



Low Performing School Addendum

School Location: **Sedgefield Elementary**

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

- Goal 1: By June 2016, increase literacy achievement among all students as identified by the NC EOG test from 33.3% to 49.9%.
- Goal 2: By June 2016, increase math achievement among all students as identified by the NC EOG test from 35.6% to 56.8% with a specific focus on reducing the achievement disparity between AA subgroups and all students from 38.1% to 51.8%.
- Goal 3: By June 2016, increase reading proficiency among our African American students as identified by the NC EOG test from 28.6% to 49.7%.

Regional Support:

The regional office will provide

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

Central Office Support:

Central Office based Curriculum and Instruction staff has prioritized standards and revised pacing guides in tested subjects and grades based on NCDPI test specifications. This creates more targeted and purposeful instruction aligned with state summative assessments. Low performing schools will complete diagnostic assessments linked to pacing in tested subject areas. As a result, schools will be able to provide targeted standard-level remediation to students. Additionally, several members of our central office based curriculum team have been placed in our four regions so that low performing schools receive additional support in the areas of literacy, math and science. Two district wide

Learning Conferences are scheduled in the fall and spring for teachers that will focus specifically on instructional strategies to maximize student outcomes. Teachers will be able to take strategies directly back to their classrooms for immediate implementation.

2014-16 SCHOOL IMPROVEMENT PLAN

School Name	Sedgefield Elementary	School Number	538
School Address	2905 Groomtown Rd., Greensboro, NC 27407		
Principal	Michele Meley		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	9-Sep-14		
Date of Last Review/Update	19-Nov-15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement
Vision At Sedgefield, we believe all children can learn in a positive, nurturing, and diverse environment. We strive to enhance students' academic, social, emotional, and physical development. Students will be actively engaged in rigorous and relevant learning opportunities that continuously promote high achievement. All staff shall be committed to teaching high quality, 21st century standards and expectations to support student growth and success. Through collaborative partnerships with our community, we will model service, honesty, respect, and other positive character traits. We will prepare our students to compete in a global economy that demands innovation.
Mission Statement Sedgefield Elementary School is part of a culturally diverse learning environment, where children can achieve their highest potential in a positive and nurturing atmosphere. In collaboration with parents and community, we provide our students with meaningful learning opportunities to become responsible citizens and lifelong learners.
District and State Goal Alignment
Guilford County Schools Strategic Plan 2016, Area I: Personalized Learning <i>Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.</i> Guilford County Schools Strategic Plan 2016, Area II: Character, Service and Safety <i>Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.</i> Guilford County Schools Strategic Plan 2016, Area III: Parent, Family and Community <i>Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.</i> Guilford County Schools Strategic Plan 2016, Area IV: Educator and Organizational Excellence <i>Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.</i> <i>Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.</i>

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Michele Meley	29-May-15	
Curriculum Facilitator	Katrina Daniel	29-May-15	2014-2015 - 2015-2016
Pre-K Representative	Natalee Hardin	29-May-15	2014-2015 - 2015-2016
Kindergarten Representative	Dawn Craven	replacement	2015-2016
First grade Representative	April Wilson	29-May-15	2014-2015 - 2015- 2016
Second grade Representative	Kathy Lebby	29-May-15	2014-2015 - 2015 - 2016
Third grade Representative	Melissa Cholewa	29-May-15	2015 - 2016 - 2016-2017
Fourth grade Representative	Christie Ganshert	29-May-15	2014 - 2015 - 2015 - 2016
Fifth grade Representative	Holly Daniel	29-May-15	2014-2015 - 2015 - 2016
Teacher Assistant Representative	Cassie Usry	29-May-15	2015-2016 - 2016-2017
Exceptional Children Representative	Mindy Hathaway	29-May-15	2014 - 2015 - 2015 - 2016
Guidance Counselor Representative	Ricky Lewis	replacement	2015-2016
English as a Second Language Representative	Ana Wells	29-May-15	2014 - 2015 - 2015 - 2016
Instructional Support Staff Representative	Lori Kirk	29-May-15	2014 - 2015 - 2015 - 2016
Parent Representative	Herminia Juarez	29-May-15	2014 - 2015 - 2015 - 2016

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

Guilford County Schools Strategic Plan 2016

School Targets - End of Grade Scores

410538

Sedgefield Elementary

Select your school code using the drop-down menu in column A above. Once you have selected your school code, your school name will appear in the grey box above and targets for your school will populate automatically.

TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	28.4	35.6	42.7	49.9	57.0	64.2
AMERICAN INDIAN						
ASIAN	45.8	51.2	56.6	62.1	67.5	72.9
BLACK	28.2	35.4	42.6	49.7	56.9	64.1
HISPANIC	22.7	30.4	38.2	45.9	53.6	61.4
2 OR MORE RACES	22.2	30.0	37.8	45.5	53.3	61.1
WHITE	36.4	42.8	49.1	55.5	61.8	68.2
EDS	27.1	34.4	41.7	49.0	56.3	63.6
LEP	15.9	24.3	32.7	41.1	49.5	58.0
SWD	5.0	14.5	24.0	33.5	43.0	52.5
AIG	71.7	74.5	77.4	80.2	83.0	85.9
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	38.3	44.5	50.6	56.8	63.0	69.2
AMERICAN INDIAN						
ASIAN	62.5	66.3	70.0	73.8	77.5	81.3
BLACK	31.2	38.1	45.0	51.8	58.7	65.6
HISPANIC	36.4	42.8	49.1	55.5	61.8	68.2
2 OR MORE RACES	44.4	50.0	55.5	61.1	66.6	72.2
WHITE	54.5	59.1	63.6	68.2	72.7	77.3
EDS	37.3	43.6	49.8	56.1	62.4	68.7
LEP	30.4	37.4	44.3	51.3	58.2	65.2
SWD	19.0	27.1	35.2	43.3	51.4	59.5
AIG	91.3	92.2	93.0	93.9	94.8	95.7
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	30.0	37.0	44.0	51.0	58.0	65.0
AMERICAN INDIAN						
ASIAN	50.0	55.0	60.0	65.0	70.0	75.0
BLACK	25.0	32.5	40.0	47.5	55.0	62.5
HISPANIC	33.3	40.0	46.6	53.3	60.0	66.7
2 OR MORE RACES						
WHITE	40.0	46.0	52.0	58.0	64.0	70.0
EDS	30.0	37.0	44.0	51.0	58.0	65.0
LEP	13.6	22.2	30.9	39.5	48.2	56.8
SWD	11.8	20.6	29.4	38.3	47.1	55.9
AIG	71.4	74.3	77.1	80.0	82.8	85.7

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

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

The data indicates that 4th grade made growth in reading in meeting our EOG goals. Our 3rd grade made growth in math in meeting our EOG goals and we exceeded our target goal for 5th grade Science. While composite scores are not yet available, we anticipate showing overall growth due to our great gains in Science. 2014-2015 preliminary data results are 33.3% Proficient in Reading; 35.6% in Math and 71.6% in Science.

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

Sedgefield need to address instructional planning, teaching, and evaluating. We need to address our achievement gaps and also increase the rigor and expectations for all students.

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

Data is missing in the area of Math prior to third grade EOG. We recognize the need for a more comprehensive baseline to use at the beginning of the year. Bridging the gap between the reading data from 3rd to 4th and 5th. Assessment measures are not equal (DIBELS vs Fountas & Pinnell).

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

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

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) Reading/Language Arts
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, increase literacy achievement among all students as identified by the NC EOG test from 33.3% to 49.9%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

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

IMPROVEMENT STRATEGY #1

Improvement Strategy #1 - We will disaggregate student data by Individual and subgroups to improve instruction for every student.

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) Bi-Weekly Professional Learning Community (PLC) discussions			\$0.00	\$0.00	\$0.00	\$0.00
2) Data-driven groups will be formed (Guided Reading, Leveled Literacy Intervention, I/E groups)	Title I	AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
3) Staff will collaborate to plan, teach, and evaluate for student success.			\$0.00	\$0.00	\$0.00	\$0.00
4) Grade level common assessments will be created and shared			\$0.00	\$0.00	\$0.00	\$0.00
5) Evidence of data will be used and maintained.			\$0.00	\$0.00	\$0.00	\$0.00
6) Work with Allen Middle school to schedule tours, attend student assembly and schedule parent conferences as needed for rising 6th graders.			\$0.00	\$0.00	\$0.00	\$0.00
7) Classroom teachers will determine top five priority students for intensive monitoring.			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			\$0.00	\$0.00	\$0.00	\$0.00
10) IST training will be arranged by grade level facilitators			\$0.00	\$0.00	\$0.00	\$0.00
11) Training for implementing data usage will be provided including TE-21.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Training for implementing data usage in conjunction with daily planning	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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.			\$0.00	\$0.00	\$0.00	\$0.00
13) Invite parents to PLC discussions concerning their individual child			\$0.00	\$0.00	\$0.00	\$0.00
14) Invite parents in for conferences for data discussions with teacher concerning their individual child and sign Title I compacts.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

15) Work with Allen Middle school to schedule tours, attend student assembly and schedule parent conferences as needed for rising 6th graders.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
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PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

IMPROVEMENT STRATEGY #2

Improvement Strategy #2 - Create a plan for personalized small group instruction that is focused and driven by data.

[illegible]

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Improvement Strategy #3 - Implement additional research-based strategies for expository Reading and Writing.

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) Provide a designated time in the schedule for both core reading instruction and writing with evidence in lesson plans for writing across the curriculum	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Implement a plan for students to explain their thinking (reading response journals, etc.)			\$0.00	\$0.00	\$0.00	\$0.00
3) Provide research-based instructional strategies such as, Keys to Literacy, for improving student learning in reading and writing			\$0.00	\$0.00	\$0.00	\$0.00
4) Provide explicit instruction for writing expectations and expect and provide student feedback for writing and higher order questioning.			\$0.00	\$0.00	\$0.00	\$0.00
5) Provide grade level service learning projects to enhance reading, writing and research skills.			\$0.00	\$0.00	\$0.00	\$0.00
6) Provide parents with information to support Sedgfield's literacy goals			\$0.00	\$0.00	\$0.00	\$0.00
7) Increase inventory of supplies and materials to differentiate instruction to purchase supplemental resources for reading, writing and higher order questioning such as but not limited to subscriptions, books or classroom manipulatives.	Title I		\$6,065.17	\$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) In-house professional development for PK-5th grade for literacy and writing across the curriculum			\$0.00	\$0.00	\$0.00	\$0.00
11) Support classroom teachers with research-based strategies for expository reading/writing (PACE)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Allocated to Support Action Step				
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) Reading Night for parents to see/hear accomplishments of children's' reading and writing as well as regular conferences to discuss their child's learning progression. We will purchase a dinner for the family to come to reading night.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
15) Home Reading Log/Home Writing Connection to encourage parental reading/writing interactions with children	Title I		\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
We will use Reading 3-D data, Pre and Post Assessment data, grade level PLC notebooks, professional development attendance logs, and results of common assessments at the various grade levels. We will have lesson plan documents as artifacts as well as a schedule indicating set-aside time for our priorities.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will use the above mentioned data to assess progress toward our goal.						

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?)

The data shows that we need to continue to work on our current strategies. Data is discussed and desegregated during weekly PLC's. Intervention/Enrichment groups are addressing the needs of our struggling readers and we continue to use researched based programs like LLI (Leveled Literacy Instruction) to increase literacy proficiency. We are below the district mean percent correct for 3rd-5th.

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

The data shows that we need to continue to work on our current strategies. Data is discussed and desegregated during weekly PLC's. Intervention/Enrichment groups are addressing the needs of our struggling readers and we continue to use researched based programs like LLI (Leveled Literacy Instruction) to increase literacy proficiency. We are below the district mean percent correct for 3rd-5th. We are making plans to continue the support and interventions to move with the child through the different grade levels.

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

Refer to data analysis tab.

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

3rd grade BOG-data reflects that 86% of 3rd grade students are below grade level. TRC data reflects the following : 3rd (90% of students below grade level), 4th (88% of students below grade level) 5th (85% of students below grade level). GCS Pre-assessment (administered during first 10 days of school) reflect the following: 3rd grade (Did not test due to BOG/Cogat) 4th 42%, 5th grade 44%. K-2 TRC data reflects the following K -(87% of students below grade level) 1st (67% of students below grade level) 2nd (84% below grade level). Our DIBELS progress monitoring data shows that most students are being responsive to interventions.

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 need to continue to monitor our current reading progress through appropriate assessments and regroup students based on needed changes.

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

We need to continue to monitor our current reading progress through appropriate assessments and regroup students based on needed changes.

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

Refer to strategies and action steps above.

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

We will continue to monitor our students reading progress through DIBELS benchmarks and progress monitoring. We will continue to support our most needy (priority) students with interventions and re-group as needed. Higher order thinking and written response will continue to be a focus.

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:		Sedgefield Elementary				School Number:		538						
Principal:		Michele Meley												
LEA Name/Number:		Guilford County Schools (410)												
Priority Area 1														
1B) Reading/Language Arts														
Improvement Strategy #1														
Improvement Strategy #1 - We will disaggregate student data by individual and subgroups to improve instruction for every student.														
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) Bi-Weekly Professional Learning Community (PLC) discussions	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
2) Data-driven groups will be formed (Guided Reading, Leveled Literacy Intervention, I/E groups)	Including teachers in decisions regarding the use of assessments	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Staff will collaborate to plan, teach, and evaluate for student success.	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Grade level common assessments will be created and shared	Including teachers in decisions regarding the use of assessments	Reading			\$0.00				\$0.00				\$0.00	\$0.00
5) Evidence of data will be used and maintained.	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Work with Allen Middle school to schedule tours, attend student assembly and schedule parent conferences as needed for rising 8th	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Classroom teachers will determine top five priority students for intensive monitoring.					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
0					\$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) IST training will be arranged by grade level facilitators		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
11) Training for implementing data usage will be provided including TE-21.		Reading			\$0.00				\$0.00				\$0.00	\$0.00
12) Training for implementing data usage in conjunction with daily planning		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Invite parents to PLC discussions concerning their individual child	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Invite parents in for conferences for data discussions with teacher concerning their individual child and sign Title I compacts.	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children. 7) Develop School-Parent compacts.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B												
15) Work with Allen Middle school to schedule tours, attend student assembly and schedule parent conferences as needed for rising 6th graders.	14) Involve parents in the development for training for teachers, principals, and educators to improve the effectiveness of the training. (OPTIONAL)	Reading & Math			\$0.00				\$0.00			
											Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Improvement Strategy #2 - Create a plan for personalized small group instruction that is focused and driven by data.

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 create daily lesson plans for personalized small groups based on data	Activities for children experiencing difficulty	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Personalized small group strategies will be implemented daily as planned.	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Utilize Reading A-Z and Fluency as resources for personalized small groups and individual practice	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Utilize available specialists and LLI interventionists to provide support for personalized small group instruction	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
0					\$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) On-going training/support provided by staff		Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) On-going district training with the Instructional Framework		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12) On-going professional development throughout the year provided by PACE consultant		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$4,800.00				\$0.00				\$0.00	\$4,800.00
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) Organize a Lunch-n-Learn session for parents to inform of helpful strategies to use at home for Reading/Language Arts Lunch will be provided.	2) Offer a flexible number of meetings. 4) Provide timely information to parents through various methods, (i.e. web pages, newsletters, ConnectEd, Parent Nights). 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 5) Provide regular opportunities for parents to meet with school staff. 9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$419.85	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$419.85
14) Utilize the We Both Read series to encourage parental involvement with reading	5) Provide regular opportunities for parents to meet with school staff. 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. 9) Provide materials and training to help parents work with their children to improve achievement.	Reading	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$5,219.85

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Improvement Strategy #3 - Implement additional research-based strategies for expository Reading and Writing.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Provide a designated time in the schedule for both core reading instruction and writing with evidence in lesson plans for writing across	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Implement a plan for students to explain their thinking (reading response journals, etc.)	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Provide research-based instructional strategies such as, Keys to Literacy, for improving student learning in reading and	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Provide explicit instruction for writing expectations and expect and provide student feedback for writing and higher order	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading			\$0.00				\$0.00				\$0.00	\$0.00
5) Provide grade level service learning projects to enhance reading, writing and research skills.	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Provide parents with information to support Sedgfield's literacy goals	Coordination & Integration of Federal, State, and Local Services	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Increase inventory of supplies and materials to differentiate instruction to purchase supplemental resources for reading, writing and higher order questioning such as but not limited to subscriptions, books or classroom manipulatives.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math	Supplies & Materials	3-5330-050-411	\$6,065.17				\$0.00				\$0.00	\$6,065.17
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) In-house professional development for PK-5th grade for literacy and writing across the curriculum		Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Support classroom teachers with research-based strategies for expository reading/writing (PACE)		Reading			\$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)			Select budget category from		\$0.00	Select from	Select budget category from		\$0.00	Select from	Select budget category from		\$0.00	\$0.00
14) Reading Night for parents to see/hear accomplishments of children's reading and writing as well as regular conferences to discuss their child's learning progression. We will purchase a dinner for the family to come to reading night.	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading	Parent - Other Food Purchases	3-5880-050-459	\$1,500.00				\$0.00				\$0.00	\$1,500.00
15) Home Reading Log/Home Writing Connection to encourage parental reading/writing interactions with children	6) Provide for parent comments and feedback on the content of the schoolwide program plan.	Reading			\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$7,565.17

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Priority Area 2	2B) Math
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, increase math achievement among all students as identified by the NC EOG test from 35.6% to 56.8% with a specific focus on reducing the achievement disparity between AA subgroups and all students from 38.1% to 51.8%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

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

IMPROVEMENT STRATEGY #1

Improvement Strategy #1 - We will use individualized student data to drive instruction and improve small group math interventions.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Utilize a beginning of the year common assessment to establish a baseline and use data to establish personalized learning groups			\$0.00	\$0.00	\$0.00	\$0.00
2) Implement both whole group and small group instruction for Math	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will create and maintain evidence of student data			\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will create on-going common assessments to chart growth over time			\$0.00	\$0.00	\$0.00	\$0.00
5) Utilize the NCDPI tasks/materials by standard to establish indicated level of rigor			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) On-going PLC conversations concerning individual student progress with Math	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) In-house training on building rigor and going deep with individual skills.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

13) Invite parents to attend a Math Night for students to showcase their Math progress	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
14) Homework support from parents to support previously learned skills/concepts	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Convene an Annual Title I Meeting/Open House to discuss schoolwide expectations.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Improvement Strategy #2 - Creating and implementing personalized learning environments for Math

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) Have scheduled time for small group Math instruction			\$0.00	\$0.00	\$0.00	\$0.00
2) Develop an accountability system for work completed individually and in small groups			\$0.00	\$0.00	\$0.00	\$0.00
3) Create rigorous and meaningful Math activities aligned with standards	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Increase calculator usage and technology with Math.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Justify critical thinking in Math through writing opportunities			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Share strategies/ideas for personalized learning environments and accountability during PLC time			\$0.00	\$0.00	\$0.00	\$0.00
11) Schedule opportunities for teachers to create learning resources for Math	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) Share ideas using 8 Mathematical Practices with parents for use at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Conduct a Math Night for students and parents	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3

Improvement Strategy #3 - Increase understanding of the 8 Mathematical Practices

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Students will explain their thinking in writing (Math journals, drawings, etc.)			\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize the NCDPI resources to establish the expectation for the standards			\$0.00	\$0.00	\$0.00	\$0.00
3) Increase the rigor in our Math teaching that matches the 8 mathematical practices			\$0.00	\$0.00	\$0.00	\$0.00
4) Conduct service learning activities using a variety of math skills.			\$0.00	\$0.00	\$0.00	\$0.00
5) 8 mathematical practices will be noted in lesson plans daily			\$0.00	\$0.00	\$0.00	\$0.00
6) Work with Preschools in the area and rising Kindergarten parents by offering Kindergarten Open House and tours.			\$0.00	\$0.00	\$0.00	\$0.00
7) Utilize higher order questioning and writing across the curriculum.			\$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) Invite district Math coach to provide explicit instruction on the Mathematical practices & how they link to instruction			\$0.00	\$0.00	\$0.00	\$0.00
11) In-house training of Teaching Children mathematics using NCTM magazine articles.			\$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) Hold parent conferences and share student progress.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Work with Preschools in the area and rising Kindergarten parents by offering Kindergarten Open House and tours.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
We will use common assessment data, data notebooks, PLC notebooks, Pre and Post Assessment data, and Math center records.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will use the above mentioned data to assess progress toward our goal.						
What does the data/evidence show regarding the results of the implemented strategies?						
Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Data indicates we must continue to work on small group math instruction and math centers. We need a continued emphasis on the 8 mathematical practices. We are below the district mean percent correct.

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

Data indicates we must continue to work on small group math instruction and math centers. We need a continued emphasis on the 8 mathematical practices. We are below the district mean percent correct. We are making growth with our small group of math skills based on need.

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

Refer to data analysis tab.

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

Data from math pre-assessments reflect the following averages: 3rd grade 25%, 4th grade 30% 5th grade 26%. Common assessment data and data from grades 3-5 indicates weakness with number sense.

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 will continue to monitor mathematical proficiency and progress using our current strategies.

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

We will continue to monitor mathematical proficiency and progress using our current strategies.

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

Refer to strategies and action steps above.

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

We will continue our small group math instruction and differentiated centers based on data and student need. Higher order questioning and written response will continue to be a focus.

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

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

School Name: **Sedgefield Elementary**
Principal: Michele Meley
LEA Name/Number: Guilford County Schools (410)

School Number: **538**

Priority Area 2														
2B) Math														
Improvement Strategy #1														
Improvement Strategy #1 - We will use individualized student data to drive instruction and improve small group math interventions.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Utilize a beginning of the year common assessment to establish a baseline and use data to establish, monitor, and improve instruction.	Schoolwide Reform Strategies	Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Implement both whole group and small group instruction for Math	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will create and maintain evidence of student data	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Teachers will create on-going common assessments to chart growth over time	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Utilize the NCDPI tasks/materials by standard to establish indicated level of rigor	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) On-going PLC conversations concerning individual student progress with Math		Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) In-house training on building rigor and going deep with individual skills.		Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Invite parents to attend a Math Night for students to showcase their Math progress	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Math	Parent - Other Food Purchases	3-5880-050-459	\$1,500.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$1,500.00
14) Homework support from parents to support previously learned skills/concepts	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15) Convene an Annual Title I Meeting/Open House to discuss schoolwide expectations.	1) Convene a Title I Annual public meeting. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$1,500.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Improvement Strategy #2 - Creating and implementing personalized learning environments for Math

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) Have scheduled time for small group Math instruction	Schoolwide Reform Strategies	Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Develop an accountability system for work completed individually and in small groups	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Create rigorous and meaningful Math activities aligned with standards	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Increase calculator usage and technology with Math.	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Justify critical thinking in Math through action opportunities	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Share strategies/ideas for personalized learning environments and accountability during PLC time		Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Schedule opportunities for teachers to create learning resources for Math		Math			\$0.00				\$0.00				\$0.00	\$0.00
12)		Math			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Share ideas using 8 Mathematical Practices with parents for use at home		Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Conduct a Math Night for students and parents	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 9) Provide materials and training to help parents work with their children to improve achievement. 9) Provide materials and training to help parents work with their children to improve achievement.	Math	Select budget category from drop down menu		\$0.00	Math	Parent - Other Food Purchases	3-5880-050-459	\$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

Improvement Strategy #3 - Increase understanding of the 8 Mathematical Practices

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 will explain their thinking in writing (Math journals, drawings, etc.)	Schoolwide Reform Strategies	Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) Utilize the NCDPI resources to establish the expectation for the standards	Instruction by Highly Qualified Teachers	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Increase the rigor in our Math teaching that matches the 8 mathematical practices	Instruction by Highly Qualified Teachers	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Conduct service learning activities using a variety of math skills.	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) 8 mathematical practices will be noted in lesson plans daily	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Work with Preschools in the area and rising Kindergarten parents by offering Kindergarten Open House and tours.	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Utilize higher order questioning and writing across the curriculum.					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Invite district Math coach to provide explicit instruction on the Mathematical practices & how they link to instruction		Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) In-house training of Teaching Children mathematics using NCTM magazine articles.		Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Hold parent conferences and share student progress.	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 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. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Work with Preschools in the area and rising Kindergarten parents by offering Kindergarten Open House and tours.	5) Provide regular opportunities for parents to meet with school staff.	Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

Priority Area 3	3B) African American Literacy
*SMART Goal *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By the end of 2016, increase reading proficiency among our African American students from 28.6% to 49.7%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

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

IMPROVEMENT STRATEGY #1

Improvement Strategy #1 - Implement targeted PLC assistance focused on the topic of African American Male literacy

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) Establish a schedule for PLC dates focusing on African American Male literacy	Title I	AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize the culturally relevant resources that are recommended	Title I	AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
3) Share research-based strategies that have been successful with African American Males		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
4) Track/monitor DIBELS data and progress monitoring of African American Males		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) District coaching support and PLC conversations.			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

13) Survey and gather parental support for academic success	Title I	AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
14) Provide opportunities for students to show off academic success.		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Improvement Strategy #2 - Utilize school support to mentor African American males

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Establish a mentor support system for identified boys	Title I	AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
2) Establish reading clubs/groups for identified boys		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
3) Address character building and leadership training for identified boys		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
4) Monthly dress for success days		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
5) Maintain a lending closet to provide for students who do not have adequate attire for monthly dress up days		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) African American Males Summer Symposium		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
11) In-house training/information to support the clubs/Dress for Success			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Invite leaders from our community to partner with Sedgfield to strengthen relationships for student success	Title I	AAM Initiative	\$5,000.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3

Improvement Strategy #3- Implement support systems to enhance student growth with parental involvement

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Convene an Open house to share parental opportunities to support student growth	Title I	AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
2) Provide opportunities for students to share their learning experiences		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
3) Work with the school community to provide opportunities for parents to gain resources and encouragement for educating their students			\$0.00	\$0.00	\$0.00	\$0.00
4) Quarterly Newsletter to inform parents of the quarterly happenings			\$0.00	\$0.00	\$0.00	\$0.00
			\$2,500.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Monthly committee conversations to discuss progress and successes		AAM Initiative	\$0.00	\$0.00	\$0.00	\$0.00
11) Review goals and barriers training		AAM Initiative	\$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) Annual Title 1 Meeting/ Open House meeting	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Attend school performances and celebrations	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Attendance at parent events, PLC minutes, AA subgroup data for DIBELS, Pre and Post Assessments and EOG, list of mentors						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will use the above mentioned data to assess progress toward our goal.						
What does the data/evidence show regarding the results of the implemented strategies?						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

The data indicates that we must continue to support and address our struggling students through our current strategies. Based on our interim data our AA Male data is consistent with Sedgefield schoolwide data.

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

The data indicates that we must continue to support and address our struggling students through our current strategies. Based on our interim data our AA Male data is consistent with Sedgefield schoolwide data. We are especially supporting our fifth graders to support their efforts moving into middle school.

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

Refer to data analysis tab.

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

Data from specific AAM sub groups reflect the following based upon TRC scores: K- (75% of students below grade level), 1-(50% below grade level), 2nd (90% below grade level) 3rd (100% below grade level) 4th (100% below grade level), 5th data not available below grade level). We are addressing African American male literacy needs on a grade level basis. We have monthly PLC support for grades 2 and 3 from Effie McMillian. MOY DIBELS data will be used to monitor progress.

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 will continue to monitor our progress using the various data points we have gathered with our current strategies.

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

We will continue to monitor our progress using the various data points we have gathered with our current strategies.

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

Refer to strategies and action steps above.

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

We will continue to utilize the district support and resources provided through the African American Males Initiative.

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: **Sedgefield Elementary**
Principal: Michele Meley
LEA Name/Number: Guilford County Schools (410)

School Number: **538**

Priority Area 3

3B) African American Literacy

Improvement Strategy #1

Improvement Strategy #1 - Implement targeted PLC assistance focused on the topic of African American Male literacy

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) Establish a schedule for PLC dates focusing on African American Male literacy	Including teachers in decisions regarding the use of assessments	Reading			\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Utilize the culturally relevant resources that are recommended	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Share research-based strategies that have been successful with African American Males	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Track/monitor DBELS data and progress monitoring of African American Males	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$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) District coaching support and PLC conversations.		Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		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) Survey and gather parental support for academic success	5) Provide regular opportunities for parents to meet with school staff. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Provide opportunities for students to show off academic success.	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 9) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math			\$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 3B

Improvement Strategy #2

Improvement Strategy #2 - Utilize school support to mentor African American males

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Establish a mentor support system for identified boys	Schoolwide Reform Strategies	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Establish reading clubs/groups for identified boys	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Address character building and leadership training for identified boys	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Monthly dress for success days	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Maintain a lending closet to provide for students who do not have adequate attire for monthly dress up days	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) African American Males Summer Symposium		Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) In-house training/information to support the clubs/Dress for Success		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Invite Dr. John Hodge to speak to staff and parents addressing issues facing our AAMs	2) Offer a flexible number of meetings. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 9) Provide materials and training to help parents work with their children to improve achievement. 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.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #3

Improvement Strategy #3- Implement support systems to enhance student growth with parental involvement

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) Convene an Open house to share parental opportunities to support student growth	Coordination & Integration of Federal, State, and Local Services	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) Provide opportunities for students to share their learning experiences	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Work with the school community to provide opportunities for parents to gain resources and encouragement for educating their students	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Quarterly Newsletter to inform parents of the quarterly happenings	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Attend national motivational public speaker Dr. John Hodge	Instruction by Highly Qualified Teachers	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Monthly committee conversations to discuss progress and successes		Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) Review goals and barriers training		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Annual Title I Meeting/ Open House meeting	1) Convene a Title I Annual public meeting. 5) Provide regular opportunities for parents to meet with school staff. 7) Develop School-Parent compacts. 12) Ensure that information is clear and understandable for parents, translate as needed.	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Attend school performances and celebrations	6) Provide for parent comments and feedback on the content of the schoolwide program plan. 5) Provide regular opportunities for parents to meet with school staff. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 12) Ensure that information is clear and understandable for parents, translate as needed. 16) Pay reasonable and necessary expenses associated with parent involvement activities to enable parents to participate in school related meetings and training sessions. (e.g.: child care, transportation) (OPTIONAL)	Reading & Math							\$0.00				\$0.00	\$0.00
Subtotal #3:													\$0.00	

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Sedgefield Elementary**
Principal: Michele Meley
LEA: Guilford County Schools (410)

School Number: **538**

PRC 050 Allocation	\$163,464.85
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Parent Involvement Set-Aside	\$3,419.85
Budgeted Parent Involvement	\$3,419.85
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	\$4,801.35
Budgeted Professional Development	\$4,800.00
You must budget your PD Set-Aside	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	538 Salary - Social Worker	\$25,360.50
	3-5320-050-181-	538 Payroll - Supplementary Pay (5320)	\$2,581.10
	3-5320-050-184-	538 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	538 Payroll - Social Security/FICA (5320)	\$2,137.53
	3-5320-050-221-	538 Payroll - Retirement (5320)	\$4,378.45
	3-5320-050-231-	538 Payroll - Hospitalization Ins. (5320)	\$2,739.50
	3-5330-050-121-	538 Salary - Teacher	\$0.00
PD	3-5330-050-125-	538 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	538 Salary - Lead Teacher/Curriculum Facilitator	\$24,645.00
	3-5330-050-142-	538 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	538 Salary - Tutor (Daytime)	\$51,030.00
	3-5330-050-144-	538 Salary - Translator/Interpreter	\$14,410.75
	3-5330-050-162-	538 Salary - Substitute Pay (NOT Professional Development)	\$0.00
PD	3-5330-050-163-	538 Salary - Substitute Pay (Professional Development)	\$0.00
	3-5330-050-181-	538 Payroll - Supplementary Pay (5330)	\$2,438.00
	3-5330-050-184-	538 Payroll - Longevity Pay (5330)	\$324.24
PD	3-5330-050-191-	538 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	538 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	538 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	538 Payroll - Social Security/FICA (5330)	\$7,102.87
	3-5330-050-221-	538 Payroll - Retirement (5330)	\$6,552.88
	3-5330-050-231-	538 Payroll - Hospitalization Ins. (5330)	\$5,479.00
	3-5330-050-311-	538 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	538 Staff Dev/Workshop Expenses**	\$4,800.00
	3-5330-050-314-	538 Printing & Binding	\$0.00
	3-5330-050-326-	538 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	538 Field Trips	\$0.00
PD	3-5330-050-352-	538 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	538 Membership Dues & Fees	\$0.00
	3-5330-050-411-	538 Supplies & Materials	\$6,065.17
	3-5330-050-414-	538 Library Books	\$0.00
	3-5330-050-418-	538 Computer Software & Supplies	\$0.00
	3-5330-050-461-	538 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	538 Computer Equipment	\$0.00
	3-5330-050-541-	538 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	538 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	538 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	538 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	538 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	538 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	538 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	538 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	538 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	538 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	538 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	538 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	538 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	538 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	538 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	538 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	538 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	538 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	538 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	538 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	538 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	538 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	538 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	538 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	538 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	538 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	538 Parent - Postage	\$0.00
PI	3-5880-050-411-	538 Parent - Supplies & Materials	\$0.00
PI	3-5880-050-459-	538 Parent - Other Food Purchases	\$3,419.85
	3-6550-050-331-	538 Pupil Transportation - Contracted	\$0.00
			\$163,464.85 TOTAL BUDGET
			\$0.00 DIFFERENCE
			(red)=overbudget
			black=underbudget/balanced
			\$98,149.83 Position Total
			\$65,315.02 Non-Position Total

**Staff Development/Workshop Expenses Subcodes:

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

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

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

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Sedgefield Elementary

School Number: 538

School Address:

2905 Groomtown Rd., Greensboro, NC 27407

Principal:

Michele Meley

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Michele Meley	Annually	29-Jul-15
Pre-Crisis Checklist	Michele Meley	Annually	8-Sep-15
After Hours Emergency Contact List	Michele Meley	Annually	8-Sep-15
Register Principal for Sex-Offender Registry Notifications	Michele Meley	Annually	2-Sep-14
Diabetic Training for Staff	Carla Farrington	Annually	10/6/2015
Distribute/Explain Crisis Plan to Staff	Michele Meley	Annually	20-Aug-15
Distribute/Explain Code of Conduct	Michele Meley	Annually	20-Aug-15
Tornado Drill	Michele Meley	Annually	TBA
Conduct Student Safety Perception Survey	Mary Desrosiers	Annually	TBA
Train staff on Emergency Notification Network deployment	Michele Meley	Annually	TBA
Lock-down Drills	Michele Meley	Bi-Annually	29-Oct-15
Safety Inspection	Michele Meley	Bi-Annually	TBA
Alternate Route Fire Drill	Michele Meley	Bi-Annually	10/30/2015
Playground Inspection	Tom Shalley	Bi-Annually	10/1/2015
Fire Drill / Sanitation Inspection	Michele Meley	Monthly	9/21/2015
Fire Extinguishers Inspection	Michele Meley	Monthly	7/20/2015
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Michele Meley	Monthly	11/5/2015
Automated External Defibrillator (AED) Inspection	Rhonda Harvey	Monthly	9/15/2015
Discipline Incidents in PowerSchool	Michele Meley	Ongoing	
Volunteer Background Checks	Kristie Barrow	Ongoing	
Monitor Visitor Check-In	Kristie Barrow	Ongoing	
Monitor Arrival and Dismissal of Students	Kristie Barrow	Ongoing	
Monitor Sex Offender Registry	Michele Meley	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Michele Meley	Ongoing	

RESOURCE MATERIALS

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

SEDGEFIELD ELEMENTARY SCHOOL -SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	25,360.50		7,177.50	18,183.00
PAYROLL - BONUS PAYMENT 5320	3-5320-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	2,581.10		724.50	1,856.60
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	2,166.23		582.83	1,583.40
PAYROLL - RETIREMENT 5320	3-5320-050-221	4,249.92		1,204.79	3,045.13
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	2,689.00		1,344.36	1,344.64
SALARY - TEACHER	3-5330-050-121	0.00		0.00	0.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	24,645.00		6,975.00	17,670.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	51,030.00	51,030.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	14,410.80		2,681.26	11,729.54
SALARY - SUBSTITUTE PAY	3-5330-050-162	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	0.00		0.00	0.00
PAYROLL - BONUS PAYMENT 5330	3-5330-050-180	750.00		0.00	750.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	2,438.00		929.83	1,508.17
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	324.24		305.55	18.69
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	7,160.26		552.62	6,607.64
PAYROLL - RETIREMENT 5330	3-5330-050-221	6,360.52		1,660.36	4,700.16
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	5,378.00		1,344.36	4,033.64
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	5,665.57	3,000.00	2,665.57	0.00
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	472.34	0.00	0.00	472.34
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	3,681.35	3,681.35	0.00	0.00
LIBRARY BOOKS	3-5330-050-414	0.00	0.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	307.17	0.00	0.00	307.17
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	3,419.85	1,430.45	0.00	1,989.40
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	163,464.85	59,141.80	28,148.53	76,174.52
					76,174.52
PAYROLL TOTALS	44	149,918.57	51,030.00	25,482.96	73,405.61
NON-PAYROLL TOTALS	20	13,546.28	8,111.80	2,665.57	2,768.91
TOTAL	64	163,464.85	59,141.80	28,148.53	76,174.52