

**REVISED
LOCAL EDUCATIONAL AGENCY PLAN
LEA IMPROVEMENT**

LEA NAME and MAILING ADDRESS	Guilford County Schools 120 Franklin Boulevard Greensboro, NC 27401	LEA CODE:	410
CONTACT PERSON, TITLE, TELEPHONE NUMBER, FAX NUMBER and E-MAIL ADDRESS	Kelly Hales Director of Title I 336-370-2368 (office) 336-378-8801 (fax) halesk@gcsnc.com		

STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. review and revise in consultation with parents, school staff, and others;
2. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
3. provide technical assistance and support to schoolwide programs;
4. work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting State student academic achievement standards;
5. fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
6. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
7. take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
8. (if applicable) ensure that early childhood development services provided to low-income children below the age of compulsory attendance comply with the performance standards established under section 641A(a) of the Head Start Act;
9. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
10. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
11. inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under title IX and to obtain waivers under the Education Flexibility Partnership Act of 1999;
12. coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance in addressing major factors that have significantly affected student achievement at the school;
13. ensure, through incentives or voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
14. use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii);
15. ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
16. assist each school served and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
17. participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

Terry B. Grier
Name of Superintendent

Signature on File
Signature of Superintendent

March 2, 2007
Date

LEA IMPROVEMENT COMPREHENSIVE NEEDS ASSESSMENT

If in **LEA IMPROVEMENT**: summarize results from the LEA comprehensive needs assessment, address why the prior plan failed to bring about student achievement, and describe how parents, school staff, and others are involved in the review and revision of the LEA plan. Include LEA and SEA responsibilities for the plan.

Results from the Comprehensive Needs Assessment

We believe that all school personnel should be held accountable for the outcomes of all students, with an additional focus on our subgroups that did not make Adequate Yearly Progress (AYP). We have high expectations for all learners. In order to bring about increased student achievement for Limited English Proficient (LEP), Students with Disabilities (SWD), **and Hispanic** students as well as all other students in the District, outcome data (student achievement), demographic data (subgroups), process data (professional development, scheduling), and parent/community input were analyzed. The following needs have been identified and classified into the areas of Curriculum and Instruction, School and Classroom Culture, and Parental and Community Involvement:

- I Curriculum and Instruction Priorities
 - A Curriculum Alignment: Conduct planning sessions to develop curriculum pacing guides aligned to End of Course (EOC) and End of Grade (EOG) outcomes for the explicit purpose of targeting the learning needs of SWD, LEP, **and Hispanic** students.
 - 1 Prioritize objectives vertically through multi-grade-level planning meetings resulting in curriculum pacing guides.
 - 2 Prioritize objectives horizontally through grade-level and subject-area planning meetings resulting in curriculum pacing guides.
 - 3 **Continue to have pacing guides available at every school, to post them on the District's web page, and to provide paper copies to parents who request them at schools.**
 - 4 **Conduct, by spring 2007, through the Academic Improvement Division, a survey of a random sample of K-12 teachers about their use of and ways to improve curriculum documents.**
 - B Accelerated Learning: Identify and implement strategies for accelerating the learning of SWD, LEP, **and Hispanic** students through Extended Learning (daytime, afternoon, Saturdays, and summer) versus providing additional remedial services.
 - C **Scheduling: Schedule SWD students to more effectively provide targeted instructional services. Elementary Limited English Proficient (LEP) students will be served 30 or more minutes per day. Middle and high school LEP students will be served up to 90 minutes per day.**
 - D Data Analysis: Utilize data to make informed and purposeful instructional decisions.
 - 1 Develop benchmark assessments that are aligned to the Standard Course of Study (SCOS).
 - 2 Identify and implement strategies whereby principals and teachers regularly analyze data (data warehouse, benchmark assessments, portfolios, authentic assessments, etc.) for the purpose of adjusting instructional decisions throughout the school year.
 - 3 **Present data analysis annually at an open meeting as part of the school improvement planning process at each school. State report cards report this data online by school, and all parents are permitted to access EOG/EOC results.**
 - E Instructional Stability: Protect the instructional integrity of all students, especially SWD, LEP, **and Hispanic** students, by developing a plan to provide stability for students transitioning among schools, programs, teams, and teachers. **Guilford County Schools (GCS) will provide a report each July that shows how many transition events occurred in each GCS school as follows: the number of students who came to the school from another GCS school and the number of students who left the school to attend another GCS school, disaggregated by race, LEP, and disability status.**
 - F Professional Development: Increase the capacity of individual teachers, schools, and school leaders to provide targeted instruction to all students with an emphasis on SWD, LEP, **and Hispanic** students.
 - 1 **Individual Teacher Capacity: Provide professional development in the areas of literacy and math, understanding and implementing Individualized Education Plans (IEP), inclusion of SWD and LEP students, the development of rubrics to assess student work, understanding cultural differences and family attitudes towards education, classroom management, differentiation, and instructional alignment.**

- 2 School Capacity: Provide job-embedded professional development and support to all curriculum facilitators, school-based teacher leaders, and teachers through coaches and Instructional Improvement Officers.
- 3 School Leadership Capacity: Provide professional development in the leadership areas of instructional planning and alignment, best practices for meeting the needs of SWD, LEP, **and Hispanic** students, and the use of outcome data to affect processes in areas such as the following:
 - a Flexible scheduling/grouping
 - b Evaluation
 - c Professional development planning
 - d Allocation of resources

II School and Classroom Culture Priorities

- A Collaboration: Increase collaboration among school and community constituents for the purpose of maximizing the impact of resources and streamlining the instructional workload.
 - 1 Identify and implement strategies to improve communication between regular education and special education teachers for the purpose of better meeting the instructional needs of SWD.
 - 2 Hold vertical and horizontal planning meetings to identify and utilize all available instructional resources with a special focus on allocating additional resources to schools with high concentrations of SWD, LEP, **and Hispanic** students.
- B Staffing: Implement strategies to ensure Title I schools are fully staffed with the highest quality faculty.
 - 1 Continue evaluation and implementation of "Mission Possible," a plan to recruit and retain the highest quality staff for select Title I schools (especially schools that did not make AYP). The plan includes monetary incentives for teachers at these schools as well as additional professional development on the following topics: cooperative learning, differentiated instruction, mastery learning, teacher expectation and student achievement, and anti-racism. The \$8 million US Department of Education's Mary Elizabeth Davis Teacher Incentive Grant supplements the District's Mission Possible program.
 - 2 Continue to provide extra training and support for beginning teachers through the Right Start program.
 - 3 Create a report each summer that details per school the successes and/or failures in recruiting and retaining high quality teachers in Title I Schools. This report shall include detailed data from each GCS school that shows, both in the aggregate and according to subject areas that include reading/literacy in English, math, science, and history/social studies. The effectiveness of Mission Possible will be evaluated annually as specified by the Board of Education and required by the Teacher Incentive Grant.

III Parental and Community Involvement Priorities

- A Parent Education: Offer classes that provide information and mentoring for parents (especially non-English speaking) and community members in the following areas: literacy, math, special education, school system procedures, communicating with the school and teachers, cultural differences, parents' rights, supporting learning in the home, and English as a Second Language (ESL). Various departments including Exceptional Children (EC), ESL, and the District's Diversity Officer will facilitate the classes. District Relations will raise awareness and secure parent participation via GCSTV 2, the GCS website, Friday Notes, community networks, media outlets/ interviews, alerts, releases, and flyers.
- B Parent and Community Voices: Implement a series of community seminars, multi-cultural days, and other opportunities designed to solicit community feedback and to increase awareness of school system initiatives, culture, and community resources.
- C Translation: Ensure that non-English speaking parents and students receive information in their native language through a translator or written documentation.

IV Reasons the Prior Plan Failed

- A The 2005-06 Adequate Yearly Progress (AYP) results for the Local Education Agency (LEA) Aggregate indicated **three** subgroups that did not make AYP. The **Hispanic**, Limited English Proficient (LEP), and the **Students with Disabilities (SWD)** subgroups did not meet the goal in reading in grades 3-8. **Additionally**, the **African American (AA)**, **Hispanic**, **LEP**, and **SWD** subgroups did not meet the requirement that 95% of the students be tested in Grade 10. Several other subgroups met the requirements in reading by safe harbor (SH), confidence interval (CI), or growth (G). See the chart below for the listing of these subgroups.

**Subgroups that did not make AYP
or
that met AYP with Safe Harbor (SH), Confidence Interval (CI), or Growth (G)**

	Grades 3-8				Grade 10			
	Reading % Prof.	95% Tested	Math % Prof.	95% Tested	Reading % Prof.	95% Tested	Math % Prof.	95% Tested
2006	Hispanic LEP SWD AA(CI) F/R Lunch(G)	OK	All(SH) AA(SH) Hispanic(SH) Multi-Racial(SH) F/R Lunch(SH) LEP(SH) SWD(SH)	OK	LEP(SH) SWD(SH)	AA Hispanic LEP SWD Asian(SH) F/R Lunch(SH)	LEP(SH) SWD(SH)	OK

- B Factors contributing to this lack of success include:
- 1 Not enough staff training on best instructional practices for reading and math to meet the needs of LEP, SWD, and Hispanic students.
 - 2 **Insufficient focus on specific teachers and/or areas that were in need of help for training.**
 - 3 **Too many inexperienced teachers and administrators in high impact schools.**
 - 4 **Low attendance for the 10th grade writing test.**
 - 5 **No K-8 systemic literacy program.**
 - 6 Not enough training on cultural differences of all subgroups of students and their families.
 - 7 Insufficient parent outreach to LEP and SWD students' parents.
 - 8 **Inappropriate test for SWD and ESL students.**
 - 9 High teacher turnover in high impact schools.
 - 10 No transition plan for students new to the country to include life skills as well as academic skills.
 - 11 Lack of coordination of services for meeting the needs of LEP and SWD students.

- V Review and Revision of the LEA Plan
- A Parents, school staff, and central office staff participated in meetings where the LEA Improvement Plan was reviewed, discussed, and revised.
 - B A sub-committee was formed to develop a professional development plan with the required 10% set aside. School staff and central office staff were surveyed regarding professional development needs before the professional development plan was written.
 - C Parents, school staff, central office staff, the Title I District Parent Advisory Council (DPAC), the Exceptional Children's Parent Advisory Council (ECPAC), and the Limited English Proficiency Parent/Community Advisory Committee reviewed the plan and provided feedback.
 - D Parents were provided opportunities to review the plan and provide feedback at the schools and through the District's website. Also, documentation of phone calls with parent feedback was recorded in the Title I Office.

- VI Local Education Agency (LEA) and State Education Agency (SEA) Responsibilities for the Plan
- A The SEA must promptly notify the parents of each student enrolled in the schools served by the LEA when the LEA is identified for improvement.
 - B If requested, the SEA must provide or arrange for the provision of technical or other assistance to the LEA identified for improvement.
 - C The LEA must develop or revise an improvement plan, no later than three months after it is identified for improvement. In developing or revising this plan, the LEA must consult with parents, school staff, and others.
 - D When an LEA is identified for improvement, the LEA must reserve not less than 10 % of its annual Title I Part A funds for high-quality professional development for instructional staff that is specifically designed to improve classroom teaching.

THE PLAN

In order to help low-achieving children meet challenging achievement academic standards, the plan shall include the following:

STUDENT ACADEMIC ASSESSMENTS Describe the high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan. If in **LEA IMPROVEMENT**, include specific measurable achievement goals for each subgroup of students identified.

North Carolina alternative assessments Extend 1 and 2 and North Carolina Checklist of Academic Standards (NCCLAS) are used when appropriate. Guilford County also uses other assessments described below.

Guilford County Schools Academic Assessments

Our purpose for Academic Assessment is to determine the academic accomplishments of students so that effective instruction can be delivered on a daily basis. Using many different types and forms of assessment, data can be collected and analyzed so that each student's learning can be created and reviewed.

The following assessments are used:

- Benchmark Assessments give teachers immediate information about student learning so they may monitor and adjust their instruction. They are administered to grades 3-8 in reading and math and to grades 5 and 8 in science. Additionally, they are administered in five high school courses: Algebra I, English I, Biology, US History, and Civics and Economics. Reports can be generated for individual students, specific groups of students, an entire class, or grade level.
- Running Records provide an ongoing assessment of a student's reading ability. At grades K – 2, early emergent, emergent, developmental, and independent readers are identified by running record levels. These levels correspond with the state standards for assessment.
- Phonological Awareness Skill Test (PAST) assesses a student's awareness and understanding of the following: concept of spoken word, rhyme, syllables, phonemes, and phoneme manipulation.
- Phonics Assessment analyzes a student's level of mastery on the Phonics Continuum to determine specific skills and areas of deficiency for systematic small group instruction.
- Bear Spelling Inventory provides data to analyze a student's spelling skills based on the most common spelling errors.
- Oral Fluency Assessment (OFA) determines at which grade level a student can fluently read.
- Qualitative Reading Inventory (QRI) gives information about a student's instructional and independent levels of reading.
- Developmental Indicators for the Assessment of Learning – 3rd edition AGS, Inc. (DIAL) screens a student who applies for participation in the Preschool Program. Multiple sources of data are collected to identify children who need more intensive academic interventions. In addition to the Speed DIAL, the Parent Questionnaire and Teacher Observations are scored to determine eligibility. The DIAL series is also administered at the end of a student's participation in the Preschool Program to measure the score variation between the pre-test and the post-test.
- Computer Based Instruction (CBI) and assessment technology assists in classroom instruction. Reports can be generated on a specific student, group of students, or the entire class. Many students participate during centers or during whole class instruction.
- Portfolios provide a way for teachers to maintain current work samples from each student that demonstrates the student's learning. Gateway portfolios have a prescriptive set of contents that assist a student in successfully passing through the Gateway years (3, 5, and 8) when EOG scores are a level I or II. Portfolios reflect individual growth, strengths, and goals for a student.
- Informal Assessments provide a better understanding of a student's learning. They are used throughout the school year on an ongoing basis. Teachers use **daily observations**, observational notes, interviews, checklists, student work samples, performance assessments, evaluation conferences, etc.
- Individual Proficiency Test (IPT) language assessments supply the teacher of the Limited English Proficient (LEP) student a baseline for English proficiency that helps the regular classroom teacher drive instruction.

The goal is for all student subgroups in Guilford County Schools, including SWD, LEP, and Hispanic in:

Grades 3-8 to attain proficiency of 76.7% in Reading

Grades 3-8 to attain proficiency of 65.8% in Mathematics

Grade 10 to attain proficiency of 35.4% in Reading/Writing
Grade 10 to attain proficiency of 70.8% in Mathematics

OTHER INDICATORS At the LEA's discretion, describe any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section.

In order for all students to meet state academic performance standards, the LEA has several other indicators in place for tracking student academic progress such as the following:

- Student attendance rates (monitored and disaggregated by subgroups on a monthly basis)
- Discipline referrals
- In/out school suspensions
- Dropout rates
- Student retention rates
- Running Records

In addition to student academic progress, the LEA also monitors other variables that may impact student achievement such as:

- Teacher attendance
- Teacher value-added data
- Teacher/principal turnover

The District will establish a location on the website where non-confidential information will be provided. (All individual student and personnel information is confidential and protected.)

PROVISION OF EDUCATIONAL ASSISTANCE Describe how you will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging academic achievement standards. If in **LEA IMPROVEMENT**, include actions with greatest likelihood of improving achievement of participating children in meeting the State's academic standards. Incorporate scientifically- based research strategies.

Provisions made for students who need assistance in meeting academic standards are listed below:

- Provide tutoring or one-on-one services before, during, and after school in the following ways:
 - Reading, writing, and math programs such as Learning Together via the Grand Pals program, Great Leaps, and Jump Start.
 - Business/community partnerships such as University of North Carolina at Greensboro's (UNCG) Project Effort (mentoring program), volunteer tutors, mentors, peer tutors, and lunch buddies. Communities in Schools (CIS), Bridges to Success, and Success in School assist with these projects.
 - Centro de Acción Latino, an Hispanic non-profit organization, provides tutors and assists with interpretation in the Hispanic Education, Retention, and Excellence (HERE) program.
 - The majority of Behaviorally-Emotionally Disabled (BED) students receive instruction in the regular setting versus a separate setting with full access to the standard course of study.
 - **Free transportation is required as part of each school's extended learning plan.**
- Provide one-on-one Computer Based Instruction (CBI) in reading and math in grades K-12. Additionally there are CBI courses for high school credit recovery at all high schools including alternative high schools. At the end of each school year, a detailed report on the number of students who earned course credit using CBI and the actual courses completed via CBI per alternative school will be submitted to the Academic Improvement Division.
- Provide organizational structures to support students through:
 - Summer School (elementary and middle) and Academic Summer Camp (middle).
 - Summer enrichment camps for K-12 LEP students to provide background knowledge and outside experiences as well as summer school for high school LEP students.
 - School/Community Alternative Learning Environment (SCALE) and Community Service Works program for secondary students who have been recommended for long term suspension. Long-term suspended Behaviorally-Educationally Disabled (BED) students may attend a separate setting school, Mell-Burton School.

- Career and/or technical courses for secondary students. High schools have career counselors to assist students, and middle schools have career/technical teachers and/or regular counselors.
 - Homework Hotline, which is available to students four days a week after regular school hours.
 - **A Student Staff Support Team (SSST) at each school to assist teachers and other school staff in developing and implementing appropriate interventions for “at risk” students.**
 - **Adolescent Substance Abuse Program (ASAP), which is a partnership between the State of North Carolina, Youth Focus, Inc., and Guilford County Schools to provide residential substance abuse treatment and education for students. Middle and high school students are enrolled in this program, and many have been absent from the classroom prior to attending the program because of substance abuse issues.**
 - The ninth grade transition program.
 - Middle college programs for disengaged students who are not performing to their capacity in their current high school. Students who consider enrollment in Middle College have academic ability and talents but are not being successful at the traditional high school setting. Middle College Programs are located on the campuses of the following: North Carolina A&T State University, Bennett College, Greensboro College, Guilford Technical Community College (GTCC)-Jamestown, and GTCC-High Point. GTCC-Greensboro is housed in the East Wendover GTCC campus. Enrollment is limited in accordance with a memorandum of agreement with each college or community college and is offered as a high school option. Classes are small with no more than 15 students. These small group settings help nurture close personal relationships between students and teachers and among students.
- **Provide additional local funds to schools with high numbers of children who qualify for free or reduced lunch through the District’s Mission Possible initiative.**
 - Provide parent and community support for children through adult literacy classes, which are available to assist the family unit. Adult English instruction as well as tutoring and/or child-care for students is included. Adult literacy and GED classes are both offered through Guilford Technical Community College (GTCC) and are located not only at its campuses, but also at public libraries and some school sites. **Adult literacy is available to all parents.**
 - Other
 - Gillespie Park Elementary and Northwood Elementary are sites for the State Department of Public Instruction’s Response to Intervention (RTI) problem solving program. Training of the SSST in RTI will begin in fall 2007. Training will be conducted by staff members from Psychological Services and Exceptional Children.
 - Reading Improvement grant funds are used to improve the basic skills of students with disabilities through the application of research validated instructional strategies for teaching reading and writing.
 - **New Light At-Risk Intergenerational Outreach Program (NARIOP) is a community-based Guilford County Schools funded program for students in grades 9-12 who have received short-term suspensions from school. It is designed to prevent recurrence through counseling and mentoring, and also has educational enrichment in English, writing, science, math, and computer education in order to reduce educational loss.**
 - The Title I Office, along with other departments using federal funds, will continue to consult with private school officials to inform them of services available to eligible children attending private schools in accordance with section 1120 of the No Child Left Behind (NCLB) law.

PROFESSIONAL DEVELOPMENT Describe the strategy to be used to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA staff in accordance with sections 1118 and 1119. If in LEA **IMPROVEMENT**, assure that the LEA will spend not less than 10% of the funds received by the LEA for the professional development needs of the instructional staff serving the agency.

Title II funds along with other resources will help support training with the following:

- **Read GCS training (Prekindergarten (PreK)-5) for participating schools.**
- Tuition at our two local state universities and stipends for middle school math teachers to upgrade skills.
- **Tuition for selected teachers to upgrade their skills in areas other than middle school math.**
- A reform initiative using Pathways to Achievement Training.
- **School improvement coaches to provide professional development at the elementary and secondary levels.**
- **Class Size Reduction (CSR) classroom teachers (K-2).**

- High Objective Uniform State Standard of Evaluation (HOUSSE) evaluators.
- Office support for the Organizational Development Division.
- Courseware to register, track, and monitor professional development.
- Zarca, a web based tool, for the needs assessment and evaluation of professional development. Surveys are also conducted using Zarca.

Staff members continue to participate in on-going professional development at their school sites and within the District. Some of these include:

- School climate and classroom management: **Positive Behavior Support**, Responsible Discipline, Comer training, and **Character Education**.
- **Springboard Training in middle schools**.
- Reading: Success for All, Read GCS, Reading in the Content Area, **Corrective Reading**, **Reading Mastery**, **Foundations of Reading**, and **Modern Red Schoolhouse**.
- Math: Everyday Math and Algebraic Thinking.
- Writing: Write from the Beginning in **selected schools**.
- Science: NC Improving Reading Program (SRA science seminars for teachers).
- Other Best Practices: Thinking Maps, Thinking Skills, and Pathways to Achievement (differentiation, graphic organizers, and cooperative learning).

The use of value-added data will continue to be utilized to provide a variety of training opportunities to teachers who received a below standard score in order to increase their competency levels and instructional abilities. Teachers who are reassigned from Mission Possible schools will continue to have specialized training to strengthen their knowledge of content as well as their interaction skills with students and peers.

The results of a recent K-5 Literacy Audit and ongoing evaluations of current staff development programs are being reviewed and will be used to make changes and improve staff development.

The Departments of Exceptional Children (EC) and English as a Second Language (ESL) provide on-going staff development activities for administrators, special and regular education teachers, and parents to promote inclusion practices in schools.

The number of professional development sessions sponsored by the EC Department has significantly increased (29%) in the last three years. In 2004-2005, 58 separate staff development sessions were offered. In 2005-2006, 62 sessions were offered. For the 2006-2007 school year, a total of 75 separate sessions will have been offered by the end of the year. Professional development planning is now occurring for the 2007-2008 school year and opportunities will increase. The EC Department will provide paraprofessional training for teacher assistants, behavior support assistants, and personal care assistants. Descriptions of individual EC professional development opportunities are in the budget section.

ESL teachers have also had an increase in the number of professional development opportunities including the following:

- In 2006-2007, ESL teachers participated in a required training, "Strategic Methods for Instructing English Language Learners," offered by Modern Red School House.
- In 2006-2007 ESL teachers attend monthly professional development provided by master lead teachers. The following are among the topics presented: best practices for teaching reading and writing, comprehensible input, guided reading and academic language teaching, using a lesson plan template, integrating English language development standards with content instruction, Dr. Krashen's "Free Voluntary Reading," assessing reading comprehension with High Point (the adopted text), and using the computer to produce visuals for vocabulary.
- ESL and content teachers were trained on implementing the LitConn literacy program in 2006-2007.
- In summer 2006, there were two workshops on strategies for teaching LEP students for secondary teachers of science and social studies. Also, two sessions on best practices for newcomers were provided to elementary classroom teachers.
- In 2006-2007 new ESL teachers had 3 days of training beginning in August on using the English Language Development Standard Course of Study, ESL strategies, and LEP procedures and policies.
- Beginning in March 2007, ESL teachers will participate in two-hour training sessions held every two weeks on the following topics: How to Effectively Write and Use an ESL Lesson Plan Template, Reading Strategies that Work, Writing Strategies that Work, Teaching to Multi-Level Groups, Motivating Reluctant Learners, Creating a Realistic Educational Plan for English Language Learners, Guided Reading, Meaningful Group Activities

Adaptable to Every Lesson, Maximizing the Effectiveness of Shared Reading, Scientifically Research-Based Reading, Reading Connections for English Language Learners. Also there will be 6, 3-day summer institutes for 40 (K-12) classroom teachers that will include vocabulary, frontloading, prediction, clarifying, and use of best practices for English Language Learners (ELL).

- Content-area teachers are able to collaborate with ESL teachers on strategies for working with LEP students at their schools.
- ESL lead teachers for the District are available to schools for staff development and consultation with content-area teachers.
- In 2007-2008, Sheltered Instruction Observation Protocol (SIOP) training will be offered. This training for content-area teachers and ESL teachers alike focuses on the shared responsibility for the education of ELL. A train-the-trainer model will be used to equip schools with personnel specifically trained for meeting the content and language development needs of LEP students.

Guilford County Schools provides opportunities for staff development needed to implement various programs including Creative Curriculum in PreK, **Supporting English Language Learners in PreK**, Advanced Learner (AL), Advanced Placement, vertical teaming, **GCS Connects** (Home Visits), High Schools That Work, diversity training by National Conference for Community and Justice (NCCJ), High Objective Uniform State Standard of Evaluation (HOUSSE), Responsible Discipline, Bully Proofing, and violence/substance abuse prevention training for teachers (middle school-"Skills for Adolescents" and elementary school-"Skills for Growing").

Teachers have the opportunity to take workshops offered through the Piedmont Triad Consortium. The Piedmont Consortium also sponsors a summit on Hispanic Achievement.

Ongoing follow-up and support for professional development activities are provided to schools by the District's coaches and the school's curriculum facilitators.

The LEA's Parent Outreach Division conducts workshops and provides parent involvement resources for parents and staff. Some examples of topics are homework and study skills, Mega Skills, and meeting the Gateways. Title I schools also offer a variety of workshops for parents.

COORDINATION OF SERVICES Describe how you will coordinate and integrate services under this part with other educational services at the LEA or individual school level. These services could include the following:

- Even Start, Head Start, and other preschool programs, including plans for transition of participants in such programs to elementary school programs.
- Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, etc.

District collaboration with Head Start and Guilford Partnership for Children has provided children with greater opportunities for preschool program placement for four-year-olds among those eligible for services. Screening and placement has been possible by combining state and federal funding sources. Our LEA classes are funded with Title I, Smart Start, More at Four, Title VI-B Preschool Grant, and local dollars.

Schools develop transition plans specific to their schools which include visits to kindergarten classrooms, tours of the school, open houses, registration sessions, screenings, and orientation programs. Information is made available to parents through workshops and handouts. Area community groups, proprietary centers, and day cares, along with Head Start are invited to participate in these activities. **Some schools have used additional funding to include PreK students along with the PreK teacher or assistant in elementary specials in the spring of the year to assist with the transition into kindergarten.**

Schools develop plans to provide a smooth transition from fifth to sixth and from eighth to ninth grade for students. Elementary and middle schools collaborate in planning for the transition from fifth to sixth grade. High schools collaborate with middle schools in planning for the transition from eighth to ninth grade. Students and parents are included in transition activities. Materials are translated and distributed to speakers of other languages. Interpreters are provided during open house meetings and parent teacher conferences at all grade levels.

The District integrates federal funds with state and local funds to support academic programs in the schools. These include:

Title I Part A: Supplemental positions and resources at Title I schools before, during, and after school, and for PreK programs.

Title I Part D: Funds for the Guilford County Juvenile Detention Center.

Title II Part A: Professional development in literacy, math, and science and Class Size Reduction (K-2).
Title II Part D: Technology professional development through the Enhancing Education Through Technology Grant.
Title III: Services for students with limited English proficiency.
Title IV Part A: Programs through the Safe and Drug Free Schools and Community Act.
Title IV Part B: 21st Century Community Learning Center.
Title V Part A: Funds for selected magnet programs and other initiatives.
Title VII Part A: Assistance to Native American students and their families.
McKinney-Vento Act: Assistance to students identified as homeless.
Individuals with Disabilities Education Act (IDEA): Special programs for children with special needs.
Carl D. Perkins Vocational and Technical Education Act: Assistance for workforce development.

The LEA is fortunate to have a close working relationship with public and private colleges and universities as well as community colleges, public libraries, community agencies, faith based communities, businesses, and civic groups in our area. They support our students, schools, and families through volunteer services, special projects, funding, and adult literacy classes in basic education.

POVERTY CRITERIA Describe the poverty criteria that will be used to select school attendance areas under section 1113.

The Free and Reduced Lunch Report from the United Demographic Report School Nutrition Services is used to identify eligible schools for Title I on an annual basis.

STUDENT IDENTIFICATION Describe how teachers, in consultation with parents, administrators, and pupil services personnel in *targeted assistance schools* will identify (a) the eligible children most in need of services and (b) participants served under this part.

At the present time, we have no targeted assistance schools (TAS) in Guilford County

PROGRAM DESCRIPTION Provide a general description of the nature of programs to be conducted by participating schools and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children.

The participating schools use a variety of programs which are research based. Our recent Literacy Audit revealed that some programs have not been validated by the research and therefore some changes will be made in the future as further evaluations are conducted.

Read GCS includes assessment tools, staff development, intervention strategies, benchmarked curriculum, and parent involvement. The major focus of this process is to refine the teachers' knowledge and skills to enable them to explicitly teach reading in a diagnostic and prescriptive manner. Teachers focus upon phonological awareness, phonics, vocabulary, comprehension, and strategic reading tools. Guided reading, flexible grouping, and cooperative grouping are utilized throughout this literacy process. **PreK teachers use the Read GCS process to assess literacy skills and develop targeted small group instruction for oral language development based on the assessments. PreK Read GCS is funded through the Cemala Foundation.**

Success for All (SFA) emphasizes prevention and early intervention to ensure the success of every child. It provides the schools with researched-based curriculum, materials, staff development, assessment, one-to-one tutoring, a comprehensive reading program, and active family support approaches. The goal of SFA is for all students to be reading at or above grade level by third grade. It includes best practices in guided group reading; shared stories; fast-track phonics; adventures in writing; listening and reading comprehension skills; think-pair-sharing; and other team-building/cooperative learning activities. The reading block is 90 minutes and includes a prescriptive step-by-step approach to teaching reading.

Reading in the Content Area (RCA) training for middle and high school teachers involves literacy development training for teachers of core subjects as well as teachers of elective subjects. All teachers learn how to teach vocabulary, summarizing, predicting, sequencing, and comprehension skills in their specific content areas. Teachers learn to apply "Think-Alouds" in all areas and to closely monitor academic learning time. Teachers in middle and high schools are currently involved in training and coaching.

Formula Three Language Processing training for all core and encore teachers involves phonics; reading, spelling and learning formulas; and vowel laws and rules. The first nine weeks of school the students master these concepts in small groups, but following this, the dialog lessons become the focus. Depending on the reading needs of the students,

the dialog lessons, shaped by the learning formula, become either remediation or acceleration and enrichment the rest of the year. Students are able to quickly decode and define vocabulary in their text due to their mastery of the reading formula, allowing teachers to spend more time on the development of strategies for clarifying and evaluating the author's language usage and message content. Higher order thinking skills are emphasized in the dialog lessons. This program is currently used in grades 4-8 at Guilford Middle School with 45 minutes of daily instruction.

Class Size Reduction (CSR) occurs in Title I schools most impacted by poverty. Research concludes that to be effective CSR has to be long range (3 to 4 consecutive years), start in lower grades, and significantly reduce the class size (15-18). Based on this, many of our Title I schools now have a teacher-student ratio of 1:15 in kindergarten through second grade. **Title I PreK classrooms have a teacher to student ratio of 1:18, and additionally, there is also a teacher assistant in every classroom.**

Computer Based Instruction (CBI) provides for targeted instructional assessment, classroom management, professional development, and parental involvement. It is aligned to national, state, and local educational objectives. It is used during the day and in extended learning classes. Teachers and administrators are provided with workshops to help implement the model, integrate technology, and use sound instructional approaches.

Creative Curriculum uses best practices for educating preK children in a natural environment. Teachers are given the opportunity to reflect on a child's play and how it relates to learning. This enables the teacher to create individualized instruction based on the skill level (forerunner, I, II, and III) of each child and/or the entire group. Through record keeping of thoughtful observation of what is being said and done by the student, teachers can determine levels of development within four domains: Physical, Social/Emotional, Cognitive, and Language.

High Schools That Work (HSTW) commits to raise student achievement and agree to participate in the HSTW assessment, staff development, technical assistance, and networking activities designed to advance whole-school improvement. There are ten key practices: high expectations; vocational studies; academic studies that address real-world problems; challenging program of study; work-based learning; teacher collaboration; students actively engaged; guidance system for students and parents; extra help for students; and data driven instruction.

Algebraic Thinking training and coaching gives teachers specific ways to actively engage students in problem solving by using manipulatives. Research shows that students who actively solve problems in teams are more successful in school. Algebraic Thinking is aligned to our NC Standard Course of Study and to the results of the Third International Math and Science Study (TIMSS), which we have participated in for several years. Teachers are also visited by peer coaches, who give feedback and assist in further planning for professional development. It is a resource for middle and high school teachers.

The School Development Process (SDP) (Comer) provides a systems approach to school management. The process includes three components: (1) the School Planning and Management Team (SPMT) develops the plan; (2) the Student Staff Support Team (SSST) focuses on preventing and managing problems, sharing skills with classroom teachers, increasing students' motivation, improving academic and developmental skills, creating a healthy learning environment for all, increasing parental involvement in learning and behavior management, fostering student interactions through tutoring and conflict resolution groups, and anticipating emerging issues; and (3) the Parent Team challenges parents in new areas of leadership, decision-making, training, and school service. Training for school staff members and parents is provided through the Student Services Division.

The Responsible Discipline Process (RDP) and Positive Behavior Support (PBS) provide the participating schools with a process to develop and implement a safer and more civil school over a three- to four-year period. The RDP and PBS involve two components: (1) a process for developing and implementing school-wide discipline policies and practices and (2) training in effective classroom management techniques. The policies and classroom management techniques are designed to create more responsible student and staff behavior, which in turn, result in fewer behavior problems. In GCS, school psychologists provide the ongoing training and coaching for participating schools. **Based on principal/school commitment and current personnel to serve as PBS coaches, up to five additional schools will be selected and will begin implementation in fall 2007.**

PARTICIPATION OF MIGRATORY CHILDREN Describe how the LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children selected.

Our LEA will work with Randolph County and Rockingham County to serve any students who may be identified as migrant.

PRESCHOOL PROGRAMS If appropriate provide a description of how you will use funds under this part to support preschool programs for children.

Preschool classes are supported with Title I funds, Smart Start, More at Four, and local dollars. Class sizes range from 15 to 18 students. Each class has one teacher and one teacher assistant. Creative Curriculum, a research-based preschool curriculum designed for early childhood programs serving children ages 3-5 is used. Read GCS, a comprehensive research-based reading reform process, is used to assess students. Teachers use these assessments to develop explicit small group instruction. Teachers participate in intensive formal staff development. All PreK teachers are licensed and facilities and practices meet all environmental, health, and safety standards. PreK sites are licensed by NC Division of Child Development or are in a process to be licensed.

SCHOOL IMPROVEMENT Describe the action the LEA will take, if applicable, to assist its low-achieving schools identified under section 1116 as in need of improvement.

In addition to requirements set forth in the NCLB Act, GCS has formed Intervention Teams that provide additional support to schools not meeting academic standards. To staff these teams, central office staff members and school curriculum facilitators are strategically redeployed. They are working in schools two to three days per week until the administration of the state End-of-Course and End-of-Grade exams. The use of resources will continue to be evaluated to provide the support needed to make the academic gains called for in state and national accountability models.

For School Improvement (Year 1): Technical Assistance will be provided by the LEA to specifically address the academic achievement areas for the subgroups that did not make AYP. The LEA will provide technical assistance as the school develops and implements the plan, including specific assistance in analyzing assessment data, improving professional development, and improving resource allocation. In addition, the following would take place: **as a part of the Pilot SES program, the LEA will make available supplemental educational services to students from low income families**, and each school identified for improvement will develop or revise a two-year school improvement plan, in consultation with parents, school staff, the District, and other experts, for approval by the LEA. The plan will incorporate research-based strategies, a 10% set-aside of Title I funds for professional development, extended learning time as appropriate, strategies to promote effective parental involvement, and mentoring for new teachers. The LEA will request state assistance teams for any schools in school improvement.

For School Improvement (Year 2): **All students in schools in year 2 of school improvement will be offered public school choice**, and the LEA will continue to make available supplemental educational services to students from low income families as well as continue to offer technical assistance to implement the new plan.

For School Improvement (Year 3): Corrective Action. (Year 4): Restructuring. (Year 5): Implementation of restructuring requirements would be implemented.

SCHOOL CHOICE Describe the actions the LEA will take, if applicable, to implement public school choice and supplemental services, consistent with the requirements of section 1116.

The LEA will, if applicable, implement school choice and supplemental services consistent with the requirements of section 1116 using the public school choice and supplemental educational services guidance information provided by the United States Department of Education.

The LEA will follow procedures according to federal guidelines to be in compliance with this section. Parents of students will be notified of their options if their children attend a school that is in school improvement, and technical assistance will be provided by the District to schools in school improvement.

Guilford County Schools will utilize the supplemental provider list approved by the Department of Public Instruction.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS Describe how you will meet the requirements of section 1119.

The LEA requires teacher vacancies to be filled with applicants holding a cleared NC teaching license or eligible to hold the license. Our Human Resources Department is making efforts to ensure that current and new teachers, especially in Title I schools, meet the new No Child Left Behind (NCLB) requirements of being highly qualified. Our system also has a Professional Induction and Success Department to assist new and beginning teachers. All beginning teachers participate in Right Start which includes seminars and mentors. Guilford County Schools will implement HOUSSE for experienced teachers to determine teacher qualifications. **A Lateral Entry Fair is sponsored in collaboration with local universities.**

HOMELESS CHILDREN If applicable, describe the services the LEA will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A).

Our Student Services Division applies for funds through the McKinney-Vento Act to provide resources that are used to serve all students identified as homeless in the District. The system has implemented a new enrollment provision for families in order to be in compliance with the Act. The process includes completing the Affidavit of Homelessness. Additionally, Title I funds are set-aside annually based on the number of homeless students in non-Title I schools. These funds are for the purpose of providing appropriate services to eligible students enrolled in non-Title I schools that are comparable to the services that homeless students receive in Title I schools.

School Social Workers (licensed by the NC State Board) work closely with the schools in identifying and addressing the needs of this group. **Orientations are provided to school staff to help identify barriers to enrollment. The District also provides transportation to enable a student to remain in the school of origin or to a new school assignment.** Guilford County Schools has a district-wide homeless liaison who coordinates the identification of students and provision of services. Information is provided in English and Spanish to parents of homeless children.

PARENTAL INVOLVEMENT Describe the strategy the LEA will use to implement effective parental involvement under section 1118. Submit the District Parental Involvement policy as required by subsection 1118(a)(2). If in **LEA IMPROVEMENT**, describe how the LEA will increase parental involvement to support the academic success of the identified subgroups.

Parent and community representatives and District personnel will continue to collaborate by sharing and reviewing the District's data and will meet again in the fall of 2007 to review and revise the plan based on new data. At that time, plan information will again be communicated to the public. The District Relations Department will work with the Office of Academics/Accountability to promote community forums to discuss the District's performance.

Schools disseminate information to parents on an on-going basis through weekly memos, monthly newsletters, websites, and various other publications (local and community). Topics may include curriculum, assessments, homework, and reading, etc. All schools communicate with parents by voice-mail phone systems that are linked to the home. Some schools record phone system messages in a second language and target that language group for parent involvement information.

Schools provide inviting environments for families. Parents/families have opportunities to participate and give feedback in meetings, workshops, and conferences, etc. at their schools, at community centers, in the neighborhoods, or at public libraries. Workshops and in-service trainings are conducted by the school staff, **social workers, and dropout prevention specialists** or in collaboration with the District's Parent Outreach Division, Safe and Drug Free Schools Division, or by community agencies. Other training opportunities for parents include the following: Parent to Parent Training, intervention training for parents regarding substance abuse, and Lion's Quest. Saturday classes provide our LEP families with opportunities to discuss their children's education and the opportunity for them to enhance their language skills **at select schools**. Some schools have an International Parent Night with translators. **Parents of students with disabilities may attend professional development activities offered by the EC Department.** Training and instructional workshops geared specifically to parents are provided on a monthly basis.

The District is currently developing plans to train all principals, curriculum facilitators, and other school leaders in **facilitative leadership, which will support participative decision-making.**

Many departments including Title I, EC, and ESL request and receive technical assistance from the North Carolina Department of Public Instruction on a regular basis to build parent capacity.

Parents are invited to serve on planning teams, project teams, and parent teams, such as Parent Teacher Associations (PTA), Title I, Comer, School Improvement, and Parent Advisory Councils. The following departments have monthly parent meetings to review current practices and other concerns regarding the students in their area: Indian Education, English as a Second Language (ESL), and Exceptional Children (EC). The ESL Department facilitates NCLB and testing requirement seminars twice a year. Parents are educated on the importance of attendance, education, and all state-mandated exams.

In planning, schools ensure that accommodations are available for parents with disabilities to participate in school activities. Also, efforts are made to remove barriers for parents with limited English proficiency by using interpreters and sending home information in a native language (especially Spanish). **GCS requires Personal Education Plans (PEP) to be signed every quarter. Parents may request a copy of the PEP. (PEPs are part of student records and are confidential.) PEPs currently provide the detailed list of needs for improvement and intervention strategies. Student progress and effectiveness of interventions are discussed in parent conferences that are held twice a year; some conferences are student led. Some schools hold parent meetings and conferences away from school at community sites including**

homes. Social workers, teachers, and administrators conduct home visits to keep the parent connected to the school. PreK, After-school Care Enrichment Services (ACES) and free/reduced lunch applications are provided in other languages. Networking among non-English speaking families is encouraged and facilitated at schools.

The Support for Kids of Incarcerated Parents (SKIP) program is provided to a limited number of schools that have requested this assistance through Tristan's Quest, Inc. Principals, social workers, and counselors provide assistance in communicating with custodial caregivers. Several community groups and grants provide technical and financial assistance. The program provides positive interventions for these at-risk children.

The Exceptional Children Parent Advisory Council (ECPAC) will sponsor two parent forums for parents of students with disabilities. Utilizing a panel of special educators to address specific topics regarding services, these forums will also include community and agency representatives to provide additional information about disabilities. The belief of the Parent Advisory Council is that informed parents make better educational decisions regarding their children with special needs.

The English as a Second Language (ESL) Parent Connection meets regularly to share information about school programs. The ESL Parent Connection staff will address specific areas such as homework, testing, helping with homework, and volunteering. GCS exceeds state and federal requirements in providing information to parents in ways that include the following:

- The Parent Notification and Consent Form is available in 5 languages in addition to English, and is required for each LEP student. This form has NCLB parents' rights, specific information about ESL services, testing accommodations, and exit procedures. It requires communication with the parent, teachers, ESL teacher, principal, testing coordinator, and the ESL director, all of whom sign the document. This form has been approved by the NCDPI for compliance with NCLB.
- TransACT® is a "translation library" resource with translations for 10 languages. All schools have access to this service through GCS's subscription. One section is called "Compliance and Communication Center" and has over 50 NCLB parent notification documents translated into 5 languages.
- The Family Resource Center houses the ESL Office with a full-time bilingual receptionist who handles questions that parents may have.
- Guilford County Schools has 22 interpreters available to assist parents in understanding their vital role in education as well as understanding NCLB information.
- Schools that hold NCLB informational meetings for parents are able to request the services of interpreters in many different languages.
- In addition to providing language instruction for parents of LEP students, adult literacy classes for parents offer help to them in participating at their students' schools. Parents are also asked for their input.
- Schools have the capability of sending Connect Ed telephone messages in other languages.

The Title I District Parent Advisory Council (DPAC) meets regularly to share information. The Title I Staff and guest speakers share updates on the GCS Title I Program and the No Child Left Behind Act of 2001. DPAC provides a forum for two-way communication, and members are encouraged to provide feedback and ask questions. The members are expected to share successful strategies from their respective schools and network with other representatives to address concerns in order to take information back to their schools. DPAC has written a Vision Statement as well as Roles and Expectations for DPAC. Each Title I school appoints the parent representative to serve on the DPAC annually. Parent/Student/School Compacts are available at the district level for all schools in several languages. The GCS Administrative Policy for Title I Parental Involvement is available in English and in Spanish.

Title I schools have required Parental Involvement budget set-asides. These funds are used to host annual meetings, open houses, back-to-school nights, and provide training, conferences, and/or information sessions for parents regarding various topics which will positively impact student achievement. Schools use compacts and school Parent Involvement policies to engage parents in their child's education. The Human Resources Department and the Title I Department have together developed letters, memos, etc. for schools to send to parents regarding the Parent's Right to Know about teacher qualifications.

National Network of Partnership Schools (NNPS) is being implemented in several Title I middle and elementary schools. Participating schools develop an Action Team for Partnerships (ATP) which involves teachers, administrators, parents, community members, and others to connect family and community involvement with school improvement goals. The ATP in each school aims to create a welcoming school environment for families and to engage families and the community in activities that support student achievement and success. NNPS stresses six types of involvement that guide the development of a balanced comprehensive program of partnerships, including opportunities for family involvement at school and at home. These include: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

EXTENDED EDUCATIONAL SERVICES If appropriate, describe how the LEA will use funds under this part to support after school (including before school and summer school) and school-year extension programs. If in **LEA IMPROVEMENT**, describe specific programs and activities that will be offered through extended educational opportunities for each subgroup identified.

The District has implemented an Extended Learning Program in all the Title I Schools. Funding comes from Student Accountability and Title I dollars. Qualified tutors work with Level I and II students after regular school hours at the elementary level. Middle and high schools provide services before and/or after the regular school day as needed.

Three of our Title I schools and one non-Title I school have school year extension programs. Johnson Street and Brooks Global Studies Extended Year operate on an extended learning schedule with a longer school calendar (200 days). Oak Hill Year-Round Elementary School and Hampton Academy provide a traditional year-round program.

The LEA also provides summer school for Level I and Level II students.

The system offers After-School Care Enrichment Services (ACES) in all elementary schools. A balance of both academic and enrichment activities are offered to the students. Families pay a set weekly fee. Parents who request financial assistance may apply for scholarships from United Child Development Services and vouchers through the Guilford County Department of Social Services.

The GCS Homework Hotline is available to students four days a week after regular school hours. An ESL teacher is available for students who are not proficient in English.

Fully included, resource, and separate level exceptional children participate in all extended educational opportunities. For students with an Individual Education Plan (IEP) indicating Extended School Year, services are provided during the summer for traditional schools and during the intercessions for year-round schools. The programs and activities address specific IEP goals and objectives.

Several computer software programs are used with students who need additional support in reading and/or math.

LEA Improvement Professional Development Budget 2004-2005

Account	Description	Budget
List the appropriate code from the Uniform Chart of Accounts.	Describe the specific programs, activities, or other resources needed to meet the objectives as stated in the LEA Plan.	Project the amount that will be budgeted for each component.
3-5930-050-312-000-739	I.A: Curriculum Alignment <ul style="list-style-type: none"> • Complete the process of identifying the power standards/essential objectives in core subject areas. • PDK Curriculum Audit Training for Curriculum and Instruction Department 	\$60,600 Includes subs/stipends for 72 teachers for 3 days for the elementary process (\$21,600) and subs/stipends for 90 teachers for 3 days for the secondary process (\$27,000). Includes \$12,000 for audit training.
3-5930-050-312-000-739	I.F.1: Classroom Management 3 day training with District trainers for 125 PreK teachers	\$31,200 Includes substitutes for 125 teachers for 3 days.
3-5930-050-312-000-739	I.F.1: Differentiation Training Teachers will see modeling of differentiation and will also develop their own lesson plans using a differentiated approach	\$55,120 Includes 3 two-day sessions with 30 participants each session. Materials and substitutes for 90 participants. (\$25,120) Consultant fees (\$30,000)
3-5930-050-312-000-739	I.F.1: Literacy Series <ul style="list-style-type: none"> • Lesson Planning and Center Activities and Literacy • Vocabulary and adapting instruction training -Teachers will develop strategies for adapting instruction to accommodate students with varying backgrounds and readiness. -Characteristics of good and poor readers and common problems that students experience with comprehension will be discussed. • Springboard training for middle grades teachers -This will include follow up and support with teachers in schools after the training. • Reading in the Content Area for middle and secondary teachers 	\$321,065 Includes training for 46 schools in the literacy first tool kits with lesson plans and center activities. (\$189,540) Materials and stipends for 100 teachers for 2 days (\$9,695) Includes presenter fees and follow-up in schools (\$53,000) Includes presenter fees, stipends, and materials. (\$68,830)
3-5930-050-312-000-739	I.F.1: Math Series <ul style="list-style-type: none"> • Three-day summer institute for 60 math teachers in each grade for grades 3-5 • Development of formative assessment items for implementation of the 15/3 (teach 15 days/reteach 3 days) teaching cycle that are aligned with the middle school math pacing guides. 	\$99,000 Includes stipends for teachers (\$54,000) and materials (\$30,000). Includes costs for outside consultant services (\$15,000)
3-5930-050-312-000-739	I.F.2: School Capacity <ul style="list-style-type: none"> • Intervention Teams will provide additional support to schools not meeting academic standards. Each intervention team will have access to \$10,000 for professional development needs in their assigned school. The school's service plan written by the intervention team will describe the professional development. 	\$180,000 Includes professional development materials, consultants, stipends, or other costs associated with needed professional development.
3-5930-050-312-000-739	I.F.2: School Capacity <ul style="list-style-type: none"> • Training for elementary through high school curriculum facilitators in effective reading coaching 	\$7,633 Includes training for 114 participants using District trainers. Materials include study books for participants.
3-5930-050-312-000-739	I.F.3: Leadership Capacity <ul style="list-style-type: none"> • Facilitative Leadership for 144 teacher leaders 	\$28,800 Includes professional development materials, stipends, and conferences.
		\$783,418

Account	Description	Budget
3-5930-050-312-000-739	I.A.1-2 (EC): Aligning Department of Exceptional Children Paperwork with the Standard Course of Study. Training on the development of legally correct and educationally appropriate Individualized Education Plans (IEPs) and how to align the SCOS into the development of the IEP. Federal, state, and GCS policies and procedures will also be addressed.	\$37,500 Includes sub pay for 6 days of instruction for 40 participants. (\$24,000) Workshop Materials (\$12,000) Presenter fee (\$1,500)
3-5930-050-312-000-739	I.D.2 (EC): Assessment Training. Participants will be trained in the administration and interpretation of assessment tools such as the Brigance Inventory of Basic Skills and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Participants will learn to utilize the information collected from these assessment tools to better plan for appropriate classroom instruction.	\$8,472 Includes cost of materials. (\$8,222) Presenter fee (\$250)
3-5930-050-312-000-739	I.D.2 & I.F.1 (EC): Corrective Reading/Reading Mastery Training. Participants will look at data collection and learn how to use data to help with the direct instruction of the Science Research Associates (SRA)/McGraw Hill Programs which are systematic intensive direct instruction programs. The programs are research-based and aligned with NCLB recommendations. This course gives in-depth training on specific teaching strategies and techniques to use in the direct instruction of reading. Participants will be involved in interactive practices. Participants will also gain information on how best practices in research are applied to daily instruction.	\$18,500 Includes sub pay for 30 participants for 2 sessions. (\$6,000) Presenter fee (\$500) Workshop materials (\$12,000)
3-5930-050-312-000-739	I.F.1 (EC): Classroom Management/Crisis Prevention Institute (CPI). Instruction in defining crisis development in terms of four distinct and identifiable behavior levels. Training will be given to match each crisis development behavior level with an appropriate corresponding staff attitude/approach while providing the ultimate care, welfare, safety, and security for students and staff.	\$46,875 Includes sub pay for 1.5 days for 200 participants (\$30,000) Materials (\$15,000) Presenter fee (\$1,875).
3-5930-050-312-000-739	I.F.1 (EC): EC Paraprofessional Training. Participants will receive training in the characteristics of specific disabilities and instructional implications for those characteristics. A brief overview of IDEA and legal responsibilities will be offered. Classroom management techniques for separate classes as well as inclusionary settings will also be provided. Various co-teaching models will be reviewed as well as suggestions for implementing best practices for the paraprofessional in a school setting.	\$10,000 Includes presenter fee (\$1,000) Workshop materials (\$9,000)
3-5930-050-312-000-739	I.F.1 (EC): Foundations of Reading. Teachers will be introduced to the knowledge, skills, and procedures needed to provide effective instruction for students with persistent reading difficulties.	\$17,500 Includes sub pay for 6 days of instruction for 20 participants. (\$12,000) Presenter fee (\$1,500) Workshop materials (\$4,000)
3-5930-050-312-000-739	I.F.1 (EC): Positive Behavior Support. A series of sessions that include materials and information designed to develop school-wide policies to improve climate and culture. Best practices information will be provided to assist the classroom teacher in developing an effective classroom management plan that is both proactive and positive.	\$30,000 Includes sub/stipend pay for 5 days of training for 50 participants. (\$25,000) Workshop materials (\$5,000)
		\$168,847
3-5930-050-312-000-739	I.F.1 (ESL): Professional Development for ESL Teachers <ul style="list-style-type: none"> • How to effectively write and use an ESL Lesson Plan Template. • Reading Strategies that work. • Writing Strategies that work. • Teaching to Multi-Level Groups - scaffolding a lesson to meet the academic needs of mixed ability levels. • Motivating Reluctant Learners. • Creating a Realistic Educational Plan for English Language Learners. • How to effectively use Guided Reading with English Language learners. • Meaningful group activities that engage every language level. • Strategies that young children need in order to become effective readers. 	\$72,220 Includes development of training and presenter fees (\$47,600) Stipends for teachers (\$4,620) Workshop materials (\$20,000)
3-5930-050-312-000-739	I.F.1 (ESL): Scientifically Research Based Reading Connections for English language learners. Carolyn W. Patton from Wake County will present literacy strategies.	\$10,000 Includes consultant fee (\$8,000) Workshop materials (\$2,000)
3-5930-050-312-000-739	I.F.1 (ESL): Six 3-day Summer Institutes for core teachers in best practices for English Language Learners.	\$3,925 Includes stipends for teachers (\$2,800) and presenters (\$1,125)
		\$86,145
TOTAL OF SET-ASIDE		\$1,038,410

**Guilford County Schools
Local Educational Agency Improvement Plan
Glossary of Acronyms and Abbreviations**

AA	African American
ACES	After-School Care Enrichment Services
AL	Advanced Learner
ATP	Action Team for Partnerships
AYP	Adequate Yearly Progress
BED	Behaviorally-Emotionally Disabled
CBI	Computer Based Instruction
CI	Confidence Interval
CIS	Communities in Schools
CPI	Crisis Prevention Institute
CSR	Class Size Reduction
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DPAC	District Parent Advisory Council
EC	Exceptional Children
ECPAC	Exceptional Children's Parent Advisory Council
ELL	English Language Learners
EOC	End Of Course
EOG	End of Grade
ESL	English as a Second Language
G	Growth
GCS	Guilford County Schools
GTCC	Guilford Technical Community College
HERE	Hispanic Education, Retention, and Excellence
HOUSSE	High Objective Uniform State Standard of Evaluation
IEP	Individualized Education Plans
LEA	Local Education Agency
LEP	Limited English Proficient
NARIOP	New Light At-Risk Intergenerational Outreach Program
NCCJ	National Conference for Community and Justice
NCCLAS	North Carolina Checklist of Academic Standards
NCLB	No Child Left Behind
NNPS	National Network of Partnership Schools
OFA	Oral Fluency Assessment
PBS	Positive Behavior Support
PreK	Prekindergarten
PTA	Parent Teacher Association
RCA	Reading in the Content Area
RDP	Responsible Discipline Process
RTI	Response to Intervention
SCALE	School/Community Alternative Learning Environment
SEA	State Education Agency
SFA	Success for All
SH	Safe Harbor
SIOP	Sheltered Instruction Observation Protocol
SPMT	School Planning and Management Team
SSST	Student Staff Support Team
SWD	Students with Disabilities
TAS	Targeted Assistance Schools
TIMSS	Third International Math and Science Study
UNCG	University of North Carolina at Greensboro