

# Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/24/2016

Edwin A. Alderman Elementary NCES - na

New Hanover County Schools

## Student Success Indicators

Key Indicators are shown in RED.

### Dimension A - Instructional Excellence and Alignment

#### High expectations for all staff and students

<b>Indicator</b>	<b>A1.04 - ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/13/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Classroom teachers are using iReady program, SchoolNet and/or mClass, along with formative and summative classroom assessments. Itinerant teachers do not frequently assess due to time and nature of their subjects.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>A1.06 - ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/13/2016	
	Evidence:	Teachers currently use small group and whole group instruction and a variety of other teaching methods.	

### Dimension A - Instructional Excellence and Alignment

#### Curriculum and instructional alignment

<b>Indicator</b>	<b>A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>		
<b>Status</b>	In Plan / No Tasks Created		

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/22/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Standards alignment document created by county, not all teachers are using it Pacing guide for math created by county Staff is confused by this indicator When Common Core changes, what happens?	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>A2.07 - ALL teachers include vocabulary development as learning objectives.(5097)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/13/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Volunteers review science vocabulary with fifth graders each week. Word walls are present in classrooms UNRAAVEL strategy is used K-2 core words Tier III words	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Data analysis and instructional planning</b>			
<b>Indicator</b>	<b>A3.03 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (5112)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/13/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal plans to create a variety of walk through tools to be used in observations.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Student support services</b>			
<b>Indicator</b>	<b>A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 03/22/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have an MTSS team in place. The team meets consistently - almost weekly - either formally or informally to view data of student and school needs and to develop a plan of action to address needs.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>A4.02 - Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.(5118)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/13/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, grade level teams have common meeting times, but it is more difficult for special educators (EC, AIG, itinerant teachers, ESL, speech) to meet with general educators within current time / scheduling constraints.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>A4.04 - The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/13/2016	
	Evidence:	<p>Announcements: Morning announcements are sent digitally to staff each day and announcements for students are delivered through the intercom system each morning. Awards assemblies are held each nine weeks.</p> <p>Hallway and Classroom Displays: Hallway bulletin boards are done by a monthly teacher rotation. Classroom wall displays are changed seasonally.</p> <p>Student Competitions: can food drive, box tops, Socktober, art work (Gallery Night), Turkey Trot, Jump Rope for Heart</p>	
<b>Indicator</b>	<b>A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/22/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Some teachers conduct daily morning meetings.</p> <p>Pieces of Connected Schools philosophy are in place, but not all teachers participate or have received intensive training.</p> <p>We have materials for MindUP curriculum, but most teachers are not using the curriculum or materials appropriately. There are staff members who have received no training in this curriculum.</p>	
<b>Plan</b>	Assigned to:	Donna Marie Hamilton	
	How it will look when fully met:	All teachers will submit a behavior plan to administration. It will need to address how behaviors will be communicated to the parent, student, support staff, and administration.	
	Target Date:	10/03/2016	
	<b>Tasks:</b>		

1. Create an electronic office referral form to be used when teachers send students to the office for behavior.		
	Assigned to:	Bob Maxey
	Added date:	09/16/2016
	Target Completion Date:	08/31/2016
	Comments:	Form should include a description of the behavior and suggested consequence (time-out, behavior reflection, etc.). Form will then be completed by office personnel indicating resulting action.
	<b>Task Completed:</b>	<b>08/24/2016</b>
2. Create a checklist to check off which teachers have handed in their behavior plan.		
	Assigned to:	Donna Marie Hamilton
	Added date:	09/16/2016
	Target Completion Date:	09/23/2016
	Comments:	
3. Grade level chairs will include in data meeting agenda time to analyze electronic behavior referral form data.		
	Assigned to:	Bob Maxey
	Added date:	09/16/2016
	Target Completion Date:	10/05/2016
	Frequency:	twice monthly
	Comments:	
4. During walk-through observations, administration will collect data pertaining to behavior management plan implementation.		
	Assigned to:	Bob Maxey
	Added date:	09/16/2016
	Target Completion Date:	10/10/2016
	Frequency:	daily
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 4 (25%)
<b>Indicator</b>	<b>A4.09 - The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)</b>	
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>	

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/13/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Attendance is kept by classroom teachers through PowerSchool daily. There is currently no process in place to regularly monitor the rate of student transfer.	

<b>Plan</b>	Assigned to:	Not yet assigned
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### Dimension B - Leadership Capacity

#### Strategic planning, mission, and vision

<b>Indicator</b>	<b>B1.01 - The LEA has an LEA Support &amp; Improvement Team.(5135)</b>		
<b>Status</b>	Not a priority or interest		

<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 03/22/2016	
	Explain why not a Priority or Interest:	Central Office	

<b>Indicator</b>	<b>B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)</b>		
<b>Status</b>	Not a priority or interest		

<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 03/22/2016	
	Explain why not a Priority or Interest:	Central Office	

<b>Indicator</b>	<b>B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>		
<b>Status</b>	<b>Full Implementation</b>		

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/22/2016	
	Evidence:	SIT Sub-committees Grade Level teams hold meetings Bi-weekly data meetings with grade levels MTSS team holds bi-weekly meetings	

### Dimension B - Leadership Capacity

#### Distributed leadership and collaboration

<b>Indicator</b>	<b>B2.03 - The school has established a team structure among teachers with specific duties and time</b>		
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<b>Indicator</b>	<b>for instructional planning.(5143)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/22/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Agendas Grade level meeting notes Handbook with duties outlined Feedback on forms?	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>B2.05 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/13/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Building Leadership Capacity: Faculty serve in various leadership roles (grade level chair, SIT subcommittee chair, subject-area representative) Staff attends workshops then shares / reports back Singapore Math grade level representatives</p> <p>Achieving Learning Goals / Improving Instruction: Tutors / tutoring programs Volunteers Data-driven instruction</p> <p>-PD is available but must be self-directed at times</p>	
<b>Plan</b>	Assigned to:	Jessica Williams	
	How it will look when fully met:	Various school improvement groups will be created and led by staff members. The principal will meet with representatives from the	

		various groups to discuss school improvement goals and progress. The principal will be present in classrooms, observing teaching practices, student behavior, and student achievement.
	Target Date:	06/09/2017
	<b>Tasks:</b>	
	1. The administrative team will create walk-through observation tools for each subject area and grade level.	
	Assigned to:	Bob Maxey
	Added date:	09/16/2016
	Target Completion Date:	09/30/2016
	Comments:	
	2. The principal will create a schedule of observations to ensure his presence in classrooms on a regular basis.	
	Assigned to:	Bob Maxey
	Added date:	09/16/2016
	Target Completion Date:	10/31/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Dimension B - Leadership Capacity</b>		
<b>Monitoring instruction in school</b>		
<b>Indicator</b>	<b>B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/22/2016
	Evidence:	<p>IReady / Tutoring Schedule: Dec. 3 - May 26  Tues. Math  Thurs. Reading  3-3:30: IReady  3:30-3:50: Group 1  3:50-4:10: Group 2  4:10-4:20: Brain Break  *IReady progress monitors and adapts to student needs  *50 mins. IReady, 20 mins. small group instruction  *Small groups change to students' needs and data</p> <p>Tier 3 Interventions:</p>



		30 minutes - intense instruction for students 5 days per week - Reading / Math / Behavior Tier 3 reviews are mandatory and scheduled. Data is reviewed in data meetings bi-weekly.	
<b>Indicator</b>	<b>B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/22/2016	
	Evidence:	Artisan Teacher walkthroughs Scheduled and unscheduled observations Surprise walkthroughs Evaluations / Summatives PDP Review 4 date that lesson plans are due	
<b>Indicator</b>	<b>B3.05 - The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/13/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	FIT team meets regularly to discuss teacher concerns about attendance and behavior. Academic deficiencies and behavior concerns are addressed through the MTSS process and grade level meetings.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Dimension C - Professional Capacity</b>			
<b>Teacher quality and experience</b>			
<b>Indicator</b>	<b>C1.01 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/13/2016	
	Index:	4	(Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	No evidence of peer observations to this extent and/or PD based on observations to build specific skills.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>C1.02 - The principal plans opportunities for teachers to share their strengths with other teachers.(5153)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/13/2016	
	Evidence:	Peer mentors Grade Level chairs Leading workshops (from prior attendees) PDP offers chances for teachers to do this if they choose Committee chairs chosen for strengths	

### Dimension C - Professional Capacity

#### Quality of professional development

<b>Indicator</b>	<b>C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/22/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>We disaggregate student performance data by race/ethnicity, gender Students are assessed at least every 10 days and quarterly Data is displayed in conference room and data meetings are held bi-weekly</p> <p>Classroom observation data: -admin. team does formal and informal observations and walkthroughs (staff does not have access to these reports) -staff members doing Power Up groups are observing students and can</p>	

		provide data / feedback to teachers Professional Development: -staff is surveyed once/year on PD needs
<b>Plan</b>	Assigned to:	Kim Leggett
	How it will look when fully met:	Grade chairs lead data-driven conversations during grade level meetings bi-weekly. Disaggregated data is displayed and referenced during data meetings. Walk-through data is collected electronically and reported to staff members during grade level meetings, and is used to determine instructional needs for professional development. Power Up intervention and enrichment groups are strategically created, planned for, and modified as data shows changing needs.
	Target Date:	05/31/2017
	<b>Tasks:</b>	
	1. Grade chairs will create an agenda for each grade level data meeting, indicating which specific data will be discussed.	
	Assigned to:	grade chairs
	Added date:	09/06/2016
	Target Completion Date:	10/05/2016
	Frequency:	twice monthly
	Comments:	Grade level chairpersons were informed of this expectation on August 31st.
	2. Create a template for recording professional development needs for specific grade levels.	
	Assigned to:	Rob Ward
	Added date:	09/16/2016
	Target Completion Date:	11/01/2016
	Comments:	Template will be introduced to staff at grade level data meetings with the goal being to search for PD that would fit the needs of the grade level based on data. The template will include three columns: 1 - data discussed, 2 - what needs to be improved, 3 - PD teachers would like to see
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>C2.03 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/13/2016

Evidence:	LEA offers continual PD opportunities if staff chooses to take advantage of them. Some PD is offered online, throughout the county, and some are within the school. They are offered year round and after school.
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### Dimension C - Professional Capacity

#### Talent recruitment and retention

<b>Indicator</b>	<b>C3.01 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)</b>
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/13/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We will hold nine weeks award ceremonies and celebrate Soaring Eagle students each week.
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**Plan** Assigned to: Not yet assigned

<b>Indicator</b>	<b>C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>
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**Status** Not a priority or interest

<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 03/22/2016
	Explain why not a Priority or Interest:	Central Office

### Dimension D - Planning and Operational Effectiveness

#### Facilities and technology

<b>Indicator</b>	<b>D2.01 - ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)</b>
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**Status** Full Implementation

<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/16/2016
	Evidence:	-Technology assistant reports that he works with all staff members to integrate the use of technology in the curriculum. -Walk-through observations and formal observations provide evidence that technology is being consistently used in all classrooms. -Lesson plans from teachers indicate the use of technology.

**Indicator** D2.02 - ALL teachers enable students to place selected work into a digital portfolio that is

<b>Indicator</b>	<b>updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/16/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<ul style="list-style-type: none"> <li>-AIG teacher creates digital portfolios for all of her 4th and 5th grade students.</li> <li>-Students in grades 3-5 have some work saved in their home drive from previous years.</li> <li>-K-2 does not have a Google drive.</li> <li>-The lack of available technology devices per student makes this more difficult to attain.</li> </ul>	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>D2.04 - The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/16/2016	
	Evidence:	<ul style="list-style-type: none"> <li>-LEA has a 5, 10, and 15-year plan for technology.</li> <li>-School-based technology is consistently upgraded to meet standards.</li> </ul>	
<b>Dimension E - Families and Community</b>			
<b>Family Engagement</b>			
<b>Indicator</b>	<b>E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/22/2016	
	Evidence:	<ul style="list-style-type: none"> <li>Home Connection newsletters</li> <li>DIBELS reports</li> <li>Classroom newsletters</li> <li>BOY grade level pamphlet</li> <li>Title I meeting held</li> <li>Weekly Alert Now calls</li> <li>Webpages</li> </ul>	

		Parent / Teacher conferences MTSS parent meetings
<b>Indicator</b>	<b>E1.08 - Professional development for teachers includes support for working effectively with families.(5184)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/13/2016
	Index:	1 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	N/A
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Dimension E - Families and Community</b>		
<b>Community Engagement</b>		
<b>Indicator</b>	<b>E2.04 - The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/13/2016
	Evidence:	First Baptist Church provides donations and volunteers. Pine Valley Church provides food bags, washer/dryer, etc. Lowes Food, Publix, Chic-fil-A has made donations. Alderman Angels group provides support and school supplies. Community and Schools provides resources for emotional, social, and physical needs of students. School has partnership with New Hanover Regional Medical Center to continue working toward a Medical, Health, and Wellness focus.