



### **Low Performing School Addendum**

School Location: **Wiley Elementary**

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

- Goal 1: By the end of June 2016, at least 80% of the students in grades K-2 will achieve proficiency on the K-2 reading assessments (DIBELS/TRC) and Wiley will increase the percentage of students who are proficient in Reading from 24.6% to 65%+ in grades 3-5 as measured by both year-end grades and state-wide end-of-grade testing. By the end of June 2016, Students with Disabilities (SWD) will achieve 10 percentage points growth in Reading.
- Goal 2: By the end of June 2016, at least 80% of the students in grades K-2 will achieve proficiency on the K-2 Math assessments, and Wiley will increase the percentage of students who are proficient in Math from 24% to 65%+ in grades 3-5 as measured by both year-end grades and state-wide end-of-grade testing. By the end of June 2016, Students with Disabilities (SWD) will achieve 10 percentage points growth in Math.
- Goal 3: By the end of June 2016, Wiley will increase the percentage of 5th grade students who are proficient in Science from 45.5% to 65%+ as measured by both year-end grades and state-wide end-of-grade testing. By the end of June 2016, Students with Disabilities (SWD) will achieve 10 percentage points growth in Science.

### **Regional Support:**

The regional office will provide

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

**Central Office Support:**

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

## 2014-16 SCHOOL IMPROVEMENT PLAN

|  |  |                      |            |
|--|--|----------------------|------------|
| <b>School Name</b>   | <b>Wiley Elementary</b>                    | <b>School Number</b> | <b>598</b> |
| <b>School Address</b>  | 600 West Terrell St., Greensboro, NC 27406 |                      |            |
| <b>Principal</b>   | Tavy Fields                                |                      |            |
| <b>District Name/State Local Education Agency (LEA) Number</b> | Guilford County Schools (410)              |                      |            |
| <b>Date of Initial School Staff Vote of Approval</b>           | 23-Jul-14                                  |                      |            |
| <b>Date of Last Review/Update</b>                              | 11/20/2015                                 |                      |            |
| <b>Principal Signature</b>                                     | _____<br>(Signature On File)               |                      |            |
| <b>Board of Education Authority Signature</b>                  | _____<br>(Signature On File)               |                      |            |

| School Vision and Mission Statement  |
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| <b>Vision</b><br>Wiley's vision is to prepare students for real world experiences, global citizenship, and readiness for the future.   |
| <b>Mission Statement</b><br>Wiley Elementary School commits to provide a positive learning environment while involving students, teachers, families, and the community in the education of each student. |

| District and State Goal Alignment   |
|---|
| <b>Guilford County Schools Strategic Plan 2016, Area I: <b>Personalized Learning</b></b><br><i>Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.</i>  |
| <b>Guilford County Schools Strategic Plan 2016, Area II: <b>Character, Service and Safety</b></b><br><i>Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.</i>  |
| <b>Guilford County Schools Strategic Plan 2016, Area III: <b>Parent, Family and Community</b></b><br><i>Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.</i>  |
| <b>Guilford County Schools Strategic Plan 2016, Area IV: <b>Educator and Organizational Excellence</b></b><br><i>Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.</i><br><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   | Tavy Fields       | 2-Jun-15                       |                                |
| Assistant Principal Representative                      | Chelsea Smith     | 2-Jun-15                       | 2015-16                        |
| Instructional Staff Representative (Kinder)             | Brenda Lloyd      | 2-Jun-15                       | 2015-16, 2016-17               |
| Instructional Staff Representative (First)              | Alice Gosser      | 6-May-14                       | 2014-15, 2015-16               |
| Instructional Staff Representative (Second)             | Meredith France   | 2-Jun-15                       | 2015-16, 2016-17               |
| Instructional Staff Representative (Third)              |                   | 6-May-14                       | 2014-15, 2015-16               |
| Instructional Staff Representative (Fourth)             | Mara Brown-Joyce  | 6-May-14                       | 2014-15, 2015-16               |
| Instructional Staff Representative (Fifth)              |                   | 6-May-14                       | 2014-15, 2015-16               |
| Instructional Staff Representative (Pre-K)              | LaShanya Clark    | 6-May-14                       | 2014-15, 2015-16               |
| Instructional Staff Representative (Specialists)        | Courtney Thompson | 2-Jun-15                       | 2015-16, 2016-17               |
| Instructional Support Staff Representative (Literatecy) | Tameka Goods      | 2-Jun-15                       | 2015-16                        |
| Instructional Support Staff Representative (EC)         | Carolyn Turner    | 2-Jun-15                       | 2015-16, 2016-17               |
| Teacher Assistant Representative                        | Ashley Carter     | 2-Jun-15                       | 2015-16, 2016-17               |
| Parent Representatives                                  | Lakisha Alford    | 2-Jun-15                       | 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

410598

Wiley 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<br>BASELINE | 2013-14<br>TARGET | 2014-15<br>TARGET | 2015-16<br>TARGET | 2016-17<br>TARGET | 2017-18<br>TARGET |
|-----------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| ALL STUDENTS    | 34.0                | 40.6              | 47.2              | 53.8              | 60.4              | 67.0              |
| AMERICAN INDIAN |                     |                   |                   |                   |                   |                   |
| ASIAN           |                     |                   |                   |                   |                   |                   |
| BLACK           | 31.2                | 38.1              | 45.0              | 51.8              | 58.7              | 65.6              |
| HISPANIC        | 42.9                | 48.6              | 54.3              | 60.0              | 65.7              | 71.5              |
| 2 OR MORE RACES |                     |                   |                   |                   |                   |                   |
| WHITE           |                     |                   |                   |                   |                   |                   |
| EDS             | 34.3                | 40.9              | 47.4              | 54.0              | 60.6              | 67.2              |
| LEP             |                     |                   |                   |                   |                   |                   |
| SWD             | 9.1                 | 18.2              | 27.3              | 36.4              | 45.5              | 54.6              |
| AIG             | 91.7                | 92.5              | 93.4              | 94.2              | 95.0              | 95.9              |
| MATH 3-8        | 2012-13<br>BASELINE | 2013-14<br>TARGET | 2014-15<br>TARGET | 2015-16<br>TARGET | 2016-17<br>TARGET | 2017-18<br>TARGET |
| ALL STUDENTS    | 31.1                | 38.0              | 44.9              | 51.8              | 58.7              | 65.6              |
| AMERICAN INDIAN |                     |                   |                   |                   |                   |                   |
| ASIAN           |                     |                   |                   |                   |                   |                   |
| BLACK           | 25.8                | 33.2              | 40.6              | 48.1              | 55.5              | 62.9              |
| HISPANIC        | 71.4                | 74.3              | 77.1              | 80.0              | 82.8              | 85.7              |
| 2 OR MORE RACES |                     |                   |                   |                   |                   |                   |
| WHITE           |                     |                   |                   |                   |                   |                   |
| EDS             | 31.4                | 38.3              | 45.1              | 52.0              | 58.8              | 65.7              |
| LEP             |                     |                   |                   |                   |                   |                   |
| SWD             | 18.2                | 26.4              | 34.6              | 42.7              | 50.9              | 59.1              |
| AIG             | 91.7                | 92.5              | 93.4              | 94.2              | 95.0              | 95.9              |
| SCIENCE 5 & 8   | 2012-13<br>BASELINE | 2013-14<br>TARGET | 2014-15<br>TARGET | 2015-16<br>TARGET | 2016-17<br>TARGET | 2017-18<br>TARGET |
| ALL STUDENTS    | 25.7                | 33.1              | 40.6              | 48.0              | 55.4              | 62.9              |
| AMERICAN INDIAN |                     |                   |                   |                   |                   |                   |
| ASIAN           |                     |                   |                   |                   |                   |                   |
| BLACK           | 21.9                | 29.7              | 37.5              | 45.3              | 53.1              | 61.0              |
| HISPANIC        |                     |                   |                   |                   |                   |                   |
| 2 OR MORE RACES |                     |                   |                   |                   |                   |                   |
| WHITE           |                     |                   |                   |                   |                   |                   |
| EDS             | 25.7                | 33.1              | 40.6              | 48.0              | 55.4              | 62.9              |
| LEP             |                     |                   |                   |                   |                   |                   |
| SWD             |                     |                   |                   |                   |                   |                   |
| AIG             | 71.4                | 74.3              | 77.1              | 80.0              | 82.8              | 85.7              |

## SUMMARY OF SCHOOL DATA ANALYSIS 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 data for the 2012-13 School year, after the implementation of the CCSS and new NC assessments, was: Composite 21%, Reading 20.8%, Math 23.6% and Science 14.3%. Our 2013-14 EOG data showed significant gains in each area: Composite 36.4%, Reading 37.3%, Math 35.3% and Science 37.5%. During the 2013-14 school year Wiley was named a North Carolina National Title I Distinguished School based upon our practices. In 2014-15 Wiley's Science Scores increased to 45.5% which is an increase of +8 percentage points. The small population of the school is an asset as it creates a close-knit family environment. We strive to establish a welcoming environment for parents as well as an inviting one for our stakeholders. We have community support from non-profits, faith-based communities, local businesses, and individual citizens. Our community support includes the Evonik Industries, Syngenta Corp, the African American Male Initiative through Communities in Schools and Food Bank supported by United Way, Second Harvest Backpack lunch program, as well as other monetary donations from business partners and community stakeholders. Our entire staff, (including our custodial and cafeteria staff) is committed to helping our students achieve success through professional learning communities by working cohesively to focus on student achievement and development.

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

After making significant gains during the 2013-14 school year Wiley's scores plummeted in 2014-15. Our current data for 2014-15 revealed scores of Reading 26.4%, Math 24% which are considerably low. The realities of our school: Our instructional staff needs on-going professional development and support with best practices, alignment to standards, pedagogy, small group instruction, vocabulary instruction, culturally relevant teaching and higher order thinking. Staff should focus on implementing strategies and effective teaching techniques with fidelity. We will continuously strive to motivate students by focusing on providing multiple opportunities for success through employing gender specific instruction strategies, student engagement strategies and brain based approaches to learning. Areas needing improving as indicated on the 2014 TWCS, include; teachers' perceptions that there is an atmosphere of trust and mutual respect (29%) as well as teacher's level of comfort in raising issues and concerns that are important to them (14%) teachers have an appropriate level of influence on decision making in this school (48%) and Overall my school is a good place to work and learn (56%). We also need to focus on the level of parental involvement at Wiley and continue to encourage parents to be active participants in their child's education.

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

EOG scores from 2014-15 have been released. We will continue to collect feedback from all activities and staff development throughout the school year to determine areas of strengths and weaknesses. Our extended year provides us the opportunity to assess students at the beginning of the year in order to ascertain where they are academically. The results of those assessments will inform our instructional practices. Informal staff surveys will be utilized again in order to gauge climate and concerns.

## SUMMARY OF SCHOOL DATA ANALYSIS 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:**

Improve overall student proficiency and achievement in the area of Literacy.

**Priority Area 2:**

Improve overall student proficiency and achievement in the area of Math.

**Priority Area 3:**

Improve overall student proficiency and achievement in the area of Science.

**Priority Area 4:**

Improve school climate and culture amongst students, staff, parents and the community.

## 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).

|   |  |
|---|--|
| <b>Priority Area 1</b>  | 1B) Improve overall student proficiency and achievement in the area of Literacy.   |
| <b>*SMART Goal</b><br>*Specific, Measurable, Attainable, Results-Oriented, Timebound              | By June 2016, Wiley will increase the percentage of students who are proficient and meet promotion standards in Reading from 36.3% to 65%+ as measured by both year-end grades and state-wide end-of-grade testing, and all subgroups will meet their annual measurable outcome targets in the area of Literacy. By 2016 all subgroups of students, with the emphasis on Students with Disabilities (SWD), Economically Disadvantaged (ED), and African American (AA) students, will meet or exceed their targeted Annual Measurable Objectives (AMO). |
| <b>Target Goal for 2014-15</b><br>(What goal must be reached to be on target to meet SMART goal?) | By the end of June 2016, at least 80% of the students in grades K-2 will achieve proficiency on the K-2 reading assessments (DIBELS/TRC) and Wiley will increase the percentage of students who are proficient in Reading from 24.6% to 65%+ in grades 3-5 as measured by both year-end grades and state-wide end-of-grade testing. By the end of June 2016 Students with Disabilities (SWD) will achieve 10 percentage points growth in Reading.  |
| <b>GCS 2016 Strategic Plan Alignment</b>  | Area I: Personalized Learning  |

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

### IMPROVEMENT STRATEGY #1

**Provide students with quality Literacy instruction via use of multiple instructional strategies in order to develop and nurture a balanced literacy environment.**

| 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) All instructional staff will receive professional development in Power Strategies for Effective Teaching and Brain Based/Single Gender Learning. Selected staff members will receive on-going training in Education Resource Group for Guided Reading and Vocabulary instruction with One Stop Word Shop. Selected teachers will attend local/statewide/national conferences that focus on Core Subjects. Strategies from the training will be implemented to help enhance student learning and teacher development. Associated professional development materials will be purchased for teachers. INITIAL BUDGET LOAD   | Title I Priority   | SIG             | \$20,666.35  | \$21,332.57            | \$0.00              | \$0.00 |
| 2) Wiley will implement the district-wide Reading FUNdations initiative and it will be implemented with fidelity. Grades K - 2 include daily activity lessons that focus on phonemic awareness, phonological awareness and fluency. FUNdations' daily, scripted activity lessons will be 30 minutes and this amount of time has been allotted in the Master Schedule.   | Title I Priority   | SIG             | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 3) Literacy framework (150 minutes) and balanced literacy (including teacher directed/writing for 60 minutes, guided reading for 60 minutes, FUNdations/Word Study for 30 minutes, daily) with daily explicit mini-writing instruction. Implement Common Core standards in grades K - 5. Teachers will plan four strands within their lessons. (Writing, Language, Reading and Speaking and Listening). There will be a clear focus on writing within all content areas through the use of the Effective Power Strategies for Teaching and Learning.  |  | SIG             | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 4) Vocabulary development will be strengthened through repetition, modeling and writing school wide. Vocabulary development will also be a major component in Specialist teachers' lessons. Word Walls will be utilized for general vocabulary (ABC walls) and content specific vocabulary (content word walls). Additionally, students in grades 3-5 will routinely use journals to respond to instruction, capture vocabulary and strengthen vocabulary usage. Teachers' lesson plans are submitted to SharePoint and reviewed weekly by the Instructional Leadership Team. Teachers are asked to include content and academic vocabulary focus within their lessons. Words Their Way and One Stop Word Shop will be continued in grades 3-5 to supplement word study instruction.                                  | Title I Priority   | SIG             | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 5) Utilize common planning time, which includes 90 minutes weekly, to work collaboratively on lesson plans using a planning template that includes the use of APK strategy, graphic organizer, minute by minute assessments, questioning and gradual release. The format for PLCs is based upon the DuFour model. Teachers will use the Learning Focused lesson planning method and modified template. Wiley will also provide teachers with 1/2 Day Planning sessions each quarter. Substitutes will be utilized. This extended planning time will allow teachers to plan long range lessons based upon the CCSS, GCS pacing guide and GCS Units. Lead teachers will be paid a stipend for additional responsibilities to create assessments, unit plans, and plan PD workshops outside of the normal scope of work. | Title I Priority   | SIG             | \$500.00   | \$2,500.00             | \$0.00              | \$0.00 |

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

|   |   |                    |   |                           |                        |        |
|---|---|--------------------|---|---------------------------|------------------------|--------|
| 6) Instructional materials and supplies for both teaching and learning will be purchased to support Literacy in the classroom. Items include books and novels for independent reading, Reading manipulatives, magazine subscriptions, digital resources/memberships, workbook sets, etc. INITIAL BUDGET LOAD  | Title I<br>Priority   | SIG                | \$12,400.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 7) Teachers will use Webb's Depth of Knowledge and Modified Bloom's to meet higher order thinking levels through questioning. Teachers will plan lessons at least at a Level 3. Teachers will plan to provide opportunities to promote HOT (higher order thinking) through implementation of planned questioning and project-based learning   |   | SIG                | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 8) Students will utilize literacy journals to reflect on their learning, thinking and to construct viable arguments to increase their comprehension.  | Title I<br>Priority   | SIG                | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 9) Teachers and students will use technology such as tablet devices, laptops, interactive projectors, Elmo's, smart boards, digital cameras, and internet websites to support and individualize instruction. The expectation is that teachers and students will utilize some form of technology daily. Teachers will attend once a month EmPOWERment sessions for technology professional development and these sessions will be led by the Technology Support Specialist. Teachers will receive additional training in Technology infusion as needed. Technology based resources will be purchased to support 21st Century Learning. | Title I<br>Priority   | SIG                | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Professional Development</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |                           |                        |        |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.  | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I   | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 10) One Stop Word Shop for Vocabulary 8/2015 - 6/2016 will provide the training and grades 3rd-5th will be trained. Education Research Group for Guided Reading 8/2015 - 6/2016 and grades K-5, Teacher Assistants and Specialists will be trained. Effective Power Strategies for Teaching will provide a 2 day training 8/2015-6/2016.  | Title I<br>Priority   |                    | \$0.00  | \$5,000.00                | \$0.00                 | \$0.00 |
| 11) Single Gender Training 9/2015 - 6/2016, All Staff will be trained and Dr. Abigail James will provide the training.  | Title I<br>Priority   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 12) Selected teachers will attend Ron Clark Academy for student engagement training.  | Title I<br>Priority   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Parental Involvement</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |                           |                        |        |
| Identify parental involvement activities, providers, and the dates activities will begin and end.   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I   | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 13)Wiley will conduct its annual Book-o-ween on October 29 for parents and the community to promote reading.  |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 14) Wiley will conduct its annual Literacy Week and Common Core Night.  |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 15) Wiley will host various Parent workshops throughout the year that are Literacy and curriculum based in order to increase parents' knowledge of the curriculum and their child's progress.   |   |                    | \$0.00  | \$2,500.00                | \$0.00                 | \$0.00 |



## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #2

**Strengthen individualized Literacy instruction via use of common based assessments and mastery teaching concept: teach/assess/reteach cycle.**

| Action Steps to Implement Improvement Strategy   | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") |                 | Supplemental Title I or Magnet Funding Budgeted to Support Action Step  |                        |                     |        |
|--|--|-----------------|---|------------------------|---------------------|--------|
|  | Improvement Plans (drop down menu)   | Other (Specify) | Title I   | Title I State Priority | Title I State Focus | Magnet |
| 1) Teachers will use resources such as www.fcrr.org, www.freereading.net, Lexia Learning and DIBELS Now What tools to provide weekly interventions for K-2 students who are below proficiency on DIBELS screening; teachers will progress monitor intensive students weekly and strategic students biweekly. The administration, teachers and literacy coach will meet and discuss the progress of students during grade level Professional Learning Communities.  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 2) Specialists and Teacher Assistants will push-in during K-5 Guided Reading in order to provide small group instruction support. The push-in personnel will use the BURST reading intervention program which aligns with DIBELS/TRC as their primary resource for K-3 in order to provide quality instruction.  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 3) Provide Intervention and Enrichment for students based upon their mastery level during daily scheduled time I/E which will focus on the development of core skills.   |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 4) Assess students' reading level using Text Reading Comprehension (TRC) in K - 3. TRC will be purchased for 4th and 5th grade so that teachers can continue to monitor reading levels.  | Title I Priority   |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 5) K-5 teachers will create collaborative assessments using tools such as Common Core question stems and School Net (grades 3-5) to identify the intervention needs of students. The data will be analyzed during grade level meetings, PLCs and data meetings.  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 6)   |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 7) Various forms of feedback will be provided to teachers from administration and literacy coach(as) to improve instruction, encourage teachers to engage in reflection and help teachers grow. Wiley administration will conduct daily classroom walkthroughs and provide specific and timely feedback via notes, iPad, checklist, conversation, etc. Wiley's academic coaches will conduct non-evaluative walkthroughs and provide feedback as well as resources. Academic coaches will model lessons and co-teach when appropriate. |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 8) Highly qualified substitutes will be provided for Title I paid teachers absent due to illness. INITIAL BUDGET LOAD  | Title I  |                 | \$1,000.00  | \$0.00                 | \$0.00              | \$0.00 |
| 9)   |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| Action Steps to Implement Associated Professional Development  | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") |                 | Supplemental Title I or Magnet Funding Budgeted to Support Action Step  |                        |                     |        |
|  | Improvement Plans (drop down menu)   | Other (Specify) | Title I   | Title I State Priority | Title I State Focus | Magnet |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.   |  |                 |   |                        |                     |        |
| 10)  | Title I  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 11)  | Title I  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 12)  | Title I  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| Action Steps to Implement Associated Parental Involvement  | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") |                 | Supplemental Title I or Magnet Funding Allocated to Support Action Step |                        |                     |        |
|  | Improvement Plans (drop down menu)   | Other (Specify) | Title I   | Title I State Priority | Title I State Focus | Magnet |
| Identify parental involvement activities, providers, and the dates activities will begin and end.  |  |                 |   |                        |                     |        |
| 13) Believe to Achieve Night, 3rd-5th grade parents and students in preparation for the Reading EOG.   | Title I  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |

**PRIORITY AREA 1B AND ASSOCIATED STRATEGIES**

|     |  |  |        |        |        |        |
|-----|--|--|--------|--------|--------|--------|
| 14) |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #3

**Increase teacher's cognition of students' progress to determine their strengths and weakness via analysis of Literacy data to drive teaching and 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) Conduct quarterly student-led conferences to review students' individual growth folders examining their data, goals and helping students self-reflect on their progress. Teachers, parents, administration and instructional leadership team will meet with students at various times during the quarter to discuss. Title I Parent compacts will be signed by parents during Open House. |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 2) Teachers, administration and academic coaches will analyze data from student work samples, collaborative assessments, pre and post tests and performance tasks for corrective instruction. Use interim assessment data to direct instruction (reteach and mastery). Grade level data meetings will be held bi-weekly and utilize the Leadership and Learning Center's Data Teams Model.   |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 3) Teachers will display students' data both in classroom and outside classroom on their data board to help students stay abreast of their performance and the class' performance, as they set and monitor their goals.  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 4) Teachers will maintain data notebooks of their students' and the school's data. They will also keep student portfolios which will track student academic progress. Teachers will utilize and submit a Quarterly student data report which provides an "at a glance" view of students' progress  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 5) Students will monitor their progress throughout the year by using a growth folder in grades 2-5 -- charting their results on reading assessments to increase their accountability and responsibility for learning.  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 7) Conduct quarterly vertical (K-1, 2-5) data meetings with PreK,K-5 teachers to discuss students' strengths, areas of concerns and determine focus for next quarter.  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 8) WILEY'S LITERACY AND MEDIA COMMITTEE WILL BE ASSIGNED TO OVERSEE THE GOALS OUTLINED. THE LEADERSHIP AND WORK OF THE COMMITTEE WILL ENSURE STRATEGIES ARE IMPLEMENTED WITH FIDELITY.   | Title I Priority   |                 | \$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) Local/State/National Literacy conferences, trainings and professional development  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 11).   |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 12)  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| Action Steps to Implement Associated Parental Involvement  | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") |                 | Supplemental Title I or Magnet Funding Allocated to Support Action Step |                        |                     |        |
| 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) Report Card Pick Up Nights (October and April) for parents to conference with children.  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 14) Convene annual Title I Parent Information Night with Open House. Parent compacts will be discussed and distributed.  |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |
| 15) Parents will be encouraged to attend and be active participants in the school based leadership team.   |  |                 | \$0.00  | \$0.00                 | \$0.00              | \$0.00 |

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

**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?**

Informal Classroom Walk Throughs, Formal Teacher Observations within NCEES, DIBELS, TRC, Spelling Inventories, collection of key data such as Common Assessments, Benchmarks, Interim Assessments, BURST, etc..

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

We will determine progress by analyzing our collected data. Our goal is to see consistent growth in the areas monitored.

## 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?)*

According to Beginning of the Year Data, grades K-5 scored 54% proficient in TRC. Grade Level Proficiency: Dibels Composite Scores BOY K 57%, 1st 74%, 2nd 71%, 3rd 79%, 4th 58%, 5th 60%, TRC scores BOY K 25%, 1st 70%, 2nd 58%, 3rd 49%, 4th 63%, 5th 57%. The current strategies listed above are effective, in particular small guided reading groups. Wiley uses current data to form groups of students according to their levels of reading and adapts instruction to meet their needs. We will continue to analyze data and strategize ways to be more effective, striving for the of target goal of K-2 being 90% proficient in Dibels/TRC and 3-5 being 50% or more proficient in Reading. We will do this through bi-weekly data meetings and weekly PLC meetings. Our Interim Assessment 1 results for 2014-15 were 3rd: 37.5%, 4th: 43.7% and 5th: 52%.

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

According to the Middle of the year Data, grades K-5 scored 49.6% proficient in TRC. Grade Level Proficiency: Dibels Composite Scores MOY K 64% 1st 58%, 2nd 67%, 3rd 47%, 4th 48% 5th 47%, TRC scores MOY K 39%, 1st 71%, 2nd 48% 3rd 45%, 4th 48%, 5th 47%. The current strategies listed above are effective, in particular small guided reading groups. Wiley uses current data to form groups of students according to their levels of reading and adapts instruction to meet their needs. We will continue to analyze data and strategize ways to be more effective, striving for the of target goal of K-2 being 90% proficient in Dibels/TRC and 3-5 being 50% or more proficient in Reading. We will do this through bi-weekly data meetings and weekly PLC meetings. Our Interim Assessment 2 for 2014-2015 were 3rd: 44.2%, 4th 45%, 5th 44.6%.

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

After making significant gains during the 2013-14 school year Wiley's scores plummeted in 2014-15. Our current data for 2014-15 revealed scores of Reading 26.4%, Math 24% which are considerably low. The realities of our school: Our instructional staff needs on-going professional development and support with best practices, alignment to standards, pedagogy, small group instruction, vocabulary instruction, writing across content, culturally relevant teaching and higher order thinking. Staff should focus on implementing strategies and effective teaching techniques with fidelity. We will continuously strive to motivate students by focusing on providing multiple opportunities for success through employing gender specific instruction strategies, student engagement strategies and brain based approaches to learning

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

According to Beginning of the Year Data, grades K-5 scored 29% proficient in TRC, out of 310 students measured. Grade Level Proficiency: Dibels Composite Scores BOY K 33%, 1st 58%, 2nd 67%, 3rd 62%, 4th 46%, 5th 29%, TRC scores BOY K 4%, 1st 37%, 2nd 32%, 3rd 51%, 4th 32%, 5th 20%. The current strategies listed above are effective, in particular small guided reading groups. Wiley uses current data to form groups of students according to their levels of reading and adapts instruction to meet their needs. We will continue to analyze data and strategize ways to be more effective, striving for the of target goal of K-5 being 51% proficient in Dibels out of 310 students measured. We will do this through bi-weekly data meetings and weekly PLC meetings.

*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 Beginning of the Year (BOY) data of being 54% proficient in K-5 Reading (Grade Level Proficiency: Dibels Composite Scores BOY K 57%, 1st 74%, 2nd 71%, 3rd 79%, 4th 58%, 5th 60%, TRC scores BOY K 25%, 1st 70%, 2nd 58%, 3rd 49%, 4th 63%, 5th 57%), we will focus and continue to utilize the support and strategies from the Education Resource Group (ERG) for Reading. According to Accelerated Reader (AR) data, 42% of students in grades K-5 are using the program. We will increase the percentage of students using AR from 42% to 75% by February 2015.

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

According to the Middle of the year Data, grades K-5 scored 49.6% proficient in TRC. Grade Level Proficiency: Dibels Composite Scores MOY K 64% 1st 58%, 2nd 67%, 3rd 47%, 4th 48% 5th 47%, TRC scores MOY K 39%, 1st 71%, 2nd 48% 3rd 45%, 4th 48%, 5th 47%. we will focus and continue to utilize the support and strategies from the Education Resource Group (ERG) for Reading. According to the Accelerated Reader (AR) data, 24% of students in K-5 are using the program ( in the last 30 days). To increase usage we will implement an incentive program.

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

All teachers will implement Effective Power Strategies when teaching Literacy. We will focus on writing across all content areas.

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

Based upon Beginning of the Year (BOY) data of being 54% proficient in K-5 Reading (Grade Level Proficiency: Dibels Composite Scores BOY K 33%, 1st 58%, 2nd 67%, 3rd 62%, 4th 46%, 5th 29%, TRC scores ), we will focus and continue to utilize the support and strategies from the Education Resource Group (ERG) for Reading. According to Study Island students grade 3-5 are actively using this program.

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

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

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

|                  |                               |                |     |
|------------------|-------------------------------|----------------|-----|
| School Name:     | Wiley Elementary              | School Number: | 598 |
| Principal:       | Tavy Fields                   |                |     |
| LEA Name/Number: | Guilford County Schools (410) |                |     |

## Priority Area 1

1B) Improve overall student proficiency and achievement in the area of Literacy.

## Improvement Strategy #1

Provide students with quality Literacy instruction via use of multiple instructional strategies in order to develop and nurture a balanced literacy environment.

| Action Steps to Implement Improvement Strategy   | Title I Schoolwide Component                                     | #1   |  |                |             | #2   |  |             |        | #3   |  |             |        | Total Federal Funding for Action Step |
|--|--|--|--|----------------|-------------|--|--|-------------|--------|--|--|-------------|--------|---------------------------------------|
|  |  | Addresses Reading, Math, or Reading & Math | Budget Category 1 (May select up to three Budget Categories for each action step.) | Budget Code    | Amount      | Addresses Reading, Math, or Reading & Math | Budget Category 2 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3 (May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) All instructional staff will receive professional development in Power Strategies for Effective Teaching and Brain Based/Single Gender Learning. Selected staff members will receive on-going training in Education Resource Group for Guided Reading and Vocabulary instruction with One Stop Word Shop. Selected teachers will attend local/statewide/national conferences that focus on Core Subjects. Strategies from the training will be implemented to help enhance student learning and teacher development. Associated professional development materials will be purchased for teachers. INITIAL BUDGET LOAD  | Schoolwide Reform Strategies                                     | Reading                                    | Staff Dev/Workshop Expenses**  | 3-5330-050-312 | \$20,666.35 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | \$20,666.35                           |
| 2) Wiley will implement the district-wide Reading FUNdations initiative and it will be implemented with fidelity. Grades K - 2 include daily activity lessons that focus on phonemic awareness, phonological awareness and fluency. FUNdations' daily, scripted activity lessons will be 30 minutes and this amount of time has been allotted in the Master Schedule.  | Coordination & Integration of Federal, State, and Local Services |  |  |                | \$0.00      |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 3) Literacy framework (150 minutes) and balanced literacy (including teacher directed/writing for 60 minutes, guided reading for 60 minutes, FUNdations/Word Study for 30 minutes, daily) with daily explicit mini-writing instruction. Implement Common Core standards in grades K - 5. Teachers will plan four strands within their lessons. (Writing, Language, Reading and Speaking and Listening). There will be a clear focus on writing within all content areas through the use of the Effective Power Strategies for Teaching and Learning.   | Schoolwide Reform Strategies                                     |  |  |                |             |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 4) Vocabulary development will be strengthened through repetition, modeling and writing school wide. Vocabulary development will also be a major component in Specialist teachers' lessons. Word Walls will be utilized for general vocabulary (ABC walls) and content specific vocabulary (content word walls). Additionally, students in grades 3-5 will routinely use journals to respond to instruction, capture vocabulary and strengthen vocabulary usage. Teachers' lesson plans are submitted to SharePoint and reviewed weekly by the Instructional Leadership Team. Teachers are asked to include content and academic vocabulary focus within their lessons. Words Their Way and One Stop Word Shop will be continued in grades 3-5 to supplement word study instruction. |  |  |  |                | \$0.00      |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B  |  |  |   |                |             |  |   |             |        |  |   |             |        |                                       |
|--|--|--|---|----------------|-------------|--|---|-------------|--------|--|---|-------------|--------|---------------------------------------|
| 5) Utilize common planning time, which includes 90 minutes weekly, to work collaboratively on lesson plans using a planning template that includes the use of APK strategy, graphic organizer, minute by minute assessments, questioning and gradual release. The format for PLCs is based upon the DuFour model. Teachers will use the Learning Focused lesson planning method and modified template. Wiley will also provide teachers with 12 Day Planning sessions each quarter. Substitutes will be utilized. This extended planning time will allow teachers to plan long range lessons based upon the CCSS, GCS pacing guide and GCS Units. Lead teachers will be paid a stipend for additional responsibilities to create assessments, unit plans, and plan PD workshops outside of the normal scope of work. | Strategies to recruit, hire and retain highly qualified teachers to high needs schools.  | Reading                                    | Salary - Substitute Pay (Professional Development)                                    | 3-5330-050-163 | \$500.00    |  |   |             |        | \$0.00                                     |   |             | \$0.00 | \$500.00                              |
| 6) Instructional materials and supplies for both teaching and learning will be purchased to support Literacy in the classroom. Items include books and novels for independent reading, Reading manipulatives, magazine subscriptions, digital resources, memberships, workbook sets, etc. INITIAL BUDGET LOAD  | Schoolwide Reform Strategies   | Reading                                    | Supplies & Materials  | 3-5330-050-411 | \$12,400.00 |  |   |             |        |  |   |             | \$0.00 | \$12,400.00                           |
| 7) Teachers will use Webb's Depth of Knowledge and Modified Bloom's to meet higher order thinking levels through questioning. Teachers will plan lessons at least at a Level 3. Teachers will plan to provide opportunities to promote HOT (higher order   |  |  |   |                |             |  |   |             |        | \$0.00                                     |   |             | \$0.00 | \$0.00                                |
| 8) Students will utilize literacy journals to reflect on their learning, thinking and to construct viable arguments to increase their comprehension.   |  |  |   |                | \$0.00      |  |   |             |        | \$0.00                                     |   |             | \$0.00 | \$0.00                                |
| 9) Teachers and students will use technology such as tablet devices, laptops, interactive projectors, Elmo's, smart boards, digital cameras, and internet websites to support and individualize instruction. The expectation is that teachers and students will utilize some form of technology daily. Teachers will attend once a month EmPOWERment sessions for technology professional development and these sessions will be led by the Technology Support Specialist. Teachers will receive additional training in Technology infusion as needed. Technology based resources will be purchased to support 21st Century Learning.  |  | Reading                                    | Contracted Repairs & Maintenance - Equipment  | 3-5330-050-326 | \$0.00      |  |   |             |        |  |   |             | \$0.00 | \$0.00                                |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)   |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code    | Amount      | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |
| 10) One Stop Word Shop for Vocabulary 8/2015 - 6/2016 will provide the training and grades 3rd-5th will be trained. Education Research Group for Guided Reading 8/2015 - 6/2065 and grades K-5, Teacher Assistants and Specialists will be trained. Effective Power Strategies for Teaching will provide a 2 day training 8/2015-6/2016.   |  | Select from drop down menu                 | Select budget category from drop down menu  |                | \$0.00      | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 11) Single Gender Training 9/2015 - 6/2016, All Staff will be trained and Dr. Abigail James will provide the training.   |  |  |   |                | \$0.00      |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 12) Selected teachers will attend Ron Clark Academy for student engagement training.   |  |  |   |                | \$0.00      |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| Parent Involvement Action Steps  | Title I Parent Involvement Component   | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code    | Amount      | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |
| 13)Wiley will conduct its annual Book-o-ween on October 29 for parents and the community to promote reading.   | 2) Offer a flexible number of meetings.<br>4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).<br>9) Provide materials and training to help parents work with their children to improve achievement. | Select from drop down menu                 | Select budget category from drop down menu  |                | \$0.00      | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 14) Wiley will conduct its annual Literacy Week and Common Core Night.   | 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.<br>12) Ensure that information is clear and understandable for parents, translate as needed.                            |  |   |                | \$0.00      |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B  |  |                |                                   |                |        |  |  |  |  |  |              |             |
|--|--|----------------|-----------------------------------|----------------|--------|--|--|--|--|--|--------------|-------------|
| 15) Wiley will host various Parent workshops throughout the year that are Literacy and curriculum based in order to increase parents knowledge of the curriculum and their child's progress. | 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).<br>13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.<br>11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.<br>9) Provide materials and training to help parents work with their children to improve achievement. | Reading & Math | Parent - Professional Development | 3-5880-050-312 | \$0.00 |  |  |  |  |  |              | \$0.00      |
|  |  |                |                                   |                |        |  |  |  |  |  | Subtotal #1: | \$33,566.35 |



# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Strengthen individualized Literacy instruction via use of common based assessments and mastery teaching concept: teach/assess/retach cycle.

| Action Steps to Implement Improvement Strategy   | Title I Schoolwide Component   | #1  |   |                    |               | #2  |   |                    |               | #3  |   |                    |               | Total Federal Funding for Action Step        |
|--|--|---|---|--------------------|---------------|---|---|--------------------|---------------|---|---|--------------------|---------------|--|
|  |  | Addresses Reading, Math, or Reading & Math            | Budget Category 1 (May select up to three Budget Categories for each action step.)        | Budget Code        | Amount        | Addresses Reading, Math, or Reading & Math            | Budget Category 2 (May select up to three Budget Categories for each action step.)        | Budget Code        | Amount        | Addresses Reading, Math, or Reading & Math            | Budget Category 3 (May select up to three Budget Categories for each action step.)        | Budget Code        | Amount        |  |
| 1) Teachers will use resources such as www.fcrr.org, www.freereading.net, Lexia Learning and DIBELS Now What tools to provide weekly interventions for K-2 students who are below proficiency on DIBELS screening; teachers will progress monitor intensive students weekly and strategic students biweekly. The administration, teachers and literacy coach will meet and discuss the progress of students during grade level Professional Learning Communities.  | Select from drop down menu   | Select from drop down menu                            | Select budget category from drop down menu  |                    | \$0.00        | Select from drop down menu                            | Select budget category from drop down menu  |                    | \$0.00        | Select from drop down menu                            | Select budget category from drop down menu  |                    | \$0.00        | \$0.00                                       |
| 2) Specialists and Teacher Assistants will push-in during K-5 Guided Reading in order to provide small group instruction support. The push-in personnel will use the BURST reading intervention program which aligns with DIBELS/TRC as their primary resource for K-3 in order to provide quality instruction.  |  |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| 3) Provide Intervention and Enrichment for students based upon their mastery level during daily scheduled time (IE) which will focus on the development of core skills.  | Activities for children experiencing difficulty  |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| 4) Assess students' reading level using Text Reading Comprehension (TRC) in K - 3. TRC will be purchased for 4th and 5th grade so that teachers can continue to monitor reading levels.  | Including teachers in decisions regarding the use of assessments   |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| 5) K-5 teachers will create collaborative assessments using tools such as Common Core question stems and School Net (grades 3-5) to identify the intervention needs of students. The data will be analyzed during grade level meetings, PLCs and data meetings.  |  |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| 6)   |  |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| 7) Various forms of feedback will be provided to teachers from administration and literacy coach(as) to improve instruction, encourage teachers to engage in reflection and help teachers grow. Wiley administration will conduct daily classroom walkthroughs and provide specific and timely feedback via notes, iPad, checklist, conversation, etc. Wiley's academic coaches will conduct non-evaluative walkthroughs and provide feedback as well as resources. Academic coaches will model lessons and co-teach when appropriate. |  |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| 8) Highly qualified substitutes will be provided for Title I paid teachers absent due to illness.  | Instruction by Highly Qualified Teachers   | Reading & Math  | Salary - Substitute Pay (Not Professional Development)                                    | 3-5330-050-162     | \$1,000.00    |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$1,000.00                                   |
| INITIAL BUDGET LOAD  |  |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| 9)   |  |   |   |                    |               |   |   |                    |               |   |   |                    |               |  |
| <b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>   |  | <b>Addresses Reading, Math, or Reading &amp; Math</b> | <b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b> | <b>Budget Code</b> | <b>Amount</b> | <b>Addresses Reading, Math, or Reading &amp; Math</b> | <b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b> | <b>Budget Code</b> | <b>Amount</b> | <b>Addresses Reading, Math, or Reading &amp; Math</b> | <b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b> | <b>Budget Code</b> | <b>Amount</b> | <b>Total Federal Funding for Action Step</b> |
| 10)  |  | Select from drop down menu                            | Select budget category from drop down menu  |                    | \$0.00        |   | Select budget category from drop down menu  |                    | \$0.00        | Select from drop down menu                            | Select budget category from drop down menu  |                    | \$0.00        | \$0.00                                       |
| 11)  |  |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| 12)  |  |   |   |                    | \$0.00        |   |   |                    | \$0.00        |   |   |                    | \$0.00        | \$0.00                                       |
| <b>Parent Involvement Action Steps</b>   | <b>Title I Parent Involvement Component</b>  | <b>Addresses Reading, Math, or Reading &amp; Math</b> | <b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b> | <b>Budget Code</b> | <b>Amount</b> | <b>Addresses Reading, Math, or Reading &amp; Math</b> | <b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b> | <b>Budget Code</b> | <b>Amount</b> | <b>Addresses Reading, Math, or Reading &amp; Math</b> | <b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b> | <b>Budget Code</b> | <b>Amount</b> | <b>Total Federal Funding for Action Step</b> |
| 13) Believe to Achieve Night, 3rd-5th grade parents and students in preparation for the Reading EOG.   | 5) Provide regular opportunities for parents to meet with school staff.<br>6) Provide regular opportunities for parents to meet with school staff. | Select from drop down menu                            | Select budget category from drop down menu  |                    | \$0.00        | Select from drop down menu                            | Select budget category from drop down menu  |                    | \$0.00        | Select from drop down menu                            | Select budget category from drop down menu  |                    | \$0.00        | \$0.00                                       |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B |  |  |  |  |        |  |  |  |        |  |  |  |              |            |
|---|--|--|--|--|--------|--|--|--|--------|--|--|--|--------------|------------|
| 14)                                     |  |  |  |  | \$0.00 |  |  |  | \$0.00 |  |  |  | \$0.00       | \$0.00     |
| 15)                                     |  |  |  |  | \$0.00 |  |  |  | \$0.00 |  |  |  | \$0.00       | \$0.00     |
|   |  |  |  |  |        |  |  |  |        |  |  |  | Subtotal #2: | \$1,000.00 |

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Increase teacher's cognition of students' progress to determine their strengths and weakness via analysis of Literacy data to drive teaching and learning.

| Action Steps to Implement Improvement Strategy   | Title I Schoolwide Component  | #1   |  |             |        | #2   |  |             |        | #3   |  |             |        | Total Federal Funding for Action Step |
|--|---|--|--|-------------|--------|--|--|-------------|--------|--|--|-------------|--------|---------------------------------------|
|  |   | Addresses Reading, Math, or Reading & Math | Budget Category 1 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3 (May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) Conduct quarterly student-led conferences to review students' individual growth folders examining their data, goals and helping students self-reflect on their progress. Teachers, parents, administration and instructional leadership team will meet with students at various times during the quarter to discuss. Title I Parent compacts will be signed by parents during Open House. | Select from drop down menu  | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | \$0.00                                |
| 2) Teachers, administration and academic coaches will analyze data from student work samples, collaborative assessments, pre and post tests and performance tasks for corrective instruction. Use interim assessment data to direct instruction (reteach and mastery). Grade level data meetings will be held bi-weekly and utilize the Leadership and Learning Center's Data Teams Model.   | Including teachers in decisions regarding the use of assessments  |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 3) Teachers will display students' data both in classroom and outside classroom on their data board to help students stay abreast of their performance and the class' performance, as they set and monitor their goals.  |   |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 4) Teachers will maintain data notebooks of their students' and the school's data. They will also keep student portfolios which will track student academic progress. Teachers will utilize and submit a Quarterly student data report which provides an "at a glance" view of students' progress  |   |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 5) Students will monitor their progress throughout the year by using a growth folder in grades 2-5 -- charting their results on reading assessments to increase their accountability and responsibility for learning.  |   |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 7) Conduct quarterly vertical (K-1, 2-5) data meetings with PreK-K-5 teachers to discuss students' strengths, areas of concerns and determine focus for next quarter.  | Transition Activities (PreK-K; 5th-6th; 8th-9th)  |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 8) WILEY'S LITERACY AND MEDIA COMMITTEE WILL BE ASSIGNED TO OVERSEE THE GOALS OUTLINED. THE LEADERSHIP AND WORK OF THE COMMITTEE WILL ENSURE STRATEGIES  | Activities for children experiencing difficulty   | Reading                                    |  |             |        | Reading & Math                             |  |             |        | Reading & Math                             |  |             |        | \$0.00                                |
| 8)   |   |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 9)   |   |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)  |   | Addresses Reading, Math, or Reading & Math | Budget Category 1 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |
| 10) Local/State/National Literacy conferences, trainings and professional development  | Select from drop down menu  | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | \$0.00                                |
| 11)  |   |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 12)  |   |  |  |             | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| Parent Involvement Action Steps  |   | Addresses Reading, Math, or Reading & Math | Budget Category 1 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |
| 13) Report Card Pick Up Nights (October and April) for parents to conference with children.  | 2) Offer a flexible number of meetings.<br>4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).<br>3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.<br>5) Provide regular opportunities for parents to meet with school staff. | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B   |  |  |  |  |        |  |  |  |        |  |  |              |        |
|---|--|--|--|--|--------|--|--|--|--------|--|--|--------------|--------|
| 14) Convene annual Title I Parent Information Night with Open House. Parent compacts will be discussed and distributed. | 1) Convene a Title I Annual public meeting.<br>7) Develop School-Parent compacts.<br>6) Provide for parent comments and feedback on the content of the schoolwide program plan.  |  |  |  | \$0.00 |  |  |  | \$0.00 |  |  |              | \$0.00 |
|   |  |  |  |  |        |  |  |  |        |  |  |              | \$0.00 |
| 15) Parents will be encouraged to attend and be active participants in the school based leadership team.                | 10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; to implement and coordinate programs; and to build ties between parents and the school.<br>6) Provide for parent comments and feedback on the content of the schoolwide program plan. |  |  |  | \$0.00 |  |  |  | \$0.00 |  |  |              | \$0.00 |
|   |  |  |  |  |        |  |  |  |        |  |  |              | \$0.00 |
|   |  |  |  |  |        |  |  |  |        |  |  | Subtotal #3: | \$0.00 |

## 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).

|   |  |
|---|--|
| <b>Priority Area 2</b>  | 2B) Improve overall student proficiency and achievement in the area of Math.   |
| <b>*SMART Goal</b><br><br>*Specific, Measurable, Attainable, Results-Oriented, Timebound          | By June 2016, Wiley will increase the percentage of students who are proficient and meet promotion standards in Math from 35.3% to 65%+ as measured by both year-end grades and state-wide end-of-grade testing, and all subgroups will meet their annual measurable outcome targets in the area of Mathematics. By 2016 all subgroups of students, with the emphasis on Students with Disabilities (SWD), Economically Disadvantaged (ED), and African American (AA) students, will meet or exceed their targeted Annual Measurable Objectives (AMO). |
| <b>Target Goal for 2014-15</b><br>(What goal must be reached to be on target to meet SMART goal?) | By the end of June 2016, at least 80% of the students in grades K-2 will achieve proficiency on the K-2 Math assessments, and Wiley will increase the percentage of students who are proficient in Math from 24% to 65%+ in grades 3-5 as measured by both year-end grades and state-wide end-of-grade testing. By the end of June 2016 Students with Disabilities (SWD) will achieve 10 percentage points growth in Math.   |
| <b>GCS 2016 Strategic Plan Alignment</b>  | Area I: Personalized Learning  |

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

### IMPROVEMENT STRATEGY #1

**Provide students with quality Mathematics instruction via use of multiple instructional 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 Budgeted to Support Action Step |                        |                     |        |
|---|--|-----------------|--|------------------------|---------------------|--------|
|   | Improvement Plans (drop down menu)   | Other (Specify) | Title I  | Title I State Priority | Title I State Focus | Magnet |
| 1). All instructional staff will receive professional development in Power Strategies for Effective Teaching and Brain Based/Single Gender Learning. Selected teachers will attend local/statewide/national conferences that focus on Core Subjects. Strategies from the training will be implemented to help enhance student learning and teacher development. Teachers will focus on using Higher Order Thinking questions within every lesson. | Title I Priority   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 1) Because of an extended school day and year, math will consist of a 1 hour core block (10 minute warm up, teacher directed math and independent/small group practice) and a 30 minute guided math block. Wiley will continue its school-wide morning math warm-up which will consist of K-1 Calendar Math and 2nd-5th Math Drills for Multiplication.   | Title I Priority   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 2) Guided Math stations will use the BUILD structure in order to promote a focus for independent stations. B (buddy math, building math vocabulary) U (using manipulatives, using strategies) I (independent math), L (learning math facts, learning number sense) D (doing math with the teacher)  |  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 4) Teachers and students will use technology daily. Some such devices are: tablet devices, Elmo's, Smart Boards, interactive projector, iPod Touch, iPad, computer carts to support instruction. Computer based programs (IXL, Ten Marks) and internet websites will be used to individualize instructional decisions. The expectation is that teachers and students will utilize some form of technology daily.                                  | Title I Priority   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 5) Teachers will focus on the 8 Mathematical Practices (especially 1, 3, and 4) when planning instruction. Wiley will also provide teachers with 1/2 Day Planning sessions each quarter. Substitutes will be utilized during 1/2 Day planning's. This extended planning time will allow teachers to plan long range lessons based upon the CCSS, GCS pacing guide and GCS Units.  | Title I Priority   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 6) Wiley will support the expectation that all second grade students will be fluent in their multiplication tables (1's - 12's) by the end of second grade. The Math Committee will assist with the implementation of this initiative through quarterly math fact and multiplication bees as well as other school-wide activities to promote the goal. (Problem of the week, etc.)  |  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

|   |   |                    |   |                           |                        |        |
|---|---|--------------------|---|---------------------------|------------------------|--------|
| 7) Wiley teachers will utilize school wide problem solving strategy acronym, RIFFS, SOLVE or PINKS or _____ in order to streamline the process that students use for problem solving from grades K-5.   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 8) Focus on math vocabulary daily to improve students' precision and usage for communicating their thinking and understanding of mathematical concepts. Teachers will be required to post and utilize a Math content Word Wall. Students will utilize math journals to reflect on their learning, capture vocabulary, reflect on thinking and to construct viable arguments increase to their mathematical comprehension. |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 9) Instructional materials and supplies for both teaching and learning will be purchased to support Math in the classroom. Items include, Math manipulatives, student text books, digital resources/memberships, workbook sets, etc.  | Title I<br>Priority   |                    | \$2,300.00  | \$10,000.00               | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Professional Development</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |                           |                        |        |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.  | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I   | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 10) Local/State/National Math conferences, workshops and professional development.  | Title I   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 11)   | Title I   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 12)   | Title I   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Parental Involvement</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |                           |                        |        |
| Identify parental involvement activities, providers, and the dates activities will begin and end.   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I   | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 13) Wiley's Curriculum events and nights for Parents INITIAL BUDGET LOAD (Math Carnival, Common Core Cookout)   | Title I   |                    | \$2,665.73  | \$0.00                    | \$0.00                 | \$0.00 |
| 14) Wiley Parents will be invited to attend our quarterly math fact bees.   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 15)   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| <b>IMPROVEMENT STRATEGY #2</b>  |   |                    |   |                           |                        |        |
| <b>Strengthen individualized Mathematics instruction via use of common based assessments and mastery teaching concept: teach/assess/reteach cycle</b>   |   |                    |   |                           |                        |        |
| <b>Action Steps to Implement Improvement Strategy</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |                           |                        |        |
|   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I   | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 1) K-5 teachers will create collaborative assessments using tools such as Common Core question stems and Schoolnet (grades 3-5) to identify the intervention needs of students. The data will be analyzed during grade level meetings, weekly PLCs and bi-weekly data meetings.   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 2) Teachers will provide intervention for students based upon their mastery level during daily scheduled time I/E (Intervention and Enrichment) which will focus on the development of core skills.   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 3) Teachers will engage in Guided Math. Data will be utilized in order to plan for small group reteaching and station activities. The ERG model for Guided Math will be utilized.   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 4) Instruction will focus on mathematical processes and step by step method of problem solving. Teachers will ensure that students are taught skills and strategies for math. Number sense will be a focus for grades K-2. Multi-step problems, fractions, will be a focus for 3-5.   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

|  |   |                    |  |                           |                        |        |
|--|---|--------------------|--|---------------------------|------------------------|--------|
| 5) Various forms of feedback will be provided to teachers from administration and math coach(as) to improve instruction, encourage teachers to engage in reflection and help teachers grow. Wiley administration will conduct daily classroom walkthroughs and provide specific and timely feedback via notes, iPad, checklist, conversation, etc. Wiley's academic coaches will conduct non-evaluative walkthroughs and provide feedback as well as resources. Academic coaches will model lessons and co-teach when appropriate. |   |                    | \$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 |
| <b>Action Steps to Implement Associated Professional Development</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>  |                           |                        |        |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>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 |
| <b>Action Steps to Implement Associated Parental Involvement</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                           |                        |        |
| Identify parental involvement activities, providers, and the dates activities will begin and end.  | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 13) Believe to Achieve Night, 3rd-5th grade parents and students in preparation for the Math EOG.  | 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 |
| <b>IMPROVEMENT STRATEGY #3</b>   |   |                    |  |                           |                        |        |
| <b>Increase teacher's cognition of students' progress to determine their strengths and weakness via analysis of Mathematics data to drive teaching and learning.</b>   |   |                    |  |                           |                        |        |
| <b>Action Steps to Implement Improvement Strategy</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                           |                        |        |
|  | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 1) Teachers, administration and academic coaches will analyze data from student work samples, collaborative assessments , pre and post tests and performance tasks for corrective instruction. This will occur during weekly PLCs and Grade level data meetings which will be held bi-weekly (Data Teams model). Use interim assessment data to direct instruction (reteach and mastery).  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 2) Conduct quarterly student-led conferences to review students' individual growth folders examining their data, goals and helping students self-reflect on their progress. Teachers, parents and instructional leadership team will meet with students at various times during the quarter to discuss. Students will monitor their progress throughout the year by using a growth folder in grades 2-5 -- charting their results on math assessments to increase their accountability and responsibility for learning.            |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

|   |   |                            |  |                                   |                                |               |
|---|---|----------------------------|--|-----------------------------------|--------------------------------|---------------|
| 3) Teachers will display students' data both in classroom and outside classroom on the data board to help students stay abreast of their performance and the class' performance, as they set and monitor their goals  |   |                            | \$0.00   | \$0.00                            | \$0.00                         | \$0.00        |
| 4) Small skill-based math groups can also be taught during IE Time. Teachers will engage in small group reteaching. Students will be provided opportunities to master core concepts, using IXL, ten marks, etc. and guided math. They will build on principles and applications during whole and small group instruction. And they will make connections for higher-order thinking using a variety of problem solving strategies. |   |                            | \$0.00   | \$0.00                            | \$0.00                         | \$0.00        |
| 5) Teachers will maintain data notebooks of their students' and the school's data. They will also keep student portfolios which will track student academic progress. Teachers will utilize and submit a Quarterly student data report which provides an "at a glance" view of students' progress   |   |                            | \$0.00   | \$0.00                            | \$0.00                         | \$0.00        |
| 6) WILEY'S MATH AND SCIENCE COMMITTEE WILL BE ASSIGNED TO OVERSEE THE GOALS OUTLINED. THE LEADERSHIP AND WORK OF THE COMMITTEE WILL ENSURE STRATEGIES ARE IMPLEMENTED WITH FIDELITY.  |   |                            | \$0.00   | \$0.00                            | \$0.00                         | \$0.00        |
| 7)  |   |                            | \$0.00   | \$0.00                            | \$0.00                         | \$0.00        |
| 8)  | Title I<br>Priority   |                            | \$0.00   | \$0.00                            | \$0.00                         | \$0.00        |
| 9)  |   |                            | \$0.00   | \$0.00                            | \$0.00                         | \$0.00        |
| <b>Action Steps to Implement Associated Professional Development</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                            | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                                   |                                |               |
| <b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>   | <b>Improvement Plans<br/>(drop down menu)</b>   | <b>Other<br/>(Specify)</b> | <b>Title I</b>   | <b>Title I State<br/>Priority</b> | <b>Title I State<br/>Focus</b> | <b>Magnet</b> |
| 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        |
| <b>Action Steps to Implement Associated Parental Involvement</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                            | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                                   |                                |               |
| <b>Identify parental involvement activities, providers, and the dates activities will begin and end.</b>  | <b>Improvement Plans<br/>(drop down menu)</b>   | <b>Other<br/>(Specify)</b> | <b>Title I</b>   | <b>Title I State<br/>Priority</b> | <b>Title I State<br/>Focus</b> | <b>Magnet</b> |
| 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        |
| <b>CHECK:</b> 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).   |   |                            |  |                                   |                                |               |
| <b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>  |   |                            |  |                                   |                                |               |
| Informal Classroom Walk Throughs, Formal Teacher Observations within NCEES, GCS Math Assessments, Pre- & Post- Assessments, Math Fact Fluency collection of key data such as Common Assessments, Benchmarks, Interim Assessments, Study Island, etc.  |   |                            |  |                                   |                                |               |
| <b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>   |   |                            |  |                                   |                                |               |
| We will determine progress by analyzing our collected data. Our goal is to see consistent growth in the areas monitored.  |   |                            |  |                                   |                                |               |
| <b>What does the data/evidence show regarding the results of the implemented strategies?</b>  |   |                            |  |                                   |                                |               |



## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

We have observed that BUILD has not been effectively implemented in second and third grade. We have seen improvements in all other grade levels by switching the time block. We have seen school-wide growth in Calendar Math and Math Fact Fluency. Friendly grade level competitions have motivated students in their math fluency. Classroom teachers are displaying student growth as a way to motivate and monitor progress. Effective PLCs and the gradual release process, along with effective teaching have increased student achievement from the pre to the post-assessment. Informal classroom walk throughs have shown inconsistently used math content word walls. Wiley's Interim Assessment 1 2014-15 results were 3rd: 32.7%, 4th: 33.9% and 5th: 28.4%.

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

We have observed that BUILD has been effectively implemented in third grade. We are working to improve second grade's consistency. We have seen improvements in all other grade levels by switching the time block, changing the schedule, and providing effective stations. We have continued to see school-wide growth in Calendar Math and Math Fact Fluency. Friendly grade level competitions continue to motivate students in their math fluency. Classroom teachers are displaying student growth as a way to motivate and monitor progress. Effective PLCs, the gradual release process, and effective teaching have continued to increase student achievement from the pre to the post-assessment. Informal classroom walk throughs have shown continued inconsistency using math content word walls. Wiley's Interim Assessment 2 2014-15 results were 3rd: 42.4%, 4th: 42% and 5th: 39%.

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

After making significant gains during the 2013-14 school year Wiley's scores plummeted in 2014-15. Our current data for 2014-15 revealed scores of Reading 26.4%, Math 24% which are considerably low. The realities of our school: Our instructional staff needs on-going professional development and support with best practices, alignment to standards, pedagogy, small group instruction, vocabulary instruction, writing across content, culturally relevant teaching and higher order thinking. Staff should focus on implementing strategies and effective teaching techniques with fidelity. We will continuously strive to motivate students by focusing on providing multiple opportunities for success through employing gender specific instruction strategies, student engagement strategies and brain based approaches to learning.

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

We are effectively implementing Guided Math - BUILD (small group math intervention/extension time) in all grade levels, K-5. Calendar Math is taking place every morning with fidelity for K-1. Math fact fluency needs improvement as the daily implementation of practicing math facts is inconsistent amongst grades 3-5. K-2 teachers are consistently practicing math fluency via friendly in-class competitions to motivate students and prepare them for grade level math competitions. Data continues to be analyzed deeply during PLCs, data meetings, grade level meetings, and during grade level planning times in order to determine specific areas that need reteaching with new, more effective strategies.

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

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

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

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

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

We are working on implementing BUILD effectively in the second and third grade schedule in order to more effectively provide small group instruction. Teachers will plan and implement simple, effective BUILD centers that can be completed within the given amount of time. Teachers will be given time during PLCs to pick out key vocabulary, plan review activities, and create flashcards to place on the content word wall. Teachers will use the first five minutes of their math block to review and introduce vocabulary.

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

We have implemented BUILD effectively into the second grade schedule, providing more effective small group instruction. We are now focusing on consistency within second grade. Teachers are planning and implementing simple, effective BUILD centers that can be completed within the given amount of time. Teachers will be given time during PLCs to plan more effective small and whole group activities. We are preparing for March Madness, which will help motivate students to learn and become more fluent with their math addition (K-2) and multiplication (3-5) facts.

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

We have implemented BUILD effectively school-wide and teachers will be focused this year on providing more effective small group instruction. Teachers will plan and implement simple, effective BUILD centers that can be completed within the given amount of time. Teachers will be given time during PLCs to plan more effective small and whole group activities. There will be a focus school-wide on math fluency with counting and facts. All teachers will implement Effective Power Strategies when teaching math.

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

Math fact fluency practice in grades 3-5 will be done every morning immediately after arrival and breakfast, prior to guided reading. Teachers will give weekly timed math fact quizzes so that students can monitor their own growth, motivate themselves and each other and so teachers can monitor growth as well. A focus on work problems and problem solving skills is in place.

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

## 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.)

**2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B**

School Name: **Wiley Elementary**  
 Principal: Tavy Fields  
 LEA Name/Number: Guilford County Schools (410)

School Number: **598**

**Priority Area 2**

2B) Improve overall student proficiency and achievement in the area of Math.

**Improvement Strategy #1**

Provide students with quality Mathematics instruction via use of multiple instructional strategies.

| Action Steps to Implement Improvement Strategy   | Title I Schoolwide Component | #1   |   |                |        | #2   |   |             |        | #3   |   |             |        | Total Federal Funding for Action Step |
|--|------------------------------|--|---|----------------|--------|--|---|-------------|--------|--|---|-------------|--------|---------------------------------------|
|  |                              | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code    | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) All instructional staff will receive professional development in Power Strategies for Effective Teaching and Brain Based/Single Gender Learning. Selected teachers will attend local/statewide/national conferences that focus on Core Subjects. Strategies from the training will be implemented to help enhance student learning and teacher development. Teachers will focus on using Higher Order Thinking questions within every lesson. | Schoolwide Reform Strategies | Math                                       | Staff Dev/Workshop Expenses**   | 3-5330-050-312 | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 1) Because of an extended school day and year, math will consist of a 1 hour core block (10 minute warm up, teacher directed math and independent/small group practice) and a 30 minute guided math block. Wiley will continue its school-wide morning math warm-up which will consist of K-1 Calendar Math and 2nd-5th Math Drills for Multiplication.  |                              |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 2) Guided Math stations will use the BUILD structure in order to promote a focus for independent stations. B (buddy math, building math vocabulary) U (using manipulatives, using strategies) I (independent math). L (learning math facts, learning number sense) D (doing math with the teacher)   |                              |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 4) Teachers and students will use technology daily. Some such devices are: tablet devices, Elmo's, Smart Boards, interactive projector, iPod Touch, iPad, computer carts to support instruction. Computer based programs (IXL, Ten Marks) and internet websites will be used to individualize instructional decisions. The expectation is that teachers and students will utilize some form of technology daily.                                 |                              |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 5) Teachers will focus on the 8 Mathematical Practices (especially 1, 3, and 4) when planning instruction. Wiley will also provide teachers with 1/2 Day Planning sessions each quarter. Substitutes will be utilized during 1/2 Day planning's. This extended planning time will allow teachers to plan long range lessons based upon the CCSS, GCS pacing guide and GCS Units.   |                              |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B   |  |  |   |                |            |  |   |             |        |  |   |             |              |                                       |
|---|--|--|---|----------------|------------|--|---|-------------|--------|--|---|-------------|--------------|---------------------------------------|
| 6) Wiley will support the expectation that all second grade students will be fluent in their multiplication tables (1's - 12's) by the end of second grade. The Math Committee will assist with the implementation of this initiative through quarterly math fact and multiplication bees as well as other school-wide activities to promote the goal. (Problem of the week, etc.)  |  |  |   |                | \$0.00     |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 7) Wiley teachers will utilize school wide problem solving strategy acronym, RIFFS, SOLVE or PINKS or _____ in order to streamline the process that students use for problem solving from grades K-5.   |  |  |   |                | \$0.00     |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 8) Focus on math vocabulary daily to improve students' precision and usage for communicating their thinking and understanding of mathematical concepts. Teachers will be required to post and utilize a Math content Word Wall. Students will utilize math journals to reflect on their learning, capture vocabulary, reflect on thinking and to construct viable arguments increase to their mathematical comprehension. |  |  |   |                | \$0.00     |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 9) Instructional materials and supplies for both teaching and learning will be purchased to support Math in the classroom. Items include, Math manipulatives, student text books, digital resources/memberships, workbook sets, etc.  | Schoolwide Reform Strategies   | Math                                       | Supplies & Materials  | 3-5330-050-411 | \$2,300.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$2,300.00                            |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)  |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code    | Amount     | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount       | Total Federal Funding for Action Step |
| 10) Local/State/National Math conferences, workshops and professional development.  |  | Select from drop down menu                 | Select budget category from drop down menu  |                | \$0.00     | Select from drop down                      | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00       | \$0.00                                |
| 11)   |  |  |   |                | \$0.00     |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 12)   |  |  |   |                | \$0.00     |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| Parent Involvement Action Steps   | Title I Parent Involvement Component   | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code    | Amount     | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount       | Total Federal Funding for Action Step |
| 13) Wiley's Curriculum events and nights for Parents (INITIAL BUDGET LOAD (Math Carnival, Common Core Cookout))   | You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL | Math                                       | Parent - Other Food Purchases   | 3-5880-050-459 | \$2,665.73 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00       | \$2,665.73                            |
| 14) Wiley Parents will be invited to attend our quarterly math fact bees.   |  |  |   |                | \$0.00     |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 15)   |  |  |   |                | \$0.00     |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
|   |  |  |   |                |            |  |   |             |        |  |   |             | Subtotal #1: | \$4,965.73                            |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B  |  |  |   |                |        |  |   |             |        |  |   |             |              |                                       |
|--|--|--|---|----------------|--------|--|---|-------------|--------|--|---|-------------|--------------|---------------------------------------|
| Improvement Strategy #2  |  |  |   |                |        |  |   |             |        |  |   |             |              |                                       |
| Strengthen individualized Mathematics instruction via use of common based assessments and mastery teaching concept: teach/assess/reteach cycle   |  |  |   |                |        |  |   |             |        |  |   |             |              |                                       |
| Action Steps to Implement Improvement Strategy   | Title I Schoolwide Component   | #1   |   |                |        | #2   |   |             |        | #3   |   |             |              | Total Federal Funding for Action Step |
|  |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code    | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount       |                                       |
| 1) K-5 teachers will create collaborative assessments using tools such as Common Core question stems and Schoolnet (grades 3-5) to identify the intervention needs of students. The data will be analyzed during grade level meetings, weekly PLCs and bi-weekly data meetings.  | Select from drop down menu   | Select from drop down menu                 | Select budget category from drop down menu  |                | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00       | \$0.00                                |
| 2) Teachers will provide intervention for students based upon their mastery level during daily scheduled time I/E (Intervention and Enrichment) which will focus on the development of core skills.  |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 3) Teachers will engage in Guided Math. Data will be utilized in order to plan for small group reteaching and station activities. The ERG model for Guided Math will be utilized.  |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 4) Instruction will focus on mathematical processes and step by step method of problem solving. Teachers will ensure that students are taught skills and strategies for math. Number sense will be a focus for grades K-2. Multi-step problems, fractions, will be a focus for 3-5.  |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 5) Various forms of feedback will be provided to teachers from administration and math coach(es) to improve instruction, encourage teachers to engage in reflection and help teachers grow. Wiley administration will conduct daily classroom walkthroughs and provide specific and timely feedback via notes, iPad, checklist, conversation, etc. Wiley's academic coaches will conduct non-evaluative walkthroughs and provide feedback as well as resources. Academic coaches will model lessons and co-teach when appropriate. |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 6)   |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 7)   |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 8)   |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 9)   |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)   |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code    | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount       | Total Federal Funding for Action Step |
| 10)  |  | Select from drop down menu                 | Select budget category from drop down menu  |                | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00       | \$0.00                                |
| 11)  |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 12)  |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| Parent Involvement Action Steps  | Title I Parent Involvement Component   | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code    | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount       | Total Federal Funding for Action Step |
| 13) Believe to Achieve Night, 3rd-5th grade parents and students in preparation for the Math EOG.  | You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL | Reading & Math                             | Parent - Other Food Purchases   | 3-5880-050-459 | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00       | \$0.00                                |
| 14)  |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
| 15)  |  |  |   |                | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00       | \$0.00                                |
|  |  |  |   |                |        |  |   |             |        |  |   |             | Subtotal #2: | \$0.00                                |

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #3

Increase teacher's cognition of students' progress to determine their strengths and weakness via analysis of Mathematics data to drive teaching and learning.

| Action Steps to Implement Improvement Strategy  | Title I Schoolwide Component | #1   |   |             |        | #2   |   |             |        | #3   |   |             |        | Total Federal Funding for Action Step |
|---|------------------------------|--|---|-------------|--------|--|---|-------------|--------|--|---|-------------|--------|---------------------------------------|
|   |                              | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) Teachers, administration and academic coaches will analyze data from student work samples, collaborative assessments, pre and post tests and performance tasks for corrective instruction. This will occur during weekly PLCs and Grade level data meetings which will be held bi-weekly (Data Teams model). Use interim assessment data to direct instruction (reteach and mastery).  | Schoolwide Reform Strategies | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 2) Conduct quarterly student-led conferences to review students' individual growth folders examining their data, goals and helping students self-reflect on their progress. Teachers, parents and instructional leadership team will meet with students at various times during the quarter to discuss. Students will monitor their progress throughout the year by using a growth folder in grades 2-5 -- charting their results on math assessments to increase their accountability and responsibility for learning. |                              |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 3) Teachers will display students' data both in classroom and outside classroom on the data board to help students stay abreast of their performance and the class' performance, as they set and monitor their goals  |                              |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 4) Small skill-based math groups can also be taught during IE Time. Teachers will engage in small group reteaching. Students will be provided opportunities to master core concepts, using IXL, ten marks, etc. and guided math. They will build on principles and applications during whole and small group instruction. And they will make connections for higher-order thinking using a variety of problem solving strategies.   |                              |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 5) Teachers will maintain data notebooks of their students' and the school's data. They will also keep student portfolios which will track student academic progress. Teachers will utilize and submit a Quarterly student data report which provides an "at a glance" view of students' progress   |                              |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 6) WILEY'S MATH AND SCIENCE COMMITTEE WILL BE ASSIGNED TO OVERSEE THE GOALS OUTLINED. THE LEADERSHIP AND WORK OF THE COMMITTEE WILL ENSURE STRATEGIES ARE IMPLEMENTED WITH FIDELITY.  |                              |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 7)  |                              |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 8) Select from drop down menu   |                              |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 9)  |                              |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)  |                              | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B |  |                            |  |  |   |             |  |  |   |             |  |  |   |             |              |                                       |
|---|--|----------------------------|--|--|---|-------------|--|--|---|-------------|--|--|---|-------------|--------------|---------------------------------------|
| 10)                                     |  | Select from drop down menu | Select budget category from drop down menu |  | \$0.00  |             | Select budget category from drop down menu |  | \$0.00  |             | Select budget category from drop down menu |  | \$0.00  | \$0.00      |              |                                       |
| 11)                                     |  |                            |  |  | \$0.00  |             |  |  | \$0.00  |             |  |  | \$0.00  | \$0.00      |              |                                       |
| 12)                                     |  |                            |  |  | \$0.00  |             |  |  | \$0.00  |             |  |  | \$0.00  | \$0.00      |              |                                       |
| Parent Involvement Action Steps         | Title I Parent Involvement Component   |                            |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount                                     | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount                                     | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount       | Total Federal Funding for Action Step |
| 13)                                     | You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL |                            |  | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00                                     |  | Select budget category from drop down menu  |             | \$0.00                                     |  | Select budget category from drop down menu  |             | \$0.00       | \$0.00                                |
| 14)                                     |  |                            |  |  |   |             | \$0.00                                     |  |   |             | \$0.00                                     |  |   |             | \$0.00       | \$0.00                                |
| 15)                                     |  |                            |  |  |   |             | \$0.00                                     |  |   |             | \$0.00                                     |  |   |             | \$0.00       | \$0.00                                |
|   |  |                            |  |  |   |             |  |  |   |             |  |  |   |             | Subtotal #3: | \$0.00                                |

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

|   |   |
|---|---|
| <b>Priority Area 3</b>  | 3B) Improve overall student proficiency and achievement in the area of Science.   |
| <b>*SMART Goal</b><br><i>*Specific, Measurable, Attainable, Results-Oriented, Time bound</i>      | By June 2016, Wiley will increase the percentage of 5th grade students who are proficient and meet promotion standards in Science from 37.5% to 65%+ as measured by both year-end grades and state-wide end-of-grade testing, and all subgroups will meet their annual measurable outcome targets in the area of Science. By 2016 all subgroups of students, with the emphasis on Students with Disabilities (SWD), Economically Disadvantaged (ED), and African American (AA) students, will meet or exceed their targeted Annual Measurable Objectives (AMO). |
| <b>Target Goal for 2014-15</b><br>(What goal must be reached to be on target to meet SMART goal?) | By the end of June 2016, Wiley will increase the percentage of 5th grade students who are proficient in Science from 45.5% to 65%+ as measured by both year-end grades and state-wide end-of-grade testing. By the end of June 2016 Students with Disabilities (SWD) will achieve 10 percentage points growth in Science.   |
| <b>GCS 2016 Strategic Plan Alignment</b>  | Area I: Personalized Learning   |

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

### IMPROVEMENT STRATEGY #1

**Provide students with quality Science instruction via use of effective and multiple instructional 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 Budgeted to Support Action Step |                        |                     |        |
|---|--|-----------------|--|------------------------|---------------------|--------|
|   | Improvement Plans (drop down menu)   | Other (Specify) | Title I  | Title I State Priority | Title I State Focus | Magnet |
| 1) Students' time will be increased in Science in 5th grade (60 minutes daily) to provide adequate time for the science block. (10 min Engagement/acquisition, 20-25 min Teacher Directed Instruction, 25-30 min collab or independent work/ small group instruction or laboratory investigation)   |  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 2) Specific time will be dedicated to Science in all grades K-4th (minimum of 45 minutes three times a week) to help increase students' time on learning. This will be monitored via lesson plans and walkthroughs.   |  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 3) Students will have weekly inquiry based and hands-on activities to increase their cognition and comprehension. Teachers will help students make connections and make learning relevant to students everyday lives. Teachers will focus on students understanding of science/scientific processes. Scientific reasoning will also be a focus.   |  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 4) Science vocabulary will be a major focus for teachers and students. Teachers will provide explicit science vocabulary instruction that utilizes Learning Focused vocabulary strategies, frayer models, science content word walls, graphic organizers and personal student word walls. Students will utilize science journals to reflect on their learning, thinking and to increase their comprehension. Writing will be infused in science in order to promote thinking. The journals will also serve as a study guide for students throughout the year.   |  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 5) Teachers will integrate science with reading and math instruction to increase learning, exposure to expository text and math application. Teachers will utilize science based text during literacy in order to increase students exposure to informational text while exposing them to science content via the reading. The topics of some mathematical problems may be based in science concepts such as measurement, probability and data collection/analysis. Specific emphasis will be placed on science content and concepts during weekly specials classes. Specialist teachers will find ways to infuse the current science topics into their weekly lessons. | Title I Priority   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 6) Teachers will provide more real life and authentic learning experiences through field trips, guest speakers and class experiments. Students will participate in projects and activities for the annual Science Gallery Walk.   |  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 7) Teachers will focus on teaching science content and concepts while also ensuring that student understand scientific processes, organization and function. (ex. The Water Cycle, Weather Patterns, Heredity, Function of Human Body organs/systems etc.)  | Title I Priority   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |



## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

|   |   |                    |   |                           |                        |        |
|---|---|--------------------|---|---------------------------|------------------------|--------|
| 8) Teachers and students will use technology daily. Some such devices are: tablet devices, Elmo's, Smart Boards, interactive projector, iPod Touch, IPad, computer carts to support instruction. Computer based programs and internet websites will be used to individualize instructional decisions. Schoolnet, Brain POP and other online resources will be used to assess and support students' acquisition of science content knowledge. The expectation is that teachers and students will utilize some form of technology daily. Teachers will attend monthly EmPOWERment sessions in order to obtain professional development in technology. Technology resources and subscriptions will be purchased in order to support 21st Century learning. |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 9)  | Title I<br>Priority   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Professional Development</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |                           |                        |        |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.  | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I   | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 10) Science based workshops and training  | Title I<br>Priority   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 11)   | Title I<br>Priority   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 12)   | Title I<br>Priority   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Parental Involvement</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |                           |                        |        |
| Identify parental involvement activities, providers, and the dates activities will begin and end.   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I   | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 13) Science Gallery Walk Night  | Title I<br>Priority   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 14) Science and Engineering Day with North Carolina A&T State University, UNCG, or other local college.   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 15) Career Day to focus on STEM (Science, Technology, Engineering and Math) Careers   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| <b>IMPROVEMENT STRATEGY #2</b>  |   |                    |   |                           |                        |        |
| Strengthen individualized instruction via use of common based assessments and mastery teaching concept: teach/assess/reteach cycle.   |   |                    |   |                           |                        |        |
| <b>Action Steps to Implement Improvement Strategy</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |                           |                        |        |
|   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I   | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 1) Teachers will use Common Core question stems, School Net, and the DPI released science items in order to observe the level of questioning used on these assessments. Teachers will use similar questioning during their classroom instruction, small group work and assessments.   |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 2) The school technology instructor will collaborate with teachers during bi-weekly EmPOWERment sessions to provide technological training that supports the science curriculum.  |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 3) Teachers will provide intervention for students based upon their mastery level during daily scheduled time I/E (Intervention & Enrichment) which will focus on the development of scientific understanding, higher order questioning, vocabulary and science processes.  |   |                    | \$0.00  | \$0.00                    | \$0.00                 | \$0.00 |

### PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

|  |  |  |        |        |        |        |
|--|--|--|--------|--------|--------|--------|
| 4) Students will use graphic organizers to show evidence of their learning weekly to help increase their sustainability of content. Graphic organizers will support the learning of new science concepts, content and processes. |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5)   |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6)   |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

|   |   |                    |  |                           |                        |        |
|---|---|--------------------|--|---------------------------|------------------------|--------|
| 7)  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 8)  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 9)  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Professional Development</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>  |                           |                        |        |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.  | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>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 |
| <b>Action Steps to Implement Associated Parental Involvement</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                           |                        |        |
| Identify parental involvement activities, providers, and the dates activities will begin and end.   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 13) Believe to Achieve Night 3rd-5th grade parents and students in preparation for the Science EOG.   | Title I<br>Priority   |                    | \$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 |
| <b>IMPROVEMENT STRATEGY #3</b>  |   |                    |  |                           |                        |        |
| <b>Increase teacher's cognition of students' progress to determine their strengths and weakness via analysis of data to drive teaching and learning</b>   |   |                    |  |                           |                        |        |
| <b>Action Steps to Implement Improvement Strategy</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                           |                        |        |
|   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 1) Students will participate in authentic learning experiments and science based projects to demonstrate their understanding of the content. Teachers will utilize a rubric for grading and assessment of understanding.  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 2) Students will monitor their progress throughout the year by using a growth folder in grades 2-5 -- charting their results on science assessments to increase their accountability and responsibility for learning. Teachers, parents and instructional leadership team will meet with students at various times during the quarter to discuss.   |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 3) Teachers, administration and academic coaches will analyze data from student work samples, collaborative assessments , pre and post tests and performance tasks for corrective instruction. This will occur during weekly PLCs and Grade level data meetings which will be held bi-weekly (Data Teams model). Use interim assessment data to direct instruction (reteach and mastery). |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 4) Implement the use of common assessments for K-5 and analyze data in K-5 to show growth. Using the data, the teachers will provide corrective instruction to the students.  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 5) WILEY'S MATH AND SCIENCE COMMITTEE WILL BE ASSIGNED TO OVERSEE THE GOALS OUTLINED. THE LEADERSHIP AND WORK OF THE COMMITTEE WILL ENSURE STRATEGIES ARE IMPLEMENTED WITH FIDELITY.  | Title I<br>Priority   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 6)  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 7)  | Title I   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

|  |                                       |   |  |                           |                        |        |
|--|---------------------------------------|---|--|---------------------------|------------------------|--------|
| 8)   |                                       |   | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 9)   |                                       |   | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Professional Development</b>   |                                       | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                           |                        |        |
| <b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>  | Improvement Plans<br>(drop down menu) | Other<br>(Specify)  | Title I  | Title I State<br>Priority | Title I State<br>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 |
| <b>Action Steps to Implement Associated Parental Involvement</b>   |                                       | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                           |                        |        |
| <b>Identify parental involvement activities, providers, and the dates activities will begin and end.</b>   | Improvement Plans<br>(drop down menu) | Other<br>(Specify)  | Title I  | Title I State<br>Priority | Title I State<br>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 |
| <b>CHECK:</b> 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).  |                                       |   |  |                           |                        |        |
| <b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>   |                                       |   |  |                           |                        |        |
| Informal Classroom Walk Throughs, Formal Teacher Observations within NCEES, GCS Science Assessments, Pre- & Post- Assessments, collection of key data such as Common Assessments, Benchmarks, Interim Assessments.   |                                       |   |  |                           |                        |        |
| <b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>  |                                       |   |  |                           |                        |        |
| We will determine progress by analyzing our collected data. Our goal is to see consistent growth in the areas monitored.   |                                       |   |  |                           |                        |        |
| <b>What does the data/evidence show regarding the results of the implemented strategies?</b>   |                                       |   |  |                           |                        |        |
| <u>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</u><br>As of October/November both fifth grade teachers are new and transitioning into their positions which has caused a setback in science instruction. Each grade level has a science "expert" to assist with planning. Inquiry based learning is being implemented at least once a week. We have observed that science is not consistently integrated into literacy and math. For Interim Assessment 1 2014-15 5th grade's overall Science achievement was 35.8%.  |                                       |   |  |                           |                        |        |
| <u>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</u><br>Ms. Fields has met with the fifth grade teachers to assist with science instruction and planning. PLCs have been flexible for fifth grade to utilize the time effectively and prepare quality science instruction. Guided reading has been used to reinforce science content. 5th grade teachers continue to focus on science vocabulary, scientific processes, and EOG questioning. We will be distributing the NSTA Picture Perfect kits to each grade level, based on their connection to the standards. |                                       |   |  |                           |                        |        |
| <u>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</u><br>In 2014-15 Wiley's Science Scores increased to 45.5% which is an increase of +8 percentage points.  |                                       |   |  |                           |                        |        |
| <u>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</u>  |                                       |   |  |                           |                        |        |

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

As of October both fifth grade teachers are new and transitioning into their positions which has caused a setback in science instruction. Each grade level has a science "expert" to assist with planning. We have observed that science is not consistently integrated into literacy and math. Ms. Fields has met with the fifth grade teachers to assist with science instruction and planning. PLCs have been flexible for fifth grade to utilize the time effectively and prepare quality science instruction. Guided reading has been used to reinforce science content. 5th grade teachers continue to focus on science vocabulary, scientific processes, and EOG questioning. NSTA Picture Perfect kits have been distributed to each grade level, based on their connection to the standards.

*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?)*

Ms. Fields and coaches will meet with fifth grade teachers to assist in science planning. PLCs and grade level planning will be utilized as well. By January teachers will be acclimated and providing quality science instruction. 5th grade teachers will focus on science vocabulary understanding, scientific processes and EOG type questioning. Teachers will utilize planning and PLCs to integrate science instruction into literacy and math plans. NSTA Picture Perfect kits will be implemented school-wide into literacy instruction.

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

Ms. Fields has met with the fifth grade teachers to assist with science instruction and planning. PLCs have been flexible for fifth grade to utilize the time effectively and prepare quality science instruction. Guided reading has been used to reinforce science content. 5th grade teachers continue to focus on science vocabulary, scientific processes, and EOG questioning. We will be distributing the NSTA Picture Perfect kits to each grade level, based on their connection to the standards.

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

All teachers will implement Effective Power Strategies when teaching science. Science teachers have attended training in content specific areas so that they better understand what they are teaching. Ms. Fields has met with the fifth grade teachers to assist with science instruction and planning. PLCs have been flexible for fifth grade to utilize the time effectively and prepare quality science instruction. Guided reading has been used to reinforce science content. 5th grade teachers continue to focus on science vocabulary, scientific processes, and EOG questioning. We will be distributing the NSTA Picture Perfect kits to each grade level, based on their connection to the standards.

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

Ms. Fields and coaches will meet with fifth grade teachers to assist in science planning. PLCs and grade level planning will be utilized as well. By January teachers will be acclimated and providing quality science instruction. 5th grade teachers will focus on science vocabulary understanding, scientific processes and EOG type questioning. Teachers will utilize planning and PLCs to integrate science instruction into literacy and math plans. All grade levels will participate in the science gallery walk. All 5th grade students will participate in a school-wide science fair. We will implement a "Super Science Day" in January, March, and May of 2016. During this day science will be heavily integrated into all subject areas for the entire day. Teachers will do one inquiry based science experiment that day with their classes using the NSTA Picture Perfect kits. Science facts will be added to morning announcements.

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

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

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

School Name: **Wiley Elementary**  
Principal: Tavy Fields  
LEA Name/Number: Guilford County Schools (410)

School Number: **598**

## Priority Area 3

3B) Improve overall student proficiency and achievement in the area of Science.

## Improvement Strategy #1

Provide students with quality Science instruction via use of effective and multiple instructional strategies.

| Action Steps to Implement Improvement Strategy  | Title I Schoolwide Component | #1   |  |                |        | #2   |  |             |        | #3   |  |             |        | Total Federal Funding for Action Step |
|---|------------------------------|--|--|----------------|--------|--|--|-------------|--------|--|--|-------------|--------|---------------------------------------|
|   |                              | Addresses Reading, Math, or Reading & Math | Budget Category 1 (May select up to three Budget Categories for each action step.) | Budget Code    | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3 (May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) Students' time will be increased in Science in 5th grade (60 minutes daily) to provide adequate time for the science block. (10 min Engagement/acquisition, 20-25 min Teacher Directed Instruction, 25-30 min collab or independent work/ small group instruction or laboratory investigation)   | Select from drop down menu   | Select from drop down menu                 | Select budget category from drop down menu   |                | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | \$0.00                                |
| 2) Specific time will be dedicated to Science in all grades K-4th (minimum of 45 minutes three times a week) to help increase students' time on learning. This will be monitored via lesson plans and walkthroughs.   |                              |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 3) Students will have weekly inquiry based and hands-on activities to increase their cognition and comprehension. Teachers will help students make connections and make learning relevant to students everyday lives. Teachers will focus on students understanding of science/scientific processes. Scientific reasoning will also be a focus.   |                              |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 4) Science vocabulary will be a major focus for teachers and students. Teachers will provide explicit science vocabulary instruction that utilizes Learning Focused vocabulary strategies, frayer models, science content word walls, graphic organizers and personal student word walls. Students will utilize science journals to reflect on their learning, thinking and to increase their comprehension. Writing will be infused in science in order to promote thinking. The journals will also serve as a study guide for students throughout the year.   |                              |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 5) Teachers will integrate science with reading and math instruction to increase learning, exposure to expository text and math application. Teachers will utilize science based text during literacy in order to increase students exposure to informational text while exposing them to science content via the reading. The topics of some mathematical problems may be based in science concepts such as measurement, probability and data collection/analysis. Specific emphasis will be placed on science content and concepts during weekly specials classes. Specialist teachers will find ways to infuse the current science topics into their weekly lessons. | Schoolwide Reform Strategies | Reading & Math                             | Supplies & Materials   | 3-5330-050-411 | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B   |  |   |   |                |        |   |   |             |        |   |   |             |              |   |
|---|--|---|---|----------------|--------|---|---|-------------|--------|---|---|-------------|--------------|---|
| 6) Teachers will provide more real life and authentic learning experiences through field trips, guest speakers and class experiments. Students will participate in projects and activities for the annual Science Gallery Walk.   |  |   |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 7) Teachers will focus on teaching science content and concepts while also ensuring that student understand scientific processes, organization and function. (ex. The Water Cycle, Weather Patterns, Heredity, Function of Human Body organs/systems etc.)  |  |   |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 8) Teachers and students will use technology daily. Some such devices are: tablet devices, Elmo's, Smart Boards, interactive projector, iPod Touch, iPad, computer carts to support instruction. Computer based programs and internet websites will be used to individualize instructional decisions. Schooinet, Brain POP and other online resources will be used to assess and support students' acquisition of science content knowledge. The expectation is that teachers and students will utilize some form of technology daily. Teachers will attend monthly EmPOWERment sessions in order to obtain professional development in technology. Technology resources and subscriptions will be purchased in order to support 21st Century Learning. |  |   |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 9)  |  |   |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)  |  | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 1<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code    | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 2<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 3<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount       | Total Federal<br>Funding for<br>Action Step |
| 10) Science based workshops and training  |  | Select from drop<br>down menu                       | Select budget category from<br>drop down menu   |                | \$0.00 | Select from<br>drop down                            | Select budget category from<br>drop down menu   |             | \$0.00 | Select from drop<br>down menu                       | Select budget category from<br>drop down menu   |             | \$0.00       | \$0.00                                      |
| 11)   |  | Reading & Math                                      | Staff Dev/Workshop<br>Expenses**  | 3-5330-050-312 | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 12)   |  |   |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| Parent Involvement Action Steps   | Title I Parent Involvement Component   | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 1<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code    | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 2<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 3<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount       | Total Federal<br>Funding for<br>Action Step |
| 13) Science Gallery Walk Night  | You may select more than one component from the following components -<br>Components 1-13 are required,<br>Components 14-21 are OPTIONAL | Select from drop<br>down menu                       | Select budget category from<br>drop down menu   |                | \$0.00 | Select from<br>drop down<br>menu                    | Select budget category from<br>drop down menu   |             | \$0.00 | Select from drop<br>down menu                       | Select budget category from<br>drop down menu   |             | \$0.00       | \$0.00                                      |
| 14) Science and Engineering Day with North Carolina A&T State University, UNCG, or other  |  |   |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 15) Career Day to focus on STEM (Science, Technology, Engineering and Math) Careers   |  |   |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
|   |  |   |   |                |        |   |   |             |        |   |   |             | Subtotal #1: | \$0.00                                      |

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Strengthen individualized instruction via use of common based assessments and mastery teaching concept: teach/assess/retach cycle.

| Action Steps to Implement Improvement Strategy  | Title I Schoolwide Component   | #1   |   |             |        | #2   |   |             |        | #3   |   |             |        | Total Federal Funding for Action Step |
|---|--|--|---|-------------|--------|--|---|-------------|--------|--|---|-------------|--------|---------------------------------------|
|   |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) Teachers will use Common Core question stems, School Net, and the DPI released science items in order to observe the level of questioning used on these assessments. Teachers will use similar questioning during their classroom instruction, small group work and assessments. |  | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 2)The school technology instructor will collaborate with teachers during bi-weekly EmPOWERment sessions to provide technological training that supports the science curriculum.   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 3) Teachers will provide intervention for students based upon their mastery level during daily scheduled time 1E (Intervention & Enrichment) which will focus on the development of scientific understanding, higher order questioning, vocabulary and science processes.           |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 4) Students will use graphic organizers to show evidence of their learning weekly to help increase their sustainability of content. Graphic organizers will support the learning of new science concepts, content and processes.  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 5)  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 6)  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 7)  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 8)  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 9)  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)  |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |
| 10)   |  | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 11)   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 12)   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| Parent Involvement Action Steps   | Title I Parent Involvement Component   | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |
| 13) Believe to Achieve Night 3rd-5th grade parents and students in preparation for the Science EOG.   | You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 14)   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 15)   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| Subtotal #2:  |  |  |   |             |        |  |   |             |        |  |   |             | \$0.00 |                                       |



# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #3

Increase teacher's cognition of students' progress to determine their strengths and weakness via analysis of data to drive teaching and learning

| Action Steps to Implement Improvement Strategy   | Title I Schoolwide Component   | #1   |   |             |        | #2   |   |             |        | #3   |   |             |        | Total Federal Funding for Action Step |
|--|--|--|---|-------------|--------|--|---|-------------|--------|--|---|-------------|--------|---------------------------------------|
|  |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) Students will participate in authentic learning experiments and science based projects to demonstrate their understanding of the content. Teachers will utilize a rubric for grading and assessment of understanding.   | Select from drop down menu   | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 2) Students will monitor their progress throughout the year by using a growth folder in grades 2-5 - charting their results on science assessments to increase their accountability and responsibility for learning. Teachers, parents and instructional leadership team will meet with students at various times during the quarter to discuss.   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 3) Teachers, administration and academic coaches will analyze data from student work samples, collaborative assessments, pre and post tests and performance tasks for corrective instruction. This will occur during weekly PLCs and Grade level data meetings which will be held bi-weekly (Data Teams model). Use interim assessment data to direct instruction (reteach and mastery). |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 4) Implement the use of common assessments for K-5 and analyze data in K-5 to show growth. Using the data, the teachers will provide corrective instruction to the students.   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 5) WILEY'S MATH AND SCIENCE COMMITTEE WILL BE ASSIGNED TO OVERSEE THE GOALS OUTLINED. THE LEADERSHIP AND WORK OF THE COMMITTEE WILL ENSURE STRATEGIES ARE IMPLEMENTED WITH FIDELITY.   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 6)   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 7) Instruction by Highly Qualified Teachers  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 8)   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 9)   |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)   |  | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |
| 10)  |  | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |
| 11)  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| 12)  |  |  |   |             | \$0.00 |  |   |             | \$0.00 |  |   |             | \$0.00 | \$0.00                                |
| Parent Involvement Action Steps  | Title I Parent Involvement Component   | Addresses Reading, Math, or Reading & Math | Budget Category 1<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3<br>(May select up to three Budget Categories for each action step.) | Budget Code | Amount | Total Federal Funding for Action Step |
| 13)  | You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL | Select from drop down menu                 | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00 |  | Select budget category from drop down menu  |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B |  |  |  |  |        |  |  |  |        |  |  |  |              |        |
|---|--|--|--|--|--------|--|--|--|--------|--|--|--|--------------|--------|
| 14)                                     |  |  |  |  | \$0.00 |  |  |  | \$0.00 |  |  |  | \$0.00       | \$0.00 |
| 15)                                     |  |  |  |  | \$0.00 |  |  |  | \$0.00 |  |  |  | \$0.00       | \$0.00 |
|   |  |  |  |  |        |  |  |  |        |  |  |  | Subtotal #3: | \$0.00 |

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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

|   |   |
|---|---|
| <b>Priority Area 4</b>  | 4B) Improve school climate and culture amongst students, staff, parents and the community.  |
| <b>*SMART Goal</b><br>*Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> ime bound | Priority Goal 4: By June 2016, 80%+ of our staff, students, community and parents will report that Calvin Wiley Elementary is a good place to work and learn as measured by School Perception Questionnaires, Surveys and the NC Teacher Working Condition Survey.        |
| <b>Target Goal for 2014-15</b><br>(What goal must be reached to be on target to meet SMART goal?)                     | Priority Goal 4: By June 2016, 80%+ of our staff, students, community and parents will report that Calvin Wiley Elementary is a good place to work and learn as measured by School Perception Questionnaires, Surveys and school based Teacher Working Condition Surveys. |
| <b>GCS 2016 Strategic Plan Alignment</b>  | Area II: Character, Service and Safety  |

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

### IMPROVEMENT STRATEGY #1

**Implement school-wide and classroom-level activities to promote character, citizenship, culture building and positive behavior amongst 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<br>(drop down menu)  | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 1) All Wiley staff will implement Positive Behavior Interventions and Support (PBIS) school-wide and with fidelity through the leadership of the <b>PBIS Committee</b> . Monthly PBIS Celebrations and incentives will be held in order to promote positive behavior and character. The PBIS celebrations will require students to earn a specific number to Scholar Dollars in order to gain entrance and/or shop in the student store. Staff members will carry and pass out Scholar Dollars every day. |  |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 2) The staff and administration and teachers will recognize students who exhibit outstanding behavior related to the character trait of the month. The staff and administration will recognize students who exemplify outstanding character at the quarterly student recognition awards program.  |  |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 3) All instructional staff will incorporate Embodied Cognition, Resiliency, and Ron Clark Academy strategies school-wide for transitions, processes, procedures and student engagement as it relates to learning. Staff will receive continued training on engagement strategies.   |  |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 4) Wiley Teachers will continue to teach two weeks of lessons that focus on Handshaking, Eye Contact, How to Introduce Yourself, How to Make Conversation, Praising Classmates, How to Make Friends, etc. in order to build social comfort amongst students. The Guidance Counselor will teach classes as a part of the specials wheel. Those classes will focus on character, social skills/etiquette and positive behavior.   |  |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 5) Establish a student centered culture that focuses on the academic and social development of every child. Staff will always think about what is best for students when making decisions. Students will also participate in Service Learning activities in order to enrich their experiences.  |  |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 6) Opportunities for exposure to curriculum related experiences will be provided so that our students are enriched. Due to Wiley's poverty percentage funding will be used to pay for field trips, extension activities, transportation and experiences that students may not be able to afford.  | Title I<br>Priority  |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 7) Wiley will continue its Student of Excellence Program that provides students with the opportunity to earn a specialized school blazer each quarter based upon a vote from their grade level teachers.  |  |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 8) Wiley teachers and staff will recognize students who demonstrate academic excellence by providing in class rewards, posting student work, posting student pictures, utilizing bulletin boards for achievement, positive messages home, referring students to administration for praise, announcement shout outs, etc.  |  |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

|   |  |  |        |        |        |        |
|---|--|--|--------|--------|--------|--------|
| 9) Support services will be available for students in order to meet a variety of their needs. These services include 2nd-5th grade African American Male mentoring Initiative, Boys Summer Camp, DIVAs mentoring for girls, Communities in Schools school-wide program services, On-site counseling services, on-site social worker, etc. |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|---|--|--|--------|--------|--------|--------|

|  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
| <b>Action Steps to Implement Associated Professional Development</b> | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |  |  |  |  |
|--|---|---|--|--|--|--|

|  |                                       |                    |         |                           |                        |        |
|--|---------------------------------------|--------------------|---------|---------------------------|------------------------|--------|
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | Improvement Plans<br>(drop down menu) | Other<br>(Specify) | Title I | Title I State<br>Priority | Title I State<br>Focus | Magnet |
|--|---------------------------------------|--------------------|---------|---------------------------|------------------------|--------|

|   |                     |  |        |        |        |        |
|---|---------------------|--|--------|--------|--------|--------|
| 10) Ron Clark Academy Training and School Visit | Title I<br>Priority |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|---|---------------------|--|--------|--------|--------|--------|

|     |                     |  |        |        |        |        |
|-----|---------------------|--|--------|--------|--------|--------|
| 11) | Title I<br>Priority |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|-----|---------------------|--|--------|--------|--------|--------|

|     |                     |  |        |        |        |        |
|-----|---------------------|--|--------|--------|--------|--------|
| 12) | Title I<br>Priority |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|-----|---------------------|--|--------|--------|--------|--------|

|  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
| <b>Action Steps to Implement Associated Parental Involvement</b> | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |  |  |  |  |
|--|---|---|--|--|--|--|

|   |                                       |                    |         |                           |                        |        |
|---|---------------------------------------|--------------------|---------|---------------------------|------------------------|--------|
| Identify parental involvement activities, providers, and the dates activities will begin and end. | Improvement Plans<br>(drop down menu) | Other<br>(Specify) | Title I | Title I State<br>Priority | Title I State<br>Focus | Magnet |
|---|---------------------------------------|--------------------|---------|---------------------------|------------------------|--------|

|   |  |  |        |        |        |        |
|---|--|--|--------|--------|--------|--------|
| 13) Parents are invited to attend all PBIS Celebrations |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|---|--|--|--------|--------|--------|--------|

|                           |  |  |        |        |        |        |
|---------------------------|--|--|--------|--------|--------|--------|
| 14) Quarterly Awards Days |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|---------------------------|--|--|--------|--------|--------|--------|

|     |  |  |        |        |        |        |
|-----|--|--|--------|--------|--------|--------|
| 15) |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|-----|--|--|--------|--------|--------|--------|

### IMPROVEMENT STRATEGY #2

Wiley will continue a culture of high expectations for excellence in teaching, learning, professionalism and leadership while building community amongst staff.

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| <b>Action Steps to Implement Improvement Strategy</b> | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b> |  |  |  |  |
|---|---|---|--|--|--|--|

|  |                                       |                    |         |                           |                        |        |
|--|---------------------------------------|--------------------|---------|---------------------------|------------------------|--------|
|  | Improvement Plans<br>(drop down menu) | Other<br>(Specify) | Title I | Title I State<br>Priority | Title I State<br>Focus | Magnet |
|--|---------------------------------------|--------------------|---------|---------------------------|------------------------|--------|

|  |  |  |        |        |        |        |
|--|--|--|--------|--------|--------|--------|
| 1) Wiley's School Improvement Team and Administration will use the results/data from the 2014 NC Teacher Working Conditions Survey to identify areas of focus (<60%) for climate and culture improvement amongst staff. Action steps and solutions will be developed in order to improve each area of concern. |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|--|--|--|--------|--------|--------|--------|

|  |  |  |        |        |        |        |
|--|--|--|--------|--------|--------|--------|
| 2) As a part of staff members' school-wide PDP goals for the 2014-15 school year Standard V: Reflective Practices - will be an area of focus. Staff members will engage in honest self-reflection on their professional and instructional practices as educators. This reflection will be based upon student academic and discipline data as well as the ratings provided in their formal and informal observations and walk-throughs. Staff members will be open to feedback that is designed to improve their practices and promote professional growth. |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|--|--|--|--------|--------|--------|--------|

|  |  |  |        |        |        |        |
|--|--|--|--------|--------|--------|--------|
| 3) Wiley administration will provide multiple opportunities for staff members to engage in conversations in order to express concerns. These opportunities will include: one-on-one conferences (continuing), team meetings (continuing), school based surveys (continuing), open door policy (continuing), monthly SIT meetings (continuing), monthly Committee Meetings (continuing) |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|--|--|--|--------|--------|--------|--------|

|   |                     |  |        |        |        |        |
|---|---------------------|--|--------|--------|--------|--------|
| 4) Wiley's Ethos, Community and Hospitality Committee will continue to work to plan events to build a sense of community amongst parents, students and staff. They will plan Social Activities to promote staff morale. | Title I<br>Priority |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
|---|---------------------|--|--------|--------|--------|--------|

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

|  |   |                 |  |                        |                     |        |
|--|---|-----------------|--|------------------------|---------------------|--------|
| 5) Wiley administration will work with Human Resources and Mission Possible to recruit, retain and reward staff members that are a "fit" for Wiley and understand the students and community that the school serves as well as the requirements of the position. Additional teaching positions will be paid for out of Title I. Title I paid teachers will be provided with subs as needed. Current staff and new teachers will attend orientation (as needed each year) and work on developing curriculum prior to the start of the school year so that they are well prepared to teach at Wiley. Teachers are paid incentives for recruitment and retention as well as for their additional days and hours of work as a part of being a Priority School. | Title I Priority  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 6) Opportunities for teachers to engage in leadership will continue to occur through the work of Wiley's Committee structure. Wiley has 5 Committees (Literacy & Media, Math & Science, PBIS-School Safety and Character, Ethos-Community & Hospitality and Technology & Student Engagement). These committees meet monthly in order to organize school-wide initiatives that are designed to meet the goals of the SIP. Committees review and analyze school-wide data for their areas in order to address concerns and plan strategic responses to the data.   | Title I Priority  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 7) Teacher Leaders have been identified and asked about leading initiatives, professional development, and providing input for decision making. All Wiley staff will receive on-going professional development in the areas of most need and based upon surveys.   | Title I Priority  |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 8) Staff members will hold each other accountable for fulfilling expectations for excellence and demonstrating positivity.   |   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 9)Wiley will ensure that all staff are highly qualified. We will provide assistance (as needed/with discretion) for additional course work or credits that staff need to earn.   |   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| <b>Action Steps to Implement Associated Professional Development</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                 | <b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>  |                        |                     |        |
| 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) Leadership Training  |   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 11) NC Teacher Evaluation System Training  |   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| 12)  |   |                 | \$0.00   | \$0.00                 | \$0.00              | \$0.00 |
| <b>Action Steps to Implement Associated Parental Involvement</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                 | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                        |                     |        |
| 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 |
| <b>IMPROVEMENT STRATEGY #3</b>   |   |                 |  |                        |                     |        |
| <b>Provide a positive learning environment while actively involving families and the community</b>   |   |                 |  |                        |                     |        |
| <b>Action Steps to Implement Improvement Strategy</b>  | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                 | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                        |                     |        |
|  | Improvement Plans (drop down menu)  | Other (Specify) | Title I  | Title I State Priority | Title I State Focus | Magnet |

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

|  |   |                    |  |                           |                        |        |
|--|---|--------------------|--|---------------------------|------------------------|--------|
| 1) Wiley will maintain a positive environment by providing quality customer service to all parents and visitors. Parents will feel welcomed and and treated with respect at Wiley. All staff members will properly greet visitors, ask them if they need help and provide them with assistance as needed.  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 2) Parents will be kept informed of upcoming events, school news and deadlines via newsletters, ConnectEd, Twitter, Facebook, Group Text, Bulletin boards/displays, postcards, teacher phone calls, face to face and Fliers. Communication will occur frequently.  |   |                    | \$50.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 3) Wiley will continue to host events that allow parents to have input and provide them with recognition for their contributions. These events include- Coffee and Curriculum with the Principal, Doughnuts for Dad, Muffins for Mom, Grandparents Day, Volunteer Appreciation, etc. Wiley will continue its Volunteer of the Month recognition board.   |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 4) Wiley's full time social worker will provide support and resources to our Wiley families. Support includes access to our on-site Food Pantry, Referrals to agencies, monitoring of attendance/tardies, home visits, Wiley's Parent Store,   |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 5) Wiley will maintain its Parent Resource Center space. Wiley will work to strengthen the relationships between parents and the school while facilitating parent events. The Parent Resource Center will provide parents with a space that contains computers, books, and resources that they need and/or request. Professional development workshops for parents will be offered through the NCPIRC. |   |                    | \$20.00  | \$0.00                    | \$0.00                 | \$0.00 |
| 6) Wiley will hold mandatory 1st and 3rd quarter conferences so that parents remain abreast of their child's academic progress. Teachers will be required to conference with parents.  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 7) Build new community partnerships to support our school needs and service learning initiatives. We will continue to foster our partnerships with Evonik, Syngenta, Caldcleugh Community Center, United Way, Lorillard, Local Churches, Lincoln Financial, An Attitude of Gratitude, etc. while working to build others.  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 8) Wiley's Leadership will work to shift the reputation of the school through positive press, public relations, inviting visitors to the school, and making connections with the community.  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 9) School atmosphere will be maintained with colorful displays, adequate furniture and resources to appeal to students, parents and the community. Wiley's Parent Resource Center will be maintained with fidelity. The Parent Resource center houses a meeting/workspace and technology that parents can utilize.   | Title I<br>Priority   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Professional Development</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                           |                        |        |
| <b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>  | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 10) Wiley's annual staff, community walk   |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 11) Poverty Training   |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| 12)  |   |                    | \$0.00   | \$0.00                    | \$0.00                 | \$0.00 |
| <b>Action Steps to Implement Associated Parental Involvement</b>   | <b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b> |                    | <b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b> |                           |                        |        |
| <b>Identify parental involvement activities, providers, and the dates activities will begin and end.</b>   | Improvement Plans<br>(drop down menu)   | Other<br>(Specify) | Title I  | Title I State<br>Priority | Title I State<br>Focus | Magnet |
| 13) Parent attendance at educational conferences and professional development.   | Title I<br>Priority   |                    | \$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 |
| <b>CHECK:</b> 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).  |   |                    |  |                           |                        |        |
| <b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>   |   |                    |  |                           |                        |        |

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Survey results, Discipline Data, Teacher Turnover Rate, Awards Day Recipients,

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

We will determine progress by analyzing our collected data. Our goal is to see consistent growth in the areas monitored.

**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?)*

In June/July 2014 PBIS committee members collaborated to insure PBIS documents were updated prior to staff returning. In August 2014 all Wiley staff were PBIS trained by the PBIS committee, this training included a thorough analysis of the PBIS manual and practices. Staff members were equipped with two weeks of lesson plans that would address social skills, social comfort and etiquette, all of which derived from Ron Clark strategies, Resiliency and best practices. Between the months of August and November 2014, PBIS committee has hosted consistent PBIS celebrations, required staff have participated and or have registered for CHAMPS sessions, students have been recognized weekly through the Eagle Monday initiative. PBIS also extends to our transportation through our implementation of bus of the month, PBIS committee and Wiley staff have continued to implement the Parent store to encourage parent involvement by providing incentives to the families. The PBIS has hosted their fall edition of McTeacher night to encourage parent involvement and to raise funding PBIS celebrations. Check in Check out is a process that has begun to help the tier 3 of students at our school. According to POWER SCHOOL AND SWIS data we have had a total of 19 out of school suspensions. Data shows that the majority of major referrals received by administration are rule 18 physical aggression violation. Wiley has been recognized as a 2013-2014 model school for PBIS implementation. First quarter awards day was held November 14th 2014 to recognize students who demonstrate academic excellence. One of our data collection points was school morale. At the onset of the school year our goal was to increase enrollment and participants by having more staff pay their Ethos dues. To help us reach this goal was to entice staff members with more incentives and prizes. In addition to this we also implemented an immediate gratification process by having a membership kick off this included sweet treats and a birthday party celebration for those who celebrated birthdays during the summer months. The committee hosted the following events: August- New Parent Breakfast to welcome new families to Wiley with breakfast, September- Grandparents Day and Coffee with the Principal, which provided additional time to get to know our administration and to honor our grandparents, October- Hispanic Heritage was acknowledged by having a cultural celebration inclusive of live music provided by Mr. Cabezas.

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

Upon returning from holiday break, we implemented school wide drop everything and PBIS to review the PBIS and Ron Clark strategies. Select PBIS committee members have gone to tier three training in an effort to be well versed in tier three practices. PBIS committee members have continued to plan and execute PBIS monthly celebrations such as Eagle Mondays, bus of the month, In February 2015 Wiley had it's service learning kick off assembly to raise awareness for LLS. At the conclusion of the Pasta for Pennies service learning project, Wiley has raised a total of \$1115. Discipline data is still being analyzed as of 3/17/15, we have had a total of 40 out of school suspensions. As a result, of teacher feedback, the PBIS committee collaborated on the revision of the CICO document. Students with severe behavior have individualized CICO forms, in addition to that, advocacy for those extreme behaviors have resulted in district support through a one on one crisis support assistant. Based on the eleven principles of effective character education, Wiley is a tier three school. Based on the data collected from the volunteer survey the strategies in place do not need to be changed at this time. In January we offered a half price discount to those staff members who were not yet members. We increased our membership based on this incentive. In March, we opened up an Ethos store for staff to obtain snacks and drinks. In the first week the store earned \$20. The committee hosted the following events: November: Thanksgiving Pot luck lunch, December: Coffee with the principal, Staff Holiday outing to Kickback Jacks, January: Hosted a Bridal Shower for staff member. February: Due to inclement weather we were unable to host the Black History Program.

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

Areas needing improving as indicated on the 2014 TWCS, include; teachers' perceptions that there is an atmosphere of trust and mutual respect (29%) as well as teacher's level of comfort in raising issues and concerns that are important to them (14%) teachers have an appropriate level of influence on decision making in this school (48%) and Overall my school is a good place to work and learn (56%). We also need to focus on the level of parental involvement at Wiley and continue to encourage parents to be active participants in their child's education.

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

As of October 15, the data shows that discipline is down over half of the 2014-15 school year this same time. Wiley has been named a PBIS Exemplar School! Strategies that have been implemented to produce these results include more explicit staff training (video, modeling) of how to implement PBIS with fidelity. Orientation Tuesday, which consists of new students to Wiley to review all PBIS expectations, What We Do At Wiley and to acclimate a new student to Wiley. The team has continued to have monthly celebrations, Eagle Monday, Bus of the Month, monthly committee meetings, Tie down Tuesdays. Wiley staff has increased the building relationships of staff. We contributed to our opening staff meeting by celebrating all of the summer birthdays. We also hosted two get to know you activities to get the staff more comfortable with each other. Ethos hosted the new parent breakfast in August to welcome our new parents. In September Ethos hosted Grandparents Day and coffee with the principal. In September we supplied lunch for the staff to help boost morale. In October we hosted a Fall treat day for the staff. We have also worked hard to take up donations for several staff members. We planned for a Thanksgiving Pot Luck Lunch for the staff. Ethos has also set up a snack bar with snacks for staff to purchase. Staff birthdays are celebrated at monthly staff meetings. We revamped the CICO form for 2015-2016. It is also modified to meet individual needs. Orientation Tuesdays has been implemented and shows to help new students to Wiley.

*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?**

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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

Strategies that should be changed, and or improved moving forward Review procedures and routines, model and remind of expectations, build consistency in passing out scholar dollars daily, PBIS committee improving communication with staff. Although check in check out has been implemented, after reviewing the data, teachers need to be more consistent with completing check in check out through out the day and communication with parents for follow up feed back. Moving forward we expect to see a decrease in major referrals to administration. Based on results changes or adjustments do not need to be made at this time. A survey has been created to gain staff input on school morale. This will be distributed on November 21st.

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

Strategies that were changed based on data and staff feedback include, creating a new CICO form with a carbon copy, individualizing CICO forms for more at risk students, to improve the overall effectiveness of the CICO process. Once select PBIS committee members have completed FBA training, they will be able to assist and support other staff members with additional strategies and suggestions when they are completing FBA forms on their students. Based on the results of our Staff survey, most staff at Wiley feel very appreciated, most staff agree that they feel safe here at Wiley, most staff say that it is very easy to get along with other staff, most staff agree that they have input into decision making process, most staff agree that they belong here at Wiley. Based on the results of our volunteer survey, most volunteers feel appreciated, enjoy coming, want to continue to volunteer here, and would consider referring others. Most volunteers surveyed agreed that the staff is friendly and welcoming. Based on the data we do not need to make any adjustments at this time.

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

Through our Comprehensive Needs Assessment which was conducted in Fall of 2014 we were unable to discover that staff felt that they were not supported by each other. Staff members felt that there was a lack of support amongst their grade level teams and teacher colleagues. Wiley administration has worked with the Ethos Committee to conduct get to know you activities, social events, etc. Our staff will also establish a growth mindset based upon our training with the Leadership and Learning center. Our focus phrase for the year is "All In".

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

Scholar Dollars need to be passed out with fidelity. A continued focus on building relationship and a growth mindset for the betterment of all students. Teachers should revisit classroom expectations as necessary and take ownership in their classrooms. Continue the growth mindset and teachers need to take ownership within their classroom. Continue building relationships within the building between students and staff, as well as staff and staff. A Survey has been created and will be distributed on school morale, it will be distributed on November 23rd.

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

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



# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

School Name: **Wiley Elementary**  
Principal: Tavy Fields  
LEA Name/Number: Guilford County Schools (410)

School Number: **598**

| Priority Area 4   |   |  |  |                |        |  |  |             |        |  |  |             |        |                                       |
|---|---|--|--|----------------|--------|--|--|-------------|--------|--|--|-------------|--------|---------------------------------------|
| 4B) Improve school climate and culture amongst students, staff, parents and the community.  |   |  |  |                |        |  |  |             |        |  |  |             |        |                                       |
| Improvement Strategy #1   |   |  |  |                |        |  |  |             |        |  |  |             |        |                                       |
| Implement school-wide and classroom-level activities to promote character, citizenship, culture building and positive behavior amongst students.  |   |  |  |                |        |  |  |             |        |  |  |             |        |                                       |
| Action Steps to Implement Improvement Strategy  | Title I Schoolwide Component                    | #1   |  |                |        | #2   |  |             |        | #3   |  |             |        | Total Federal Funding for Action Step |
|   |   | Addresses Reading, Math, or Reading & Math | Budget Category 1 (May select up to three Budget Categories for each action step.) | Budget Code    | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3 (May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) All Wiley staff will implement Positive Behavior Interventions and Support (PBIS) school-wide and with fidelity through the leadership of the PBIS Committee. Monthly PBIS Celebrations and incentives will be held in order to promote positive behavior and character. The PBIS celebrations will require students to earn a specific number to Scholar Dollars in order to gain entrance and/or shop in the student store. Staff members will carry and pass out Scholar Dollars every day. | Select from drop down menu                      | Select from drop down menu                 | Select budget category from drop down menu   |                | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 | \$0.00                                |
| 2) The staff and administration and teachers will recognize students who exhibit outstanding behavior related to the character trait of the month. The staff and administration will recognize students who exemplify outstanding character at the quarterly student recognition awards program.  |   |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 3) All instructional staff will incorporate Embodied Cognition, Resiliency, and Ron Clark Academy strategies school-wide for transitions, processes, procedures and student engagement as it relates to learning. Staff will receive continued training on engagement strategies.   | Schoolwide Reform Strategies                    |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 4) Wiley Teachers will continue to teach two weeks of lessons that focus on Handshaking, Eye Contact, How to Introduce Yourself, How to Make Conversation, Praising Classmates, How to Make Friends, etc. in order to build social comfort amongst students. The Guidance Counselor will teach classes as a part of the specials wheel. Those classes will focus on character, social skills/etiquette and positive behavior.   |   |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 5) Establish a student centered culture that focuses on the academic and social development of every child. Staff will always think about what is best for students when making decisions. Students will also participate in Service Learning activities in order to enrich their experiences.  |   |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 6) Opportunities for exposure to curriculum related experiences will be provided so that our students are enriched. Due to Wiley's poverty percentage funding will be used to pay for field trips, extension activities, transportation and experiences that students may not be able to afford.  | Activities for children experiencing difficulty | Reading & Math                             | Field Trips  | 3-5330-050-333 | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B   |  |  |   |                |        |   |   |             |        |   |   |             |              |   |
|---|--|--|---|----------------|--------|---|---|-------------|--------|---|---|-------------|--------------|---|
| 7) Wiley will continue its Student of Excellence Program that provides students with the opportunity to earn a specialized school blazer each quarter based upon a vote from their grade level teachers.  |  |  |   |                | \$0.00 |   |   |             |        | \$0.00  |   |             | \$0.00       | \$0.00                                      |
| 8) Wiley teachers and staff will recognize students who demonstrate academic excellence by providing in class rewards, posting student work, posting student pictures, utilizing bulletin boards for achievement, positive messages home, referring students to administration for praise, announcement shout outs, etc.                  | Schoolwide Reform Strategies   | Reading & Math   | Printing & Binding  | 3-5330-050-314 | \$0.00 |   |   |             |        | \$0.00  |   |             | \$0.00       | \$0.00                                      |
| 9) Support services will be available for students in order to meet a variety of their needs. These services include 2nd-5th grade African American Male mentoring Initiative, Boys Summer Camp, D/VAs mentoring for girls, Communities in Schools school-wide program services, On-site counseling services, on-site social worker, etc. |  |  |   |                | \$0.00 |   |   |             |        | \$0.00  |   |             | \$0.00       | \$0.00                                      |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)  |  | Addresses<br>Reading,<br>Math, or<br>Reading &<br>Math | Budget Category 1<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code    | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 2<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 3<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount       | Total Federal<br>Funding for<br>Action Step |
| 10) Ron Clark Academy Training and School Visit   |  | Select from<br>drop down                               | Select budget category from<br>drop down menu   |                | \$0.00 | Select from<br>drop down                            | Select budget category from<br>drop down menu   |             | \$0.00 | Select from drop<br>down menu                       | Select budget category from<br>drop down menu   |             | \$0.00       | \$0.00                                      |
| 11)   |  |  |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 12)   |  |  |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| Parent Involvement Action Steps   | Title I Parent Involvement Component   | Addresses<br>Reading,<br>Math, or<br>Reading &<br>Math | Budget Category 1<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code    | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 2<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 3<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount       | Total Federal<br>Funding for<br>Action Step |
| 13) Parents are invited to attend all PBIS Celebrations   | You may select more than one component from the following components -<br>Components 1-13 are required,<br>Components 14-21 are OPTIONAL | Select from<br>drop down<br>menu                       | Select budget category from<br>drop down menu   |                | \$0.00 | Select from<br>drop down<br>menu                    | Select budget category from<br>drop down menu   |             | \$0.00 | Select from drop<br>down menu                       | Select budget category from<br>drop down menu   |             | \$0.00       | \$0.00                                      |
| 14) Quarterly Awards Days   |  |  |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 15)   |  |  |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
|   |  |  |   |                |        |   |   |             |        |   |   |             | Subtotal #1: | \$0.00                                      |

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

Improvement Strategy #2

Wiley will continue a culture of high expectations for excellence in teaching, learning, professionalism and leadership while building community amongst staff.

| Action Steps to Implement Improvement Strategy   | Title I Schoolwide Component  | #1   |  |                |        | #2   |  |             |        | #3   |  |             |        | Total Federal Funding for Action Step |
|--|---|--|--|----------------|--------|--|--|-------------|--------|--|--|-------------|--------|---------------------------------------|
|  |   | Addresses Reading, Math, or Reading & Math | Budget Category 1 (May select up to three Budget Categories for each action step.) | Budget Code    | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 2 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3 (May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) Wiley's School Improvement Team and Administration will use the results/data from the 2014 NC Teacher Working Conditions Survey to identify areas of focus (<60%) for climate and culture improvement amongst staff. Action steps and solutions will be developed in order to improve each area of concern.   | Select from drop down menu  | Select from drop down menu                 | Select budget category from drop down menu   |                | \$0.00 | Select from drop down menu                 | Select budget category from drop down menu   |             | \$0.00 |  | Select budget category from drop down menu   |             | \$0.00 | \$0.00                                |
| 2) As a part of staff members' school-wide PDP goals for the 2014-15 school year Standard V: Reflective Practices - will be an area of focus. Staff members will engage in honest self-reflection on their professional and instructional practices as educators. This reflection will be based upon student academic and discipline data as well as the ratings provided in their formal and informal observations and walk-throughs. Staff members will be open to feedback that is designed to improve their practices and promote professional growth.   |   |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 3) Wiley administration will provide multiple opportunities for staff members to engage in conversations in order to express concerns. These opportunities will include: one-on-one conferences (continuing), team meetings (continuing), school based surveys (continuing), open door policy (continuing), monthly SIT meetings (continuing), monthly Committee Meetings (continuing)   |   |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 4) Wiley's Ethos, Community and Hospitality Committee will continue to work to plan events to build a sense of community amongst parents, students and staff. They will plan Social Activities to promote staff morale.  |   |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 5) Wiley administration will work with Human Resources and Mission Possible to recruit, retain and reward staff members that are a "fit" for Wiley and understand the students and community that the school serves as well as the requirements of the position. Additional teaching positions will be paid for out of Title I. Title I paid teachers will be provided with sub as needed. Current staff and new teachers will attend orientation (as needed each year) and work on developing curriculum prior to the start of the school year so that they are well prepared to teach at Wiley. Teachers are paid incentives for recruitment and retention as well as for their additional days and hours of work. | Strategies to recruit, hire and retain highly qualified teachers to high needs schools. | Reading & Math                             | Salary - Substitute Pay (Not Professional Development)                             | 3-5330-050-162 | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 6) Opportunities for teachers to engage in leadership will continue to occur through the work of Wiley's Committees structure. Wiley has 5 Committees (Literacy & Media, Math & Science, PBIS-School Safety and Character, Ethos-Community & Hospitality and Technology & Student Engagement). These committees meet monthly in order to organize school-wide initiatives that are designed to meet the goals of the SIP. Committees review and analyze school-wide data for their areas in order to address concerns and plan strategic responses to the data.  |   |  |  |                | \$0.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B  |  |  |   |             |        |   |   |             |        |   |   |             |              |   |        |
|--|--|--|---|-------------|--------|---|---|-------------|--------|---|---|-------------|--------------|---|--------|
| 7) Teacher Leaders have been identified and asked about leading initiatives, professional development, and providing input for decision making. All Wiley staff will receive on-going professional development in the areas of most need and based upon surveys. |  |  |   |             | \$0.00 |   |   |             |        | \$0.00  |   |             |              | \$0.00                                      | \$0.00 |
| 8) Staff members will hold each other accountable for fulfilling expectations for excellence and demonstrating positivity.   |  |  |   |             | \$0.00 |   |   |             |        | \$0.00  |   |             |              | \$0.00                                      | \$0.00 |
| 9)Wiley will ensure that all staff are highly qualified. We will provide assistance (as needed/with discretion) for additional course work or credits that staff need to earn.   | Instruction by Highly Qualified Teachers   |  |   |             | \$0.00 |   |   |             |        | \$0.00  |   |             |              | \$0.00                                      | \$0.00 |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)   |  | Addresses<br>Reading,<br>Math, or<br>Reading &<br>Math | Budget Category 1<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 2<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 3<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount       | Total Federal<br>Funding for<br>Action Step |        |
| 10) Leadership Training  |  | Select from<br>drop down                               | Select budget category from<br>drop down menu   |             | \$0.00 | Select from<br>drop down                            | Select budget category from<br>drop down menu   |             | \$0.00 |   | Select budget category from<br>drop down menu   |             | \$0.00       | \$0.00                                      |        |
| 11) NC Teacher Evaluation System Training  |  |  |   |             | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |        |
| 12)  |  |  |   |             | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |        |
| Parent Involvement Action Steps  | Title I Parent Involvement Component   | Addresses<br>Reading,<br>Math, or<br>Reading &<br>Math | Budget Category 1<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 2<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 3<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount       | Total Federal<br>Funding for<br>Action Step |        |
| 13)  | You may select more than one component from the following components -<br>Components 1-13 are required.<br>Components 14-21 are OPTIONAL | Select from<br>drop down<br>menu                       | Select budget category from<br>drop down menu   |             | \$0.00 | Select from<br>drop down<br>menu                    | Select budget category from<br>drop down menu   |             | \$0.00 |   | Select budget category from<br>drop down menu   |             | \$0.00       | \$0.00                                      |        |
| 14)  |  |  |   |             | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |        |
| 15)  |  |  |   |             | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |        |
|  |  |  |   |             |        |   |   |             |        |   |   |             | Subtotal #2: | \$0.00                                      |        |

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

Improvement Strategy #3

Provide a positive learning environment while actively involving families and the community

| Provide a positive learning environment while actively involving families and the community  | Title I Schoolwide Component | #1   |  |                |         | #2   |  |             |        | #3   |  |             |        | Total Federal Funding for Action Step |
|--|------------------------------|--|--|----------------|---------|--|--|-------------|--------|--|--|-------------|--------|---------------------------------------|
|  |                              | Addresses Reading, Math, or Reading & Math | Budget Category 1 (May select up to three Budget Categories for each action step.) | Budget Code    | Amount  | Addresses Reading, Math, or Reading & Math | Budget Category 2 (May select up to three Budget Categories for each action step.) | Budget Code | Amount | Addresses Reading, Math, or Reading & Math | Budget Category 3 (May select up to three Budget Categories for each action step.) | Budget Code | Amount |                                       |
| 1) Wiley will maintain a positive environment by providing quality customer service to all parents and visitors. Parents will feel welcomed and and treated with respect at Wiley. All staff members will properly greet visitors, ask them if they need help and provide them with assistance as needed.  | Select from drop down menu   | Select from drop down menu                 | Select budget category from drop down menu   |                | \$0.00  |  | Select budget category from drop down menu   |             | \$0.00 |  | Select budget category from drop down menu   |             | \$0.00 | \$0.00                                |
| 2) Parents will be kept informed of upcoming events, school news and deadlines via newsletters, ConnectEd, Twitter, Facebook, Group Text, Bulletin boards/displays, postcards, teacher phone calls, face to face and Flims. Communication will occur frequently.   |                              | Reading & Math                             | Printing & Binding   | 3-5330-050-314 | \$50.00 |  |  |             |        |  |  |             | \$0.00 | \$50.00                               |
| 3) Wiley will continue to host events that allow parents to have input and provide them with recognition for their contributions. These events include: Coffee and Curriculum with the Principal, Doughnuts for Dad, Muffins for Mom, Grandparents Day, Volunteer Appreciation, etc. Wiley will continue its Volunteer of the Month recognition board.   | Schoolwide Reform Strategies |  | Parent - Other Food Purchases  | 3-5880-050-459 | \$0.00  |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 4) Wiley's full time social worker will provide support and resources to our Wiley families. Support includes access to our on-site Food Pantry. Referrals to agencies, monitoring of attendance/tardies, home visits, Wiley's Parent Store,   |                              |  |  |                | \$0.00  |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 5) Wiley will maintain its Parent Resource Center space. Wiley will work to strengthen the relationships between parents and the school while facilitating parent events. The Parent Resource Center will provide parents with a space that contains computers, books, and resources that they need and/or request. Professional development workshops for parents will be offered through the NCPIRC. | Schoolwide Reform Strategies | Reading & Math                             | Parent - Supplies & Materials  | 3-5880-050-411 | \$20.00 |  |  |             | \$0.00 |  |  |             | \$0.00 | \$20.00                               |
| 6) Wiley will hold mandatory 1st and 3rd quarter conferences so that parents remain abreast of their child's academic progress. Teachers will be required to conference with parents.  |                              |  |  |                | \$0.00  |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 7) Build new community partnerships to support our school needs and service learning initiatives. We will continue to foster our partnerships with Evonik, Syngenta, Caldwell Community Center, United Way, Lorillard, Local Churches, Lincoln Financial, An Attitude of Gratitude, etc. while working to build others.  |                              |  |  |                | \$0.00  |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |
| 8) Wiley's Leadership will work to shift the reputation of the school through positive press, public relations, inviting visitors to the school, and making connections with the community.  |                              |  |  |                | \$0.00  |  |  |             | \$0.00 |  |  |             | \$0.00 | \$0.00                                |

| 2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B  |  |  |   |                |        |   |   |             |        |   |   |             |              |   |
|--|--|--|---|----------------|--------|---|---|-------------|--------|---|---|-------------|--------------|---|
| 9) School atmosphere will be maintained with colorful displays, adequate furniture and resources to appeal to students, parents and the community. Wiley's Parent Resource Center will be maintained with fidelity. The Parent Resource center houses a meeting/workspace and technology that parents can utilize. |  |  |   |                | \$0.00 |   |   |             |        | \$0.00  |   |             | \$0.00       | \$0.00                                      |
| Professional Development Action Steps<br>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)   |  | Addresses<br>Reading,<br>Math, or<br>Reading &<br>Math | Budget Category 1<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code    | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 2<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 3<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount       | Total Federal<br>Funding for<br>Action Step |
| 10) Wiley's annual staff, community walk   |  | Select from<br>drop down<br>menu                       | Select budget category from<br>drop down menu   |                | \$0.00 | Select from<br>drop down<br>menu                    | Select budget category from<br>drop down menu   |             | \$0.00 |   | Select budget category from<br>drop down menu   |             | \$0.00       | \$0.00                                      |
| 11) Poverty Training   |  |  |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 12)  |  |  |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| Parent Involvement Action Steps  | Title I Parent Involvement Component   | Addresses<br>Reading,<br>Math, or<br>Reading &<br>Math | Budget Category 1<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code    | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 2<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount | Addresses<br>Reading, Math,<br>or Reading &<br>Math | Budget Category 3<br>(May select up to three<br>Budget Categories for each<br>action step.) | Budget Code | Amount       | Total Federal<br>Funding for<br>Action Step |
| 13) Parent attendance at educational conferences and professional development.   | 9) Provide materials and training to help parents work with their children to improve achievement. | Reading &<br>Math                                      | Parent - Professional<br>Development  | 3-5880-050-312 | \$0.00 |   | Select budget category from<br>drop down menu   |             | \$0.00 |   | Select budget category from<br>drop down menu   |             | \$0.00       | \$0.00                                      |
| 14)  |  |  |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
| 15)  |  |  |   |                | \$0.00 |   |   |             | \$0.00 |   |   |             | \$0.00       | \$0.00                                      |
|  |  |  |   |                |        |   |   |             |        |   |   |             | Subtotal #3: | \$70.00                                     |

# 2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Wiley Elementary**  
Principal: Tavy Fields  
LEA: Guilford County Schools (410)

School Number: **598**

|                    |              |
|--------------------|--------------|
| PRC 050 Allocation | \$148,210.73 |
|--------------------|--------------|

|  |
|--|
| Parent Involvement Set-Aside           |
| \$2,665.73                             |
| Budgeted Parent Involvement            |
| \$2,685.73                             |
| Great! You have met your PI Set-Aside. |

|  |
|--|
| Professional Development Set-Aside     |
| \$4,366.35                             |
| Budgeted Professional Development      |
| \$21,130.82                            |
| Great! You have met your PD Set-Aside. |

| PI<br>PD* | PRC 050<br>BUDGET CODE | ACCOUNT NAME   | 050 CURRENT<br>BUDGET          |
|-----------|------------------------|--|--------------------------------|
|           | 3-5320-050-131-        | 598 Salary - Social Worker                                 | \$0.00                         |
|           | 3-5320-050-181-        | 598 Payroll - Supplementary Pay (5320)                     | \$0.00                         |
|           | 3-5320-050-184-        | 598 Payroll - Longevity Pay (5320)                         | \$0.00                         |
|           | 3-5320-050-211-        | 598 Payroll - Social Security/FICA (5320)                  | \$0.00                         |
|           | 3-5320-050-221-        | 598 Payroll - Retirement (5320)                            | \$0.00                         |
|           | 3-5320-050-231-        | 598 Payroll - Hospitalization Ins. (5320)                  | \$0.00                         |
|           | 3-5330-050-121-        | 598 Salary - Teacher                                       | \$48,972.00                    |
| PD        | 3-5330-050-125-        | 598 Salary - New Teacher Orientation                       | \$0.00                         |
|           | 3-5330-050-135-        | 598 Salary - Lead Teacher/Curriculum Facilitator           | \$0.00                         |
|           | 3-5330-050-142-        | 598 Salary - Teacher Assistant                             | \$0.00                         |
|           | 3-5330-050-143-        | 598 Salary - Tutor (Daytime)                               | \$36,750.00                    |
|           | 3-5330-050-144-        | 598 Salary - Translator/Interpreter                        | \$0.00                         |
|           | 3-5330-050-162-        | 598 Salary - Substitute Pay (NOT Professional Development) | \$928.94                       |
| PD        | 3-5330-050-163-        | 598 Salary - Substitute Pay (Professional Development)     | \$464.47                       |
|           | 3-5330-050-181-        | 598 Payroll - Supplementary Pay (5330)                     | \$6,455.40                     |
|           | 3-5330-050-184-        | 598 Payroll - Longevity Pay (5330)                         | \$0.00                         |
| PD        | 3-5330-050-191-        | 598 Salary - Other Assignment (EEA) Curriculum Development | \$0.00                         |
| PD        | 3-5330-050-196-        | 598 Staff Dev Participant (Stipend)                        | \$0.00                         |
| PD        | 3-5330-050-197-        | 598 Staff Dev Instructor (Stipend)                         | \$0.00                         |
|           | 3-5330-050-211-        | 598 Payroll - Social Security/FICA (5330)                  | \$7,158.17                     |
|           | 3-5330-050-221-        | 598 Payroll - Retirement (5330)                            | \$8,685.47                     |
|           | 3-5330-050-231-        | 598 Payroll - Hospitalization Ins. (5330)                  | \$8,218.50                     |
|           | 3-5330-050-311-        | 598 Contracted Services - Supplemental                     | \$0.00                         |
| PD        | 3-5330-050-312-        | 598 Staff Dev/Workshop Expenses**                          | \$20,666.35                    |
|           | 3-5330-050-314-        | 598 Printing & Binding                                     | \$50.00                        |
|           | 3-5330-050-326-        | 598 Contracted Repairs & Maintenance - Equipment           | \$0.00                         |
|           | 3-5330-050-333-        | 598 Field Trips  | \$0.00                         |
| PD        | 3-5330-050-352-        | 598 Tuition Fees to Meet Highly Qualified Status           | \$0.00                         |
| PD        | 3-5330-050-361-        | 598 Membership Dues & Fees                                 | \$0.00                         |
|           | 3-5330-050-411-        | 598 Supplies & Materials                                   | \$14,700.00                    |
|           | 3-5330-050-414-        | 598 Library Books  | \$0.00                         |
|           | 3-5330-050-418-        | 598 Computer Software & Supplies                           | \$0.00                         |
|           | 3-5330-050-461-        | 598 Furniture and Equipment - Inventoried                  | \$0.00                         |
|           | 3-5330-050-462-        | 598 Computer Equipment                                     | \$0.00                         |
|           | 3-5330-050-541-        | 598 Furniture and Equipment - Capitalized                  | \$0.00                         |
|           | 3-5330-050-542-        | 598 Computer Hardware - Capitalized                        | \$0.00                         |
|           | 3-5350-050-121-        | 598 Summer School/Kindercamp/K Home Visits                 | \$0.00                         |
|           | 3-5350-050-192-        | 598 Salary - Additional Responsibilities (EEA)             | \$0.00                         |
|           | 3-5350-050-198-        | 598 Salary - Tutor (After Hours)                           | \$0.00                         |
|           | 3-5350-050-211-        | 598 Payroll - Social Security/FICA (5350)                  | \$0.00                         |
|           | 3-5350-050-221-        | 598 Payroll - Retirement (5350)                            | \$0.00                         |
|           | 3-5830-050-131-        | 598 Salary - Guidance Counselor                            | \$0.00                         |
|           | 3-5830-050-181-        | 598 Payroll - Supplementary Pay (5830)                     | \$0.00                         |
|           | 3-5830-050-184-        | 598 Payroll - Longevity Pay (5830)                         | \$0.00                         |
|           | 3-5830-050-211-        | 598 Payroll - Social Security/FICA (5830)                  | \$0.00                         |
|           | 3-5830-050-221-        | 598 Payroll - Retirement (5830)                            | \$0.00                         |
|           | 3-5830-050-231-        | 598 Payroll - Hospitalization Ins. (5830)                  | \$0.00                         |
|           | 3-5860-050-146-        | 598 Salary - Technology Assistant                          | \$0.00                         |
|           | 3-5860-050-184-        | 598 Payroll - Longevity Pay (5860)                         | \$0.00                         |
|           | 3-5860-050-211-        | 598 Payroll - Social Security/FICA (5860)                  | \$0.00                         |
|           | 3-5860-050-221-        | 598 Payroll - Retirement (5860)                            | \$0.00                         |
|           | 3-5860-050-231-        | 598 Payroll - Hospitalization Ins. (5860)                  | \$0.00                         |
|           | 3-5880-050-146-        | 598 Salary - Parent Inv/CIS/Youth Coord                    | \$0.00                         |
|           | 3-5880-050-184-        | 598 Payroll - Longevity Pay (5880)                         | \$0.00                         |
| PI        | 3-5880-050-197-        | 598 Parent - Instructor Stipend                            | \$0.00                         |
|           | 3-5880-050-211-        | 598 Payroll - Social Security/FICA (5880)                  | \$0.00                         |
|           | 3-5880-050-221-        | 598 Payroll - Retirement (5880)                            | \$0.00                         |
|           | 3-5880-050-231-        | 598 Payroll - Hospitalization Ins. (5880)                  | \$0.00                         |
| PI        | 3-5880-050-311-        | 598 Parent - Contracted Services                           | \$0.00                         |
| PI        | 3-5880-050-312-        | 598 Parent - Professional Development                      | \$0.00                         |
| PI        | 3-5880-050-342-        | 598 Parent - Postage                                       | \$0.00                         |
| PI        | 3-5880-050-411-        | 598 Parent - Supplies & Materials                          | \$20.00                        |
| PI        | 3-5880-050-459-        | 598 Parent - Other Food Purchases                          | \$2,665.73                     |
|           | 3-6550-050-331-        | 598 Pupil Transportation - Contracted                      | \$0.00                         |
|           |                        |  | \$155,735.02 TOTAL BUDGET      |
|           |                        |  | (\$7,524.29) DIFFERENCE        |
|           |                        |  | (red)=overbudget               |
|           |                        |  | black=underbudget/balanced     |
|           |                        |  | \$79,489.54 Position Total     |
|           |                        |  | \$76,245.48 Non-Position Total |

\*\*Staff Development/Workshop Expenses Subcodes:

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

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

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

## 2014-16 SCHOOL SAFETY CHECKLIST

**School Name:**

**Wiley Elementary**

**School Number: 598**

**School Address:**

600 West Terrell St., Greensboro, NC 27406

**Principal:**

Tavy Fields

| Task   | Staff Responsible for Completing Task | Frequency   | Completion Date(s) |
|--|---------------------------------------|-------------|--------------------|
| Update School Crisis Kit   | Chelsea Smith                         | Annually    | Summer 2015        |
| Pre-Crisis Checklist   | Chelsea Smith                         | Annually    | Summer 2015        |
| After Hours Emergency Contact List   | Chelsea Smith                         | Annually    | Summer 2015        |
| Register Principal for Sex-Offender Registry Notifications                     | Tavy Fields                           | Annually    | Summer 2013        |
| Diabetic Training for Staff  | Anita Alday                           | Annually    | Sep-15             |
| Distribute/Explain Crisis Plan to Staff  | Chelsea Smith                         | Annually    | 8/5/2014           |
| Distribute/Explain Code of Conduct   | Administrative Team                   | Annually    | Summer 2015        |
| Tornado Drill  | Chelsea Smith                         | Annually    |                    |
| Conduct Student Safety Perception Survey                                       | Candice Ricks                         | Annually    | Spring 2016        |
| Train staff on Emergency Notification Network deployment                       | Chelsea Smith                         | Annually    | Summer 2015        |
| Lock-down Drills   | Chelsea Smith                         | Bi-Annually |                    |
| Safety Inspection  | Crisis Team                           | Bi-Annually | Summer 2015        |
| Alternate Route Fire Drill   | Chelsea Smith                         | Bi-Annually | Summer 2015        |
| Playground Inspection  | Sherry Wyche                          | Bi-Annually | Summer 2015        |
| Fire Drill / Sanitation Inspection   | Chelsea Smith                         | Monthly     | Monthly            |
| Fire Extinguishers Inspection  | Fire Marshall Office                  | Monthly     | Monthly            |
| Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents | PBIS Team                             | Monthly     | Monthly            |
| Automated External Defibrillator (AED) Inspection                              | Anita Alday                           | Monthly     | Monthly            |
| Discipline Incidents in PowerSchool  | Chelsea Smith                         | Ongoing     |                    |
| Volunteer Background Checks  | Christian Ryan                        | Ongoing     |                    |
| Monitor Visitor Check-In   | Front Office Staff                    | Ongoing     |                    |
| Monitor Arrival and Dismissal of Students                                      | Wiley Staff                           | Ongoing     |                    |
| Monitor Sex Offender Registry  | Tavy Fields                           | Ongoing     |                    |
| Out-of-State and Overnight Field Trip Approval by Superintendent's Designee    | Tony Watlington                       | Ongoing     |                    |



## 2014-16 SCHOOL SAFETY CHECKLIST

|  |  |  |  |
|--|--|--|--|
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## RESOURCE MATERIALS

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