



Low Performing School Addendum

School Location: **Washington Elementary**

- Goal 1: By June 2016, our 3rd-5th grade students will increase proficiency from 32.4% to 49.5% on the North Carolina End of Grade Reading Test.
- Goal 2: By June 2016, our 3rd-5th grade students will increase proficiency from 33.1% to 52.2% on the North Carolina End of Grade Math Assessments.
- Goal 3: By June 2016, our 3rd-5th grade students will increase proficiency from 18.2% to 37.6% on the North Carolina End of Grade Science Assessments.

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	Washington Montessori Elementary	School Number	586
School Address	1110 E. Washington St., Greensboro, NC 27401		
Principal	Sharon Jacobs		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	1-Sep-15		
Date of Last Review/Update	8/31/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision
WMS encourages all students learn and grow peacefully, develop independently, become life-long learners and productive citizens in a global society.
Mission Statement
We are committed to providing all students with the highest quality individualized education utilizing state standards, the Montessori Philosophy, lessons, and materials in a loving, caring, safe and supportive learning environment.

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	Sharon Jacobs		
Assistant Principal Representative			
Instructional Staff Representative	Cherylin Hendrick will rotate off this year	8/13/2013	2013-2014 and 2014-2015
Instructional Support Staff Representative	Paulita Musgrave will rotate off this year	8/13/2014	2013-2014 and 2014-2015
Teacher Assistant Representative	Justina Malloy	6/12/2014	2016-2017
Parent Representative	Sharon Johnson	8/13/2014	2013-2014 and 2014-2015
TA	Dentia Sturdivant	6/13/2014	2014-2015 and 2015-2016
Teacher	Brittany Battle	6/13/2014	2014-2015 and 2015-2016
Teacher	Brooke Harris	6/13/2014	2014-2015 and 2015-2016
Teacher	Dominica Deloatch	6/13/2014	2014-2015 and 2015-2016
Media Specialist	Terry Jones	6/13/2014	2016-2017
Teacher- Chairperson	Aprile Hampton will rotate off this year	6/13/2012	2014-2015
Teacher	McNair Dixon will rotate off this year	8/13/2014	2013-2014 and 2014-2015

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

410586

Washington Montessori School

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	27.9	35.1	42.3	49.5	56.7	64.0
AMERICAN INDIAN						
ASIAN						
BLACK	24.8	32.3	39.8	47.4	54.9	62.4
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS	23.8	31.4	39.0	46.7	54.3	61.9
LEP						
SWD	6.5	15.9	25.2	34.6	43.9	53.3
AIG	66.7	70.0	73.4	76.7	80.0	83.4
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						
BLACK	30.5	37.5	44.4	51.4	58.3	65.3
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS	25.6	33.0	40.5	47.9	55.4	62.8
LEP						
SWD	9.7	18.7	27.8	36.8	45.8	54.9
AIG	80.0	82.0	84.0	86.0	88.0	90.0
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	10.8	19.7	28.6	37.6	46.5	55.4
AMERICAN INDIAN						
ASIAN						
BLACK	9.1	18.2	27.3	36.4	45.5	54.6
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS	8.8	17.9	27.0	36.2	45.3	54.4
LEP						
SWD	5.0	14.5	24.0	33.5	43.0	52.5
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?

Our school has many success stories to share where the strength in the data supports growth in each subject area assessed on the NC EOG assessments in the 2014-2015 school year. We exceeded the state target for reading (State-42.3 WMS-45.1) but showed a decline in math proficiency (State-45.4 WMS-26.6). We also did not meet the (state science proficiency target of 28.6-WMS-18.1). Our focus will continue to be to strengthen the core instruction, ensure all staff is trained in Guided Reading and Guided Math, writing across the curriculum, H.O.T.S (DOK) questions utilized during lessons and homework, and using data to inform our instructional decisions. We attribute the sustained reading scores to the intensive efforts on improving literacy but recognize that our decline in math could be a result from the shift in common core and its implementation where students experienced great learning gaps and the need to refocus math blocks to incorporate guided math. As our school celebrates success and evaluates areas of growth, we will work this year to focus on implementing the district initiatives in Reading Foundations at the 3rd grade level, provide support to 4th grade transition students, increase math proficiency, improve in effectively implementing consistent guided reading program, increase instructional technology use in the classrooms, increase knowledge and implement effective co-teaching inclusion models for SWD subgroup, increase rigor in all areas as we learn more from our AIG department in training, and enhance existing programs that support students socially, emotionally, and academically. Staff surveys reveal that more training and support in Montessori, technology, guided reading, and discipline strategies are needed. We have a wonderful network of teachers support within our building. Teachers have taken ownership of implementing the Montessori methodology and facilitate Montessori Modules where they teach the untrained staff members about Montessori education. We received the ASCD Vision in Action Whole Child Award. This award acknowledges the staff's efforts to support students in many areas to ensure they are able to academically meet their goals. Dibels data indicates that we also have room to further grow as we have observed a decline in comparison to recent years. Progress Monitoring and consistently providing interventions will help further support. Although we grew some areas academically; culturally our staff turnover yielded only one teacher transition at the Pre-K/K level. This is a celebration in that consistency among staff will help foster continued growth with common language and knowledge. 3rd grade teachers have been looped up to teach 4th grade and 5th grade has two veteran teachers transition in to support Science and ELA. Although we did not meet proficiency we have improved practice in teacher facilitation of learning. We will have a good base line using the district pre-assessments this year and our in house Universal Screeners.

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

We have made gains in the past in all areas but with new guide lines we have three major areas of focus for improvement. Our student with disabilities subgroup in reading, math, and science is our primary goal. We continue to strive for proficiency target in all three areas and focus on grow using pre/post tests, common assessments, and screeners as data to drive our instruction. With the We continue to navigate the challenges children of poverty present and work towards growth in all areas. We are very proud of the students accomplishments that do not show in the grouped proficiency ratings. We also recognize that we still have challenges to address. Key focus areas this year are- Writing across the curriculum, guided reading implementation with fidelity, guided math and tool kit training, and revisiting Montessori Method of teaching for all staff. It's a back to the basics year for us. We showed the highest growth in the region in all areas last year. This year we had some decline, this will not persist. We are committed to making sure that every student, in every classroom, everyday is challenged, loved, and grows.

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

We plan to analyze subgroups data for this past year as they participated in the core replacement, LANGUAGE! Program. We will investigate the historical performance of the transferred students and the newly identified students. Our new EC teacher will take the lead in analyzing IEP's to maximize student learning in direct service hours where the inclusion model will be introduced and implemented within the school. We will invest in guided reading training. We will focus on writing across the curriculum and utilizing the instructional framework as our guide this year. We will focus efforts towards progress monitoring and data driven instruction.

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 Achievement Gap	
Priority Area 3:	
3B)	
Priority Area 4:	
4B)	

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) Literacy
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, 3rd-5th grade students will increase from 39% to 60% mastery on reading comprehension as measured by the NC EOG assessment model. K-2 students will will increase proficiency by 15 percentage points on Dibels End of Year Assessments.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, 3rd-5th grade students will increase from 39% to 60% mastery on reading comprehension as measured by the NC EOG assessment model. K-2 students will will increase proficiency by 15 percentage points on Dibels End of Year 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

Strengthen Balanced Literacy Program

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 Foundations with fidelity in all K-3rd grade classes	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Non-fiction text will be used by teacher to give students increased experienced with text aligned with state standards and media center INITIAL BUDGET LOAD	Title I		\$3,000.00	\$0.00	\$0.00	\$0.00
3) Guided reading materials and books will be used to provided appropriate levele text for guiding reading groups	Title I		\$3,000.00	\$0.00	\$0.00	\$0.00
4) Instrucional Technology (E-Book, tablets, White board, etc.) will be used to support instructional delivering in core instructional program. INITIAL BUDGET LOAD	Title I		\$28,000.00	\$0.00	\$0.00	\$0.00
5) School Social Worker will seek opportunities to connect with local businesses, Universities, Early and Middle Colleges to continue and improve student support services. The Social Worker will coordinate activities to support parents and students in the transition into middle school.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Implement Keys to Writing program in 4th and 5th grade classes to support core instruction	Title I		\$220.00	\$0.00	\$0.00	\$0.00
7)American Montessori Society membership will be paid so that staff have access to resources and confernce materials	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
8) Writing across the curriculum lessons and activies will be incorporated in daily practice school wide			\$0.00	\$0.00	\$0.00	\$0.00
9) ERG will be contracted to train new staff members and provide refreshers for staff	Title I		\$19,000.00	\$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) Working with Words by Dr. Stephanie Davis from UNCG	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Guided Reading PD provided by ERG and GCS literacy contacts			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

12) Increasing use of instructional technology utilized in the class (Title I and Magnet funds will be used to purchase carts that house all computer equipment for safe storage and charging stations)	Title I		\$5,000.00	\$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) Coordinate with PTA to host an improved Reading Café -family poetry and reading night/ Continue Lunch to Learn, Breakfast Bunch, and Data with Dinner night parent information sessions	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parent and Community 'READ IN' Day (one each semester)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Student As The Teacher Night- student led conferences and lesson/project presentation	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Utilize MTSS to provided targeted intervention for Tier 2 and 3 students

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Implement Exceptional Children's Co-teaching inclusion models to support SWD students (based on data-subgroup needs support)			\$0.00	\$0.00	\$0.00	\$0.00
Phase out of LANGUAGE! Core replacement program and implement Foundations			\$0.00	\$0.00	\$0.00	\$0.00
Train and closely monitor daytime and extended learning tutors	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Establish student target groups using data for A-Team Push in staff support plans	Title I		\$0.00	\$0.00	\$0.00	\$0.00
IEP evaluations and with teachers to align schedules to incorporate less pull out from core and more inclusion within core			\$0.00	\$0.00	\$0.00	\$0.00
Purchase Achieve 3000	Title I		\$500.00	\$0.00	\$0.00	\$0.00
Implement school-wide mentoring/buddy system for check in and check out utilizing bi-weekly goals			\$0.00	\$0.00	\$0.00	\$0.00
			\$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.						
Six Co-teaching model training from the GCS EC department- September-January			\$0.00	\$0.00	\$0.00	\$0.00
Exceptional Children's updates and PD provided to staff during staff meetings			\$0.00	\$0.00	\$0.00	\$0.00
Staff will attend the Title I conference, NCCTM Conference, ASCD Annual Conference, Elementary School Conference and	Title I		\$10,000.00	\$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.						
Parent information shared during PEP and IEP meetings			\$0.00	\$0.00	\$0.00	\$0.00
Co-teaching model and philosophy explained to parents during PTA/parent night			\$0.00	\$0.00	\$0.00	\$0.00
Literacy in the home resources and material distributed to parents during Literacy Café and other curriculum nights	Title I		\$420.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Data Driven 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) Professional Learning Community meetings will be focused on analyzing student data and forming small instructional groups			\$0.00	\$0.00	\$0.00	\$0.00
2) Schedule will comply with district's non-negotiables for planning time			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will meet to discuss strategies for improvement using researched base best practices and supplemental materials			\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will use data (pre and post assesment sheets, common assessments, and exit tickets) to determine the degree of scaffolding/extra support each student needs and discuss trends in PLC's			\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will utilize new GCS pacing guides, universal screeners, interim assessments, and formative assessments to establish flexible guided reading and small groups			\$0.00	\$0.00	\$0.00	\$0.00
6) Tutors will help support students difficulty in small group intervention sessions during school and afterschool	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7 Progress Monitoring schedules will be developed by teachers and moniotred by CF and administration.			\$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				
	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) PLC's will focus on purpose, function, and logistics of how a data meeting should be facilitated			\$0.00	\$0.00	\$0.00	\$0.00
11) Teachers will increase knowledge of data driven decision making while planning			\$0.00	\$0.00	\$0.00	\$0.00
12) Teachers will particpate in District Instructuional Framework professional development throughout the year			\$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) Data with Dinner nights will be held to inform parents of students progress while best practices for support are modeled and discussed. INITIAL BUDGET LOAD	Title I		\$2,411.43	\$0.00	\$0.00	\$0.00
14) Parent conferences, connect-ed messages, newsletters, student as the teacher nights will all be used to inform parents and get their feedback			\$0.00	\$0.00	\$0.00	\$0.00
15) School will host the Title I Annual Meeting during the month of September to share information about state standards, montessori, opportunities for parent engagement and academic data.	Title I		\$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?						
K-2 Dibels, 3-5 interim assessments, Common Assessments, Pre/Post tests						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Teachers will continue to analyze data in PLC's and compare to district trend data as well as item analysis and skill mastery. Teams are working across grade levels to ensure remediation, tutoring, and small group efforts are specifically targeted towards students needs.

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?)

TRC B.O.Y K-70%, 1st- 56%, 2nd-46%, 3rd-68%, 4th-53% , 5th-39% (overall 56%)
 Dibels B.O.Y K-79%, 1st-61%, 2nd-68%, 3rd-77%, 4th-68%, 5th-44% (overall 68%)
 3rd- reading-46.3% = 1.2% above the district;
 4th- reading-54.5% = 1.2 above the district;
 5th- reading-45.8%= 14.1 below the district, science-40.4%=6.2% below the district

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

1st grade- TRC 23% Dibels- 61% 2nd grade-TRC 32% Dibels-58%
 3rd grade-48.5% (.8 below the district but 2.2 better than interim 1)
 4th grade-46.9% (below district and 1.7 below interim 1)
 5th reading-41.7% (14 below district and 4.1 below interim 1) Science- 46.8% (9.3 below district but 6.4% above interim 1)

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

Dibels-K-77%, 1st-49%, 2nd-54%, 3rd-71%
 TRC- K-58%, 1st-27%, 2nd-43%, 3rd-48%
 EOG results: Reading- 3rd-45.7% only 7.4 below the district, 4th-30.8% 22.6 below the district, 5th-31.56% 16.84 below the district

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

TRC B.O.Y. K-37%, 1st-44%, 2nd-22%, 3rd-14%, 4th-42%, 5th-21% DIBELS B.O.Y. K-70%, 1st-66%, 2nd-65%, 3rd-60%, 4th-69%, 5th-34% EOG Results: 3rd Grade-37%, 4th grade-15.4%, 5th grade-9.1%, Science 15.9% Pre-Assessment Data Results: 3rd grade 38.6% (6.3%age points below district average), 4th grade 48.6% (0.20%age points above district average), 5th grade 37.8% (12.7%age points below district average) Awaiting results of the TE21 Benchmark Assessment

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?)

Purchase Achieve 3000 in place of study island. Teams feel the strategies in place are working and that we should continue to utilize the support planned to increase student achievement. PS-32's have been submitted to obtain tutoring funds and funds to support purchasing new web-based program for school-wide use.

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

Purchase Achieve 3000 with either tutoring funds/local instructional funds next year (Curriculum Dept says it's still in the works-nothing final yet). Tutors have been hired to help support students who scored less than 50% and bubble students. Reduced sized of Foundations groups has helped 2nd grade larger population. Common Assessments help maintain small group focus. Montessori works help with small group rotations but we need a system for all the new students coming in mid year. Remediation/Rotation plans will emphasize test specifications and tutoring will be enhanced to do the same.

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

Strategies- progress monitoring schedules developed, guided reading training from ERG, Guided math training, writing across the curriculum will be incorporated in schedule and daily plans, new instructional framework introduced to staff and used as driving tool in PLC's, data teams receive student centered engaging stratiges and work to plan grade level interventions

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

Based on the data review, observations by administration, and collaborative work during PLCs, the following will take place: purchase Guided Reading titles A-I, purchase Scholastic News magazines, purchase classroom sets of Guided Reading materials for third grade, departmentalize third grade, bi-weekly skill review activities based on areas in need of remediation/acceleration, differentiated Saturday Academy groups. ERG training will take place. Teachers will implement in their Guided Reading lessons. Additionally, streamlining lesson plans for more teacher time on-task and student engagement.

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 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 Achievement Gap
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, 3rd-5th grade students will increase proficiency from 37.7% to 52.2% mastery on NC EOG assesment. K-2 students will increase proficiency by 15 percentage points on school wide universal screeners and district K-2 assessments.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, 3rd-5th grade students will increase proficiency from 37.7% to 52.2% mastery on NC EOG assesment. K-2 students will increase proficiency by 15 percentage points on schoolwide universal screeners and district K-2 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

Strengthen Math Instructional Program

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) School-wide Math Fact Competitions (once a quarter) Basic fact and computations-class trophy and banner awarded			\$0.00	\$0.00	\$0.00	\$0.00
2) Bi-weekly skill focus rotations in the cafetria (math merry-go-round) based on data reports of lower mastery areas			\$0.00	\$0.00	\$0.00	\$0.00
3) Incorporate Financial Literacy program partnering w/local banking institution & MicroSociety program concepts with 3rd-5th grade			\$0.00	\$0.00	\$0.00	\$0.00
4) Increase knowledge and use of Instructional Technology (tablets, White board, etc.) -purchase technology to compliment training and in-class efforts	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Grade Level Math Challenges created by teachers and students			\$0.00	\$0.00	\$0.00	\$0.00
6) Investigate for implementation Mathletes program and continue to increase use of Pathematics program			\$0.00	\$0.00	\$0.00	\$0.00
7) Incorporate more literacy within Math stations and help students identify math vocabulary and directions within text-purchase math literacy books	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
	Extended		\$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) AIG and EC department will train staff to help increase rigor, support AAM, improve practice with SWD core service support			\$0.00	\$0.00	\$0.00	\$0.00
11) Pathematics incorporation and Anchor Chart creation and use refreshers and training during PLC's			\$0.00	\$0.00	\$0.00	\$0.00
12) Increase knowledge and use of Instrcutonal Technology (tablets, White board, etc.) provided by GCS Technology Dept.			\$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 2B 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) Mathmania Night-parents and students engage in numerous math problem based scavenger hunts through out the school	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Family Food Lion Math Night- event for parents and students to apply math skills and knowledge to real world problems			\$0.00	\$0.00	\$0.00	\$0.00
15) Lunch to Learn, Data with Dinner, and Breakfast bunch parent involvement sessions	Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Utilize MTSS to provided targeted intervention for Tier 2 and 3 students						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Utilize data to analyze student performance and create PEP and intervention plans of support			\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize Brianology and Growth Mindset concepts to highlight best practices and strategies for teachers			\$0.00	\$0.00	\$0.00	\$0.00
3) Utilize data to form small groups for intervention support from A-Team and trained volunteers	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Small group fromation and Guided Math procedures and concepts taught and modeled during PLC's			\$0.00	\$0.00	\$0.00	\$0.00
5) Interventions for students expericing difficulty will be supported by impact teacher, new teacher as well as support services from the School Social Worker	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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) Brainology training for staff in collaboration with other neighboring elementary school	Magnet		\$0.00	\$0.00	\$0.00	\$1,500.00
11) Guided Math training during PLC's will begin in September			\$0.00	\$0.00	\$0.00	\$0.00
12) CF and Administration will conduct PLC with Math focus during the school year			\$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) Curriculum Nights for students and parents will be held twice during the year			\$0.00	\$0.00	\$0.00	\$0.00
14) Parent Make it - Take it Tool Kit night to teach parents at home math support strategies			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #3						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Data Driven 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) Teachers will utilize new pacing guides, universal screeners, interim assessments, and formative assessments to establish flexible guided reading and small groups			\$0.00	\$0.00	\$0.00	\$0.00
2) Classroom walk throughs, peer drop-in visits, and observation information used to coach and facilitate improved data driven instruction			\$0.00	\$0.00	\$0.00	\$0.00
3) Professional Learning Community meetings will be focused on analyzing student data and forming small instructional groups			\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will use data (tracking sheets, IA, exit tickets) to determine the degree of scaffolding/extra support each student needs and discuss trends in PLC's			\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will meet to discuss strategies for improvement using researched base best practices and supplemental materials			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will utilize the American Montessori Society web resources and member benefits to enhance differentiated math activities	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
7) Teachers will be trained and expected to utilized the GCS math Tool Kits	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
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) Teachers from various grade levels will attend the Math Conference in October- best practices and resources will be shared with staff	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Montessori Module training will be facilitated by veteran Montessori trained teachers (CD's and materials purchased to support)	Magnet		\$0.00	\$0.00	\$0.00	\$5,492.57
12) Staff will be trained in REFLEX math	Magnet		\$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) Mathmania Night-parents and students engage in numerous math problem based scavenger hunts through out the school			\$0.00	\$0.00	\$0.00	\$0.00
14) Parent Conferences, PEP meetings, and Student as the teacher nights will take place to inform, engage, and involve parents in supporting students and understanding curriculum requirements.			\$0.00	\$0.00	\$0.00	\$0.00
15) Math Make it take it, game night, and Math Problem Solving in the real world and at home activities and resources provided to parents during Math Mania Night.	Title I		\$720.00	\$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 Universal Screeners, 3-5 interim assessments, Common Assessments, Pre/Post tests						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Teachers will continue to analyze data in PLC's and compare to district trend data as well as item analysis and skill mastery. Teams are working across grade levels to ensure redmediation, tutoring, and small group efforts are specifically targeted towards students needs.

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?)

3rd-math 38.3% = 1.4% above the district, 4th-math-32.9% = 7.7% below the district, 5th-math 29.5%=8.1 below the district, Universal screener data will be received after MOY assessments are administered. Teacher data notebooks and common assessmetns are used frequently to assess students strengths and needs.

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

Based on Universal screeners and Common Assessments

K- 83.3% on level K-16.6% not on level

71.7% on level 1st- 28.2% not on level

2nd- pending detailed reporting from team

Based on GCS Interim Assessment

3rd-47.7% above district and 9.9 gain from interim 1

4th-35.7% below district but 2.8 gain from interim 1

5th- 37.3% below district but 7.8gain from interim 1

1st-

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

Math- 3rd- 52.2% only 2.3 below the district, 4th-25% 23.1 below the district, 5th-22.7% 32.2 below the district

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

EOG Data: 3rd grade-43.5%, 4th grade-13.5%, 5th grade-18.2% GCS Pre-Assessment Data: 3rd grade 26.4% (4.1%age points below district average), 35.6% (1.3%age points above district average), 23.7% (6.4%age points below district average). We are still awaiting TE21 Benchmark Assessment 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?)

Efforts are in place to secure daytime tutors and purchase REFLEX math for students to stregthen basic Math Facts.

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

Daytime tutor schedule increase with additional Title I funds, Reflex Math being purchased for all students (thus far two classes have access), Push-in A-Team support needs to be enhanced (meeting with A-Team tutors is scheduled to go over 30 day plan for push in, math station rotation information received from Nat. Green to use in Work Cycle EOG review stations, Parent EOG night up coming)

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?)

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Based on current data, we will continue with our Guided Math practice and streamline our station rotations within the math block, spiral review, and streamline lesson plans for more effective teacher time on-task and student engagement.

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)
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	
GCS 2016 Strategic Plan Alignment	Click here and select the area of the GCS Strategic Plan 2016 from the drop down menu.

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 School-wide Behavior Plan

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)			\$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 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)			\$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

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

13)			\$0.00	\$0.00	\$0.00	\$0.00
14)	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

(Enter Improvement Strategy #2)

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)			\$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 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

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)			\$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

(Enter Improvement Strategy #3)

PRIORITY AREA 3B 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)			\$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			
	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
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)			\$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?						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
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?)						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

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

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

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?)

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

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

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

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:

Washington Montessori Elementary

School Number: 586

School Address:

1110 E. Washington St., Greensboro, NC 27401

Principal:

Sharon Jacobs

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Ingrid Weathers	Annually	9/9/2015
Pre-Crisis Checklist	Gretchen Thomas	Annually	9/9/2015
After Hours Emergency Contact List	Sharon Jacobs	Annually	8/5/2015
Register Principal for Sex-Offender Registry Notifications	Sharon Jacobs	Annually	8/1/2014
Diabetic Training for Staff	Laura Holt/Jessica Watson	Annually	10/6/15; 10/13/15
Distribute/Explain Crisis Plan to Staff	Sharon Jacobs	Annually	9/1/2015
Distribute/Explain Code of Conduct	Sharon Jacobs	Annually	9/1/2015
Tornado Drill	Sharon Jacobs	Annually	upcoming in 3/16
Conduct Student Safety Perception Survey	Erin Deal	Annually	upcoming 5/16
Train staff on Emergency Notification Network deployment	Sharon Jacobs	Annually	9/1/2015
Lock-down Drills	Sharon Jacobs	Bi-Annually	10/15/2015
Safety Inspection	Sharon Jacobs	Bi-Annually	12/7/15; next date projected 5/16
Alternate Route Fire Drill	Sharon Jacobs	Bi-Annually	8/31/2015
Playground Inspection	Sharon Jacobs and Micheal Ruff	Bi-Annually	8/31/2015
Fire Drill / Sanitation Inspection	Sharon Jacobs and Micheal Ruff	Monthly	8/28/15; 9/18/15; 10/9/15; 12/7/15
Fire Extinguishers Inspection	Sharon Jacobs and Micheal Ruff	Monthly	8/10/15; 9/11/15; 10/20/15; 11/15/15; 12/1/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Sharon Jacobs	Monthly	9/1/15; 10/8/15; 11/3/15; 12/8/15
Automated External Defibrillator (AED) Inspection	Sharon Jacobs and Micheal Ruff	Monthly	9/9/2015; 12/10/15
Discipline Incidents in PowerSchool	Pia Diggs	Ongoing	
Volunteer Background Checks	Ingrid Weathers	Ongoing	
Monitor Visitor Check-In	Gloria Smoot and ingrid Weathers	Ongoing	
Monitor Arrival and Dismissal of Students	Gloria Smoot, Patricia Taylor, and ingrid Weathers	Ongoing	
Monitor Sex Offender Registry	Sharon Jacobs	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Sharon Jacobs and Regional Office	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.

WASHINGTON ELEMENTARY SCHOOL-SIP UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	29,150.00		12,952.88	16,197.12
PAYROLL - BONUS PAYMENT 5320	3-5320-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	2,989.20		1,328.33	1,660.87
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	2,487.34		1,022.67	1,464.67
PAYROLL - RETIREMENT 5320	3-5320-050-221	4,888.38		2,186.89	2,701.49
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	2,689.00		1,792.48	896.52
SALARY - TEACHER	3-5330-050-121	17,490.00		9,116.28	8,373.72
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	12,230.40	0.00	0.00	12,230.40
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	464.50		163.00	301.50
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	0.00		0.00	0.00
PAYROLL - BONUS PAYMENT 5330	3-5330-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	2,305.50		1,133.02	1,172.48
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	2,514.78		796.60	1,718.18
PAYROLL - RETIREMENT 5330	3-5330-050-221	3,010.90		1,573.63	1,437.27
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	25,949.83	17,287.50	3,900.00	4,762.33
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	347.19	0.00	0.00	347.19
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	21,704.98	20,218.97	0.00	1,486.01
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/KINDERCAMP/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	0.00	0.00	0.00	0.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	2,411.43	170.80	833.20	1,407.43
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	134,072.43	37,677.27	37,247.10	59,148.06
					59,148.06
PAYROLL TOTALS	44	83,659.00	0.00	32,513.90	51,145.10
NON-PAYROLL TOTALS	20	50,413.43	37,677.27	4,733.20	8,002.96
TOTAL	64	134,072.43	37,677.27	37,247.10	59,148.06