55.6	62.0	68.3
LEP						
SWD	8.0	17.2	26.4	35.6	44.8	54.0
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	37.3	43.6	49.8	56.1	62.4	68.7
AMERICAN INDIAN						
ASIAN						
BLACK	36.3	42.7	49.0	55.4	61.8	68.2
HISPANIC	42.9	48.6	54.3	60.0	65.7	71.5
2 OR MORE RACES	33.3	40.0	46.6	53.3	60.0	66.7
WHITE						
EDS	32.7	39.4	46.2	52.9	59.6	66.4
LEP						
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
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	27.5	34.8	42.0	49.3	56.5	63.8
AMERICAN INDIAN						
ASIAN						
BLACK	25.7	33.1	40.6	48.0	55.4	62.9
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS	22.9	30.6	38.3	46.0	53.7	61.5
LEP						
SWD	11.1	20.0	28.9	37.8	46.7	55.6
AIG						

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?

The comprehensive needs assessment and data analysis reveals that Vandalia's rising 4th grade is our strongest cohort of students. Preliminary data shows an increase in our reading composite from 34% to 39%. Our third, fourth, and fifth graders were 52%, 26%, and 36% proficient in Reading. We also made great gains in Science as our 5th graders went from 19% to 64% proficient. K-3 DIBELS/TRC data showed our Kindergarten, 2nd, and 3rd grade students at 50%, 44% and 51% respectively. K-2 Math proficiency data revealed strength in Kindergarten and 1st Grade with 64% and 68% of students showing proficiency on the End of Year Summative assessment. In Reading, our Black, Hispanic, EDS and AIG subgroups increased. In Math, our Hispanic, LEP, and SWD subgroups increased.

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

The comprehensive needs assessment and data analysis reveals that Vandalia's rising 5th grade is the weakest cohort of students. Preliminary EOG data for rising 5th graders shows a reading proficiency of 26% and math proficiency of 12%. DIBELS data shows only 23% of our rising 2nd graders are and only 44% of our rising 3rd graders are proficient. Also, End of Year Math summative assessment data reveals only 18% of our rising 3rd graders were proficient. In Math, our Black, EDS, and AIG subgroups decreased.

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

We are currently missing EVAAS/growth data. Once we receive this data, we will be able to tell which teachers need additional instructional support as well as which students need additional interventions.

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

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?
Priority Area 1:
1B) Literacy
Priority Area 2:
2B) Math
Priority Area 3:
3B) Science
Priority Area 4:
4B) Achievement Gap

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) Literacy
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Vandalia Elementary school will increase the number of 3-5 students who are proficient in reading by 10pts. from 44% to 54% and in K-2 by 6pts. from 84% to 90% as indicated by the End-of-Grade tests and/or DIBELS assessments.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Vandalia Elementary school will increase the number of 3-5 students who are proficient in reading by 15pts. from 39% to 54% and in K-2 from 39% to 54% as indicated by the End-of-Grade tests and/or DIBELS assessments.
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

Instructional and planning time spent on reading and writing will be increased.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) The master schedule will be adjusted to ensure students will receive more uninterrupted reading instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) We will continue to use our current lesson plan formatting to ensure adequate pacing and increase time on task.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide explicit reading instruction in the areas of phonics, word study, and handwriting using Foundations word study program (K-3)	Focus		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will utilize additional planning time for collaborating in an effort to improve lesson delivery (incorporating strategies, Revised Bloom's, DOK, etc).	Focus		\$0.00	\$0.00	\$0.00	\$0.00
5) The school social worker will monitor the frequency of tardies and early dismissals and make contact and provide solutions for parents experiencing difficulty following the policy.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will increase the amount of opportunities for students to provide written responses in order to gauge their level of understanding as well as improve overall writing skills.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
7) Computer software such as Reading A-Z will be purchased in an effort to merge Reading and technology to increase student reading achievement and strengthen computer skills INITIAL BUDGET	Title I		\$2,295.00	\$0.00	\$0.00	\$0.00
8) Students will receive direct instruction on Wednesdays for 45 minutes in Writing utilizing the Sentence Writing Strategy from the Kansas University Center for Research on Learning.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
9) INITIAL ALLOCATION SCHOOL WILL TAKE STUDENTS ON FIELD TRIPS	Title I		\$236.19	\$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) Teachers will be trained by the administrative staff and lead teachers on utilizing the Sentence Writing Strategy to supplement their writing instruction.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
11) Teachers will be trained by the principal on the GCS Instructional Framework on 8/20/15. They will be provided support on T3 & T4.	Focus		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

12) Instructional staff will receive training and support in incorporating leveled questions directly related to the standards through lesson plan and walkthrough feedback, PLCs, PD days, and after school sessions.	Focus		\$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) The Title I Annual Meeting will be held on September 17. A policy will be provided to parents regarding the importance of instructional time in an effort to reduce tardies and early dismissals.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) The above referenced policy will be posted in the building, newsletter, and on the school website to ensure that parents help protect instructional time.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Parents will be invited to attend parent workshop and will be provided with support materials to assist students with reading and writing at home (Ex. Question stems, Bloom's and DOK Sample home activities, etc.)	Focus		\$145.74	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Vandalia's balanced literacy program will consistently be monitored, evaluated, and adjusted as needed.

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) Continue to provide explicit reading instruction in the areas of phonics using the Foundations word study program (K-3) and Words Their Way in (4-5)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will consistently use and maintain data notebooks in an effort to guide intentional instructional decisions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) The CF will provide coaching and support to teachers implementing Foundations and Words Their Way.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) The principal and curriculum facilitator will continuously monitor and evaluate K-5 Guided Reading and provide feedback related to it's effectiveness	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will use assessment data (DIBELS, etc.) to monitor and evaluate instruction. Needed changes will be made based on data. PLCs will review literacy data (BOY, MOY, EOY) to goal set and adjust strategies/interventions based on student needs.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) The school will promote and maintain a school-wide reading focus by purchasing Renaissance Learning/AR INITIAL BUDGET	Title I		\$1,400.00	\$0.00	\$0.00	\$0.00
7) Staff members will be encouraged to use some Daily 5 components to enhance and increase accountability of Guided Reading stations. Stations must include a daily writing component.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Staff members will evaluate assessments collaboratively within instructional teams to determine effectiveness			\$0.00	\$0.00	\$0.00	\$0.00
9) We will revisit our Guided Reading model and implement Shared Guided Reading groups in an effort to enhance instruction and better serve individual students as they progress across Guided Reading Levels.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Reading Specialists will work with teachers to provide individual support to enhance reading intruction and improve Guided Reading.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) In-service workshops will be made available to staff members to improve overall reading instruction provided by school based, district level, and state level personnel. INITIAL BUDGET	Title I		\$2,400.66	\$0.00	\$0.00	\$0.00
12) Substitutes will be provided for classroom coverage to give teachers opportunities to create effective ELA and math units and lesson plans for increased student learning and academic success.	Title I		\$2,305.66	\$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) Parents will encouraged to and assisted in creating "Mini Reading Nooks" that can be used to promote reading in the home. This will occur during the first semester.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Literacy nights will be held each semester to promote literacy in the home (Books & Blankets, etc.) INITIAL BUDGET	Title I		\$2,209.93	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Consistently monitor students experiencing academic difficulty and provide personalized academic assistance

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) Review data frequently to assist in early intervention			\$0.00	\$0.00	\$0.00	\$0.00
2) Students experiencing academic difficulty as evidenced through classwork and teacher observation will take part if academic goal counseling with the administrative staff.	Title I Extended Learning		\$0.00	\$0.00	\$0.00	\$0.00
3) Allstar Saturday tutoring will be offered in the Spring to students experiencing academic difficulty as evidenced by formal/informal assessments	Title I Extended Learning		\$0.00	\$0.00	\$0.00	\$0.00
4) The principal, curriculum facilitator, and counselor will use data to monitor the effectiveness of the Power Room and All-Star Saturday	Title I Extended		\$0.00	\$0.00	\$0.00	\$0.00
5) DIBELS Intervention Plans will be created for all students not on grade level and students will be progress monitored consistently			\$0.00	\$0.00	\$0.00	\$0.00
6) Reading specialists will provide intensive instruction to identified students based on assessment results from DIBELS, TRC, and other programs that may be implemented this upcoming year.			\$0.00	\$0.00	\$0.00	\$0.00
7) Teachers will consistently student academic performance and make the appropriate IST referrals before the close of the first quarter to ensure the timeliness of IST placements and student identifications.			\$0.00	\$0.00	\$0.00	\$0.00
8) Students experiencing academic difficulty will attend afterschool tutoring	Title I Extended		\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Provide IST referral training for all teachers and staff so that students experiencing difficulty accurately identified	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Parents will be invited to a transition luncheon/breakfast in which they will learn about the academic standards of the rising grade (Pre-K to K, 2nd to 3rd, 5th to 6th)	Title I		\$500.00	\$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?						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Dibels, TRC, Pre-Post Assessments, and Common Formative Assessments will be used to determine if the strategies were deployed with fidelity. Also, lesson plans, daily schedules, and walk-through observations will serve as data points to ensure the strategies are being implemented with fidelity.

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

We will know that the strategies were successful by noting increases in Dibels BOY,MOY, and EOY scores as well as common formative assessment results. Benchmark data will still be used as well even though they are no longer required by the district.

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

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

Our current data (Dibels and Interim) show us that our strategies are working. Third, fourth, and fifth grade interim scores show that English Language Arts is our highest subject areas. Scores for 3rd grade were 42, which was 6 pts. away from the district average. 4th grade was at 42, which was 10 pts. away from the district average. 5th grade was at 56 which was 4 pts. away from the district average. Beginning of the year DIBELS scores for K-3 were 62%, 83%, 68%, and 61%, respectively.

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

Our current data (Dibels and Interim) continues to show that most of our strategies are working. Third, fourth, and fifth grade interim scores show that English Language Arts is our highest subject areas. Scores for 3rd grade were 49 which was .8 pts. away from the district average. 4th grade was at 45.2, which was 10.1 pts. away from the district average. 5th grade was at 55.3 which was .4 pts. away from the district average. Middle of the year DIBELS scores for K-3 were 40%, 73 %, 66%, and 60%, respectively.

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

Our current K-2 data shows us that we employed some successful strategies; however, we need to help support some of our teachers as poor results came from specific classrooms. Students experienced difficulty in the areas of writing as related to TRC questions. Therefore, there should be an intentional writing focus for the upcoming school year. End of the year DIBELS scores for K-3 were 50%, 23 %, 44%, and 51%, respectively. In grades 3-5, 3rd graders scored 51.9% proficient, 4th grade was 26.2% proficient, and 5th grade was 36.4% proficient. It is evident that our rising 2nd, 3rd and 5th graders will need additional support. We will continue many of our current strategies such as continuing to work with teachers to enhance their literacy stations and overall reading instruction. Our reading specialists will be repurposed to provide on-the-spot coaching and support as well as working with student groups. We will incorporate direct instruction related to writing and ensure teachers are using the appropriate resources such as Question Stems in regular practice to ensure students are prepared to articulate their understanding of concepts.

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

Beginning of year DIBELS data reveals that 37%, 43%, 28%, and 37% of Kindergarten, 1st, 2nd, and 3rd grade students are not proficient in reading, respectively. Baseline data (pre-test) reveals that 4th grade students are 41% proficient and 5th grade students are 38% proficient in reading. Beginning of Grade (BOG) test data reveals that 6% of our 3rd grade students are proficient. It is projected that 45.8%, 55.6%, 44.2% of our 3rd, 4th, and 5th grade students are proficient.

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 will be continuing most of our current strategies. We will need to provide training and monitor the implementation of the purchased computer programs. We will also continue working with teachers to strengthen the use of Common Formative Assessments and effectively utilizing their data notebooks. We will discuss with teachers the possible removal of using student data notebooks. Also, we will revisit the use of Daily 5 in some classrooms as we want to increase accountability to literacy stations and ensure that students are able to work on the specific skills that they need. We are currently revisiting the concept of the Remediation Lab.

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

Based upon identified results, we will continue to support teachers in using their literacy stations. An additional strategy was added to assist teachers in using DIBELS data to determine necessary interventions. We have ordered ELA Common Core workbooks to support teachers in our upcoming EOG bootcamp. Interim data and GCS Prediction of probability reports have been aligned to help us determine effective student grouping strategies. This will be used to better group students for small group instruction, IE, and after school tutorial. We are also using our interim data to determine what standards and skills students lack and providing additional instructional support in those areas. Additional support will be provided to 4th grade by way of daytime tutoring, instructional and resource assistance. The teacher will receive more support related to deconstructing and explicitly teaching the standards in which students need additional support.

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

See above strategies/action steps

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

Based on insufficient quantitative data sources, a determination can not be made related to changing strategies as we are in the process of collecting benchmark and DIBELS data. However, data does reveal that support is still needed in 3rd grade Reading due to low BOG proficiency data. Also, additional support will be provided to 1st and Kindergarten due to high numbers of non-proficient students. More Guided Reading books Level A are needed and will be provided. We will also be implementing Wilson Fluency.

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

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Priority Area 2	2B) Math
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Vandalia Elementary school will increase the number of 3-5 students who are proficient in math by 10pts. from 46% to 56% and in K-2 from 71% to 77% as indicated by the End-of-Grade tests and/or summative assessments.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Vandalia Elementary school will increase the number of 3-5 students who are proficient in math by 25pts. from 31% to 56% and in K-2 from 50% to 75% as indicated by the End-of-Grade tests and/or summative assessments.
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

Instructional time spent on math will be skill focused and time sensitive

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) Lesson plans will include math activities that use Higher Order Thinking Skills, leveled questioning, and involve writing skills as referenced in the			\$0.00	\$0.00	\$0.00	\$0.00
2) Guided Math will be effectively implemented beginning the second semester of the school year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will encourage problem-solving applications and math communication through enriching and challenging classroom activities and through well-crafted and effective questioning strategies	Focus		\$0.00	\$0.00	\$0.00	\$0.00
4) The principal and curriculum facilitator will monitor math instruction to ensure lessons are rigorous and instruction is designed to meet the needs of all learners.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Through an AIG and Regular education teacher collaboration, enrichment opportunities will be made available to students displaying advanced mathematical abilities			\$0.00	\$0.00	\$0.00	\$0.00
6) Vandalia staff will collaboratively create and consistently use informal and formal assessments; staff members will use the data to modify and enhance instructional practices	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Teachers will use the NC Math Toolkits and the NCDPI WikiSpace as a resource for improving the quality of math instruction			\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will utilize math problem solving strategies (CUBES, SOLVE, RUNNERS, etc.)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

9) Support will be provided to the math teacher in assist in deconstructing standards, utilizing test specifications, interim data, and the NC DPI wikispace resources to maximize instruction.			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Teachers will receive inservice to learn how to effectively plan lessons that will meet the needs of students during the math time block An overview of NC Math Toolkit and the NC DPI WikiSpaces will be provided.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Ongoing professional development and coaching by the administrative team will occur in order to assist staff members in improving math instruction. This will include an inservice provided by ERG on Guided Math.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
12) Teachers will participate in PLCs focused on improving instruction, analyzing data, and using data to make intentional instructional decisions	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) A policy will be provided to parents regarding the importance of instructional time in an effort to reduce tardies and early dismissals.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Math Assistance packets will be created and sent home to all 3-5th grade parents with ways that can support student learning at home.			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Increase the schoolwide focus on math by promoting its importance through a variety of activities, events, and schoolwide competitions						
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) Seek varied opportunities for math enrichment throughout and beyond the school day	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize math facts incentive programs to encourage mastery of basic math facts.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide differentiated homework to meet the needs of students with different ability levels	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Students experiencing academic difficulty as evidenced by informal and formal assessments will attend All-Star Saturdays			\$0.00	\$0.00	\$0.00	\$0.00
5) Provide alternative means of enhancing math instruction outside of the regular math block.			\$0.00	\$0.00	\$0.00	\$0.00
6) The administrative team will use data to monitor the effectiveness of the Power Room and All-star Saturday			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES						
7) We will implement "Masters of Multiplication" (a Friday math drill) in an effort to help students improve multiplication skills.			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Substitute teachers will be paid to allow for selected teachers to attend instructional conferences and/or workshops	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Professional Development related to math instruction will be provided to staff members through staff Show and Shares, PLCs, and Professional Development days.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) We will host a spring curriculum night	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #3						
We will work collaboratively to refine classroom assessments so that we appropriately assess student learning						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) We will seek assistance in creating better common formative assessments that accurately gauge student learning			\$0.00	\$0.00	\$0.00	\$0.00
2) Consistently monitor students experiencing academic difficulty as evidenced by math assessments	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will conduct mid-year conferencing with students to discuss their individual data and assist students in goal setting.			\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will utilize Formative Instructional and Assessment Tasks from the DPI WikiSpace to supplement instruction			\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will utilize the Common Core Task cards as a part of everyday instruction			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will use technology related math programs (Tenmarks) to assess students and determine what standards need additional support.			\$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

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 Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Benchmarks, Pre-Post Assessments, and Common Formative Assessments will be used to determine if the strategies were deployed with fidelity. Also, lesson plans, daily schedules, and walk-through observations will serve as data points to ensure the strategies are being implemented with fidelity.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will know that the strategies were successful by noting increases in math assessment data (unit tests, benchmarks, pre/post) and informal assessments.						
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>						
Math interim data showed improvements in math in 3rd-5th grade. Scores were 34, 34, and 38, respectively. While these scores appear low they are close to the district average and reflect only a small portion of what has been taught per the pacing guide. 3rd grade was 3 pts., 4th grade was 7 pts., and 5th grade was 5 pts. away from the district average. Because our data could be improved, we will need to add some additional strategies to our plan.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
Math interim data showed improvements in math in 3rd-5th grade. Scores were 47.8, 35.7, and 41.6, respectively. 3rd grade was .9 pts. above, 4th grade was 9.3 pts below, and 5th grade was 7.9 pts. below the district average. Math Mid-year Assessment data for K-2 shows Kindergarten at 61% proficient, 1st grade at 64% proficient, and 2nd grade at 65% proficient.						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
Based on Math K-2 data, Math support is needed with our 2nd grade team as Math Summative data was at 18% proficiency. Kindergarten was at 64% and 1st grade was at 68% proficient. Therefore, rising 3rd graders will need additional math support. Math 3-5 data showed improvement in all grades but 4th. 3rd grade was at 44.2%, 4th was at 11.9%, and 5th was at 33.3% proficient. Therefore, rising 5th grade math students will need additional support.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
Preliminary math data (Pretest) reveals a 26%, 29%, and 21% proficiency in 3rd, 4th, and 5th grade, respectively. Our Math Benchmark data shows a projected proficiency of 40.8%, 40%, and 53.5% in 3rd, 4th, and 5th. It appears that current strategies are working. However, we will be implementing additional strategies to increase student performance.						
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

(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?)

The instructional team will work with teachers to ensure the math tool kits are being utilized effectively. We will also work with teachers to assist them in teaching a schoolwide problem solving strategy as stated in the plan. We will also develop the math facts incentive program. We will be employing a tutor to assist in math for grades 3-5 starting in January. Also, our curriculum facilitator will provide model lessons in some of our math classrooms. We are currently revisiting the concept of the Remediation lab.

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

Current strategies are continuing to work. However, 3rd grade teachers will begin focusing more on math during I/E per Interim/EOG predictability data. Our math consultant will now pull small groups in 4th grade to work directly with bubble students and students who passed the EOG last year yet are not meeting the mark on interim/EOG predictability data. We are also using our interim data to determine what standards and skills students lack and providing additional instructional support in those areas. We will be utilizing formative instructional and assessment tasks from the NC DPI Wikispace to support instruction. Math EOG workbooks have been purchased to assist teachers during our EOG bootcamp.

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

See above strategies/action steps

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

In an effort to provide more K-5 Math support, we will implement Guided Math whole school. We will have ERG come to provide training for staff, and we have also purchased several Guided math resources for the teachers. We will continue all other strategies.

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

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

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

Priority Area 3	3B) Science
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Vandalia Elementary school will increase the number of 3rd-5th grade students who are proficient in Science by 10pts. from 29% to 39% as indicated by the End-of-Grade tests and/or summative assessments.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Vandalia Elementary school will increase the number of 3rd-5th grade students who are proficient in Science by 5pts. from 64% to 69% as indicated by the End-of-Grade tests and/or summative assessments.
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 K-4 students' interest and achievement in science.

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) Science will be taught daily in grades K-4 for consistent instruction.			\$0.00	\$0.00	\$0.00	\$0.00
2) Kindergarten will have a hands-on science lab once a week.			\$0.00	\$0.00	\$0.00	\$0.00
3) Grades 1-4 will complete at least 1 hands-on science lab per unit.			\$0.00	\$0.00	\$0.00	\$0.00
4) Each grade level will add more informational readings using science related texts.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Grade levels will increase and incorporate science vocabulary in their daily lesson plans	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Each classroom will display and use a science mini word wall. Displayed vocabulary will change with each unit			\$0.00	\$0.00	\$0.00	\$0.00
7) Each grade level will take at least one science focused field trip that relates to their classroom units during the school year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) A Science committee will be formed that focuses primarily on helping teachers incorporate science in their lessons as well as promoting the importance throughout the school			\$0.00	\$0.00	\$0.00	\$0.00
			\$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) We will meet after school each nine weeks to plan science lessons for the quarter.			\$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			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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) Science fair exhibit night-Parents can come the night the science fair is judged and view the schools exhibits.			\$0.00	\$0.00	\$0.00	\$0.00
14) Make-it-take-it science night: Teachers will host a night where they show parents how to do simple experiments or projects at home.			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Increase Grade 5 students interest and achievement in science.						
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			
			Title I	Title I State Priority	Title I State Focus	Magnet
1) 5th grade classes will incorporate multiple hands-on science classes/labs for every unit taught throughout the school year.			\$0.00	\$0.00	\$0.00	\$0.00
2) 5th grade level will take at least 1 science focused field trips that relates to their classroom units during the school year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) 5th grade classes will display and use a science mini word wall. Displayed vocabulary will change with each unit.			\$0.00	\$0.00	\$0.00	\$0.00
4) Classes will add more informational readings using science related texts.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Assessments aligned to CCSS will be created and given to students to monitor the effectiveness of instruction and to determine areas of additional focus			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will utilize the Discovery Education Techbook resources			\$0.00	\$0.00	\$0.00	\$0.00
7) 5th grade will have live weekly virtual field trips to increase Science background knowledge			\$0.00	\$0.00	\$0.00	\$0.00
8) The 5th grade Science teacher will use lessons provided through SchoolNet.			\$0.00	\$0.00	\$0.00	\$0.00
			\$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			
			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.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Lesson plans, Common formative assessments, vocabulary lists, etc will be created during weekly PLC's as needed.			\$0.00	\$0.00	\$0.00	\$0.00
11) We will meet after school each nine weeks to plan science lessons for the quarter.			\$0.00	\$0.00	\$0.00	\$0.00
12)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
			Title I	Title I State Priority	Title I State Focus	Magnet
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) The school will host a Science Fair Exhibit day in which parents can come the day the science fair is judged and view the schools exhibits.			\$0.00	\$0.00	\$0.00	\$0.00
14) Teachers will host a Make-it-Take-it science night in which they will show parents how to do simple experiments or projects at home.			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Formal and informal assessments such as pre/post, common formative assessments, benchmarks, etc. will be used to ensure that the improvement strategies were deployed with fidelity. Also, observation and lesson plan feedback will serve as data points to determine if quality science instruction is taking place.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Review of Science data (common formative assessments and benchmark data)

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

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

5th grade Science data reveals a score of 44% which is about 3 points away from the district average of 47%. Therefore, many of the strategies are working and will be continued.

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

5th grade Science data reveals a score of 47.9% which is about 8.4 points away from the district average of 56.3%.

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

Our end of year results showed a significant increase in Science from 19.4% to 64% proficiency. Therefore, we will be continuing our Science practices. We will not have funding to support the MadScience in-school field trip therefore, it has been eliminated.

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

Based on Science Common Formative Assessments, the 15-16 Cohort is not at the same level of proficiency as the 14-15 cohort was at this time of year.

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?)

Many of the action steps listed in the plan have not been utilized as of yet. Therefore, we will work to ensure that we implement some of those steps (ex. Mad Science, School wide Science word walls, and Science Make it, Take it).

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

Teachers will continue using Discovery Education videos within the classroom. We contacted one of the higher scoring schools per science interims to inquire about what they were doing to find success. We will be implementing one of their strategies which was utilizing the Discovery Education Techbook.

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

See above strategies/action steps

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

After-school Science tutoring will need to occur two times a month in an effort to help 5th grade students become better prepared for the EOGs. Science Benchmark data reveals 55.8% of 5th graders projected proficient.

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

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

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) Achievement Gap
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Vandalia Elementary school will increase the number of students with disabilities who are proficient in math and reading by 18pts. From 7% to 25% as indicated by the End-of-Grade tests and/or summative assessments.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Vandalia Elementary school will increase the number of students with disabilities who are proficient in math and reading by 20pts. from 5% to 25% as indicated by the End-of-Grade tests and/or summative assessments.
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

Comprehensive IEP goals will be set and aligned to curricular goals in an effort to help students find academic success

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) IEP goals will be carefully written and aligned to student need and the common core curriculum standards			\$0.00	\$0.00	\$0.00	\$0.00
2) IEP goals will be data driven and measurable			\$0.00	\$0.00	\$0.00	\$0.00
3) IEP goals will be revisited consistently to ensure progress and to determine changes to the instructional program if needed			\$0.00	\$0.00	\$0.00	\$0.00
4) The principal will attend EC workshops to become better skilled in writing IEP goals and collecting data in an effort to help support the EC team.			\$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 EC team will take the same professional development that regular education teachers receive to help align instruction and processes (Foundations, Word study, etc.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) The EC team will take the district training on IEPs and data usage			\$0.00	\$0.00	\$0.00	\$0.00
12) The principal will take the "Efficient IEP" workshop			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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						
The EC teacher will collaborate with regular education teachers and paraprofessionals to ensure that all students with disabilities are being adequately serviced						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) The EC teacher will ensure that all teachers are aware of student disability areas and that the students accommodations and modifications are being used in regular classroom			\$0.00	\$0.00	\$0.00	\$0.00
2) The EC teacher will ensure that the teachers are aware of and working towards student IEP goals			\$0.00	\$0.00	\$0.00	\$0.00
3) The EC teacher will provide additional support to students outside of regularly scheduled class time	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) The EC teacher will plan with classroom teachers so that resource lessons are aligned yet structured to meet the individual needs of the student	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Tablets will be provided for our EC teacher's classroom so that students can use a reading intervention strategy as well as other classroom teachers.			\$0.00	\$0.00	\$0.00	\$0.00
6) EC teachers will have lesson plan access on Sharepoint to allow them to view and utilize existing lessons so that they may align their instructional content and practices			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) EC teachers will work with teachers during PLCs to assist in creating intervention plans to support student learning			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) The EC teacher will work to accommodate parent schedules in order to actively involve them in IEP meetings.			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

14) The EC Team will host a parent information session in which they will discuss IEPs, goals, testing, transition plans, etc. in an effort to collaborate with parents to ensure student success.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
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15)			\$0.00	\$0.00	\$0.00	\$0.00
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IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

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

What data will be used to determine whether the improvement strategies were deployed with fidelity?

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Student data will be analyzed to determine the effectiveness of the improvement strategies. Student IEP goals as well as data related to the progress of the goal will be used.

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

The data training for EC teachers shows them how to accurately analyze data to determine if IEP goals were met. This data will be cross referenced with curriculum standards/assessments to determine effectiveness.

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

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

Interim data shows EC student data being a bit higher than years past. Third-fifth grade ELA scores showing an average of 23%, 35%, and 41%, respectively, and Math at 21%, 25%, and 19%. Also, fifth grade Science rests at 34%.

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

Interim data shows EC student data continuing to be higher than years past. Third-fifth grade ELA scores showing an average of 27.3%, 33.3%, and 33.2%, respectively, and Math at 29.5%, 31.3%, and 29.1%.

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

End of year EC student data reveals an increase in 3rd grade reading scores from 5% to 11.1% proficiency. As a whole, Reading for our EC students continues to be a challenge. Therefore, additional support in Reading is needed for your EC team. Math end of grade data revealed an increase from 5.3% to 13% proficiency overall. Therefore, math is currently a strength for our EC students. We will work to ensure that our EC teachers are well versed in the CCSS by offering additional support and assistance.

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

Our EC Teachers have worked hard to become better versed in writing clear and measurable IEP goals. We will still continue to work in this area to ensure students are meeting their goals and that we have data to support IEP team decisions. Pre-test data shows a 3rd-5th grade Math proficiency of 21%, 27%, and 15%, respectively. Pre-test data also reveals a 3rd-5th ELA grade proficiency of 28%, 35%, and 27%, respectively. We are still waiting on benchmark data.

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?)

Some of our action steps have not been utilized. We will work to ensure that the EC teacher is present during some PLCs. Also, we will allow our EC teacher to host a parent workshop in the Spring. We will also be adding a strategy related to the EC teacher attending workshops related to data usage and goal writing. The principal will also attend EC workshops to become more skilled and better versed in goal writing and data collection to assist the EC teacher.

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

More support will be provided for the EC teacher in regards to 4th & 5th grade ELA. Teacher and EC Teacher collaboration will be addressed and planning time will be provided to support effective collaboration.

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

See above strategies/action steps

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

We will use EC benchmark data to help us determine areas to provide tutoring opportunities for our EC students.

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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.)

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Vandalia Elementary

School Number: 583

School Address:

407 East Vandalia Rd., Greensboro, NC 27401

Principal:

Dr. Kimberly Robertson

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Keisha Gatson	Annually	9/4/2015
Pre-Crisis Checklist	Kimberly Robertson	Annually	9/8/2015
After Hours Emergency Contact List	Keisha Gatson	Annually	9/8/2015
Register Principal for Sex-Offender Registry Notifications	Kimberly Robertson	Annually	9/1/2014
Diabetic Training for Staff	Dondrill McFarland	Annually	10/14/2015
Distribute/Explain Crisis Plan to Staff	Keisha Gatson	Annually	9/8/2015
Distribute/Explain Code of Conduct	Kimberly Robertson	Annually	9/8/2015
Tornado Drill	Kimberly Robertson	Annually	
Conduct Student Safety Perception Survey	Dondrill McFarland	Annually	
Train staff on Emergency Notification Network deployment	Kimberly Robertson	Annually	9/8/2015
Lock-down Drills	Kimberly Robertson	Bi-Annually	9/9/2015
Safety Inspection	Kimberly Robertson	Bi-Annually	9/9/2015
Alternate Route Fire Drill	Kimberly Robertson	Bi-Annually	
Playground Inspection	Keisha Gatson	Bi-Annually	10/19/2015
Fire Drill / Sanitation Inspection	Keisha Gatson	Monthly	8/28/15;9/30/15;10/29/15;11/24/15;
Fire Extinguishers Inspection	Keisha Gatson	Monthly	8/28/15;9/30/15;10/29/15;11/24/15;
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Kimberly Robertson	Monthly	9/1/15; 10/5/15;11/05/15;
Automated External Defibrillator (AED) Inspection	Keisha Gatson	Monthly	8/28/15;9/30/15;10/29/15;11/24/15;
Discipline Incidents in PowerSchool	Keisha Gatson	Ongoing	
Volunteer Background Checks	Dondrill McFarland	Ongoing	
Monitor Visitor Check-In	Keisha Gatson	Ongoing	
Monitor Arrival and Dismissal of Students	Keisha Gatson	Ongoing	
Monitor Sex Offender Registry	Keisha Gatson	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Kimberly Robertson	Ongoing	

2014-16 SCHOOL SAFETY CHECKLIST

RESOURCE MATERIALS

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

VANDALIA ELEMENTARY SCHOOL-SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5320	3-5320-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	0.00		0.00	0.00
SALARY - TEACHER	3-5330-050-121	0.00		7,177.50	(7,177.50)
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	25,360.50		2,392.50	22,968.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	30,625.00	18,462.50	12,162.50	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	2,606.40		0.00	2,606.40
PAYROLL - BONUS PAYMENT	3-5330-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	2,559.90		965.00	1,594.90
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	4,706.80		1,727.03	2,979.77
PAYROLL - RETIREMENT 5330	3-5330-050-221	4,246.69		1,613.49	2,633.20
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	2,689.00		448.12	2,240.88
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	2,996.84	1,400.00	0.00	1,596.84
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	236.19	0.00	0.00	236.19
TUITION FEES	3-5330-050-352	178.94	0.00	0.00	178.94
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	2,295.00	1,992.24	0.00	302.76
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/KINDER CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	145.74	0.00	0.00	145.74
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	2,709.93	1,832.78	541.76	335.39
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	81,731.93	23,687.52	27,027.90	31,016.51
					31,016.51
PAYROLL TOTALS	44	73,169.29	18,462.50	26,486.14	28,220.65
NON-PAYROLL TOTALS	20	8,562.64	5,225.02	541.76	2,795.86
TOTAL	64	81,731.93	23,687.52	27,027.90	31,016.51