

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

R Freeman Sch of Engineering NCES - na

New Hanover County Schools

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

Indicator	A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/06/2016	
	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:	PLC's meet weekly to plan instruction aligned to Common Core using a nine week template and planbook. Lessons are developed with the support of administration, lead teachers, and the instructional coach to ensure consistency, problem solving, and availability of resources.	
Plan	Assigned to:	Patricia Martell	
	How it will look when fully met:	dfeghys	
	Target Date:	04/21/2017	

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator	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)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/06/2016	
	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>MTSS structure in place. Staff received additional training this year regarding academic and behavioral instructional at all tiers. Weekly MTSS Team meetings are facilitated to include the FIT Team, Administration, and the School Psychologist. Through these meetings, school data is examined to determine next steps for students and grade level support.</p> <p>More focus and professional development is needed to build teacher capacity with core academic and behavior instruction. This will be the focus for the 2016-2017 school year.</p>	
Plan	Assigned to:	Ruth Pitstick	
	How it will look when fully met:	Core instruction with 80% fidelity. Differentiated small groups and tier 2 and 3 groups. Evidence from data (aimsweb, mtss plc's, iready, reading mastery and AIG support.	
	Target Date:	06/15/2016	
	Tasks:		
	1. MTSS PLC's Instructional and behavioral		
	Assigned to:	MTSS Team	
	Added date:	09/08/2016	
	Target Completion Date:	06/15/2017	
	Frequency:	weekly	
	Comments:	minutes from meeting and discussion	
	2. Parent Conferences BOY, MOY, EOY		
	Assigned to:	Teachers	
	Added date:	09/08/2016	
	Target Completion Date:	06/15/2017	
	Frequency:	monthly	
	Comments:	Parent Conference Data Tool	
	3. Parent Nights		
	Assigned to:	Janice Rickey	
	Added date:	09/08/2016	
	Target Completion Date:		

	Target Completion Date:	06/15/2017
	Frequency:	monthly
	Comments:	Projects from grade levels
4. Tools for teaching PD		
	Assigned to:	Susan Sellers
	Added date:	09/08/2016
	Target Completion Date:	06/15/2017
	Frequency:	four times a year
	Comments:	Presenters from district and staffing reading Tools for Teaching book provided.
5. Reading Mastery PD		
	Assigned to:	Sonya Oates
	Added date:	09/08/2016
	Target Completion Date:	06/15/2017
	Comments:	Materials, monitoring and feedback
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)
Indicator	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)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 04/06/2016
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (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:	The school supports students emotional states through: Mindup, breakfast groups, MTSS process, PBIS, small group and 1:1 counseling sessions, referrals to school-based mental health therapist, and other individualized plans. Staff is understanding that different emotions are prompted by different situations and their relationships with students are key to effective classroom management.
Plan	Assigned to:	Amy Leister

	How it will look when fully met:	-Second Step lessons completed -morning and afternoon meetings being done with fidelity -feelings charts to help teachers monitor student emotions -reflection logs on-going -behavior core working for working for 80% -decreased behavior referrals
	Target Date:	06/15/2017
	Tasks:	
	1. -Use supplemental resources to enhance Second Step -Continue to tap into Mindup resources -Tools for Teaching PD -Fidelity walk throughs -Utilize resources shared by MTSS counselor	
	Assigned to:	Jan Ellington
	Added date:	09/19/2016
	Target Completion Date:	06/15/2017
	Comments:	-Review data
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Dimension B - Leadership Capacity		
Strategic planning, mission, and vision		
Indicator	B1.01 - The LEA has an LEA Support & Improvement Team.(5135)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/03/2016
	Evidence:	A district team consisting of the Assistant Superintendent of Instruction and Academic Accountability, Director of Elementary Instruction & Federal Programs, and Title I Supervisor/Principal Coach are involved in the key components of Freeman's improvement process. In addition, lead teachers from the district's Instructional Team participate in and support Short Cycle Assessment meetings with each grade level to examine data and determine next steps with instructional plans and practices.
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)	
Status	Full Implementation	

Assessment	Level of Development:	Initial: Full Implementation 06/03/2016	
	Evidence:	The Principal of Freeman School of Engineering was replaced for the 2015-2016 academic year. Susan Sellers, the current principal has experience from the Department of Public Instruction as a School Transformation Coach. Her strengths include instructional planning and building a positive school culture. During this first year as the Administrator at Freeman, Sellers has been supported by a district team and Principal Coach who is school-based and spends approximately 30% of the week supporting Freeman.	
Indicator	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)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/06/2016	
	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:	The Freeman leadership team meet 4 times this year. The team consisted of administration, teacher leaders, and department heads. This team will be re-rostered for next year and meeting times will be set with more frequency to focus on key areas of school improvement without losing momentum.	
Plan	Assigned to:	Patricia Martell	
	How it will look when fully met:	Leadership team meets every week with an agenda using data to discuss implementation of practices. Also will use data from walk-through tool.	
	Target Date:	06/15/2017	
	Tasks:		
	1. Continuous walk-throughs		
	Assigned to:	Administration	
	Added date:	09/08/2016	
	Target Completion Date:	06/15/2017	
	Frequency:	weekly	
	Comments:	Walk-through tool	

2. Leadership meetings

	Assigned to:	Team
	Added date:	09/08/2016
	Target Completion Date:	06/15/2017
	Frequency:	weekly
	Comments:	monitoring and disuccsion
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Dimension B - Leadership Capacity

Distributed leadership and collaboration

Indicator **B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**

Status Tasks completed: 0 of 1 (0%)

Assessment	Level of Development:	Initial: Limited Development 04/06/2016	
	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:	Teachers met weekly for instructional planning. During this time, instruction and instructional methods were addressed. Moving forward, this team will also give input on whole school improvement as it relates to instructional decisions and creating family/community communication about students' instructional needs. This year, the work of the teams was documented through the work product of teacher lesson plans. We will add meeting agendas and systematic reporting of each grade level/department's work to the school.
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Plan	Assigned to:	Annie Lovoy
	How it will look when fully met:	<ul style="list-style-type: none"> -Grade level chairs -Weekly instructional PLCs -Monthly MTSS and behavior meetings -Mentor/BT meetings -Half day planning -Data tool for parent conferences with teacher strategies and parent suggestions/resources -Google Toolbox -SIT meetings

		-grade level/individual newsletters and websites -parent phone calls and daily reflection logs -Learning Focused lesson plans -Using AIMSWEB and m-Class data to drive instruction -Add PLC minutes to NC Star -Agendas and minutes provided in NC Star
	Target Date:	06/15/2017
	Tasks:	
	1. PLCs and MTSS implementation and behavior meetings.	
	Assigned to:	Patricia Martell
	Added date:	08/22/2016
	Target Completion Date:	06/15/2017
	Frequency:	weekly
	Comments:	-Half day PLCs quarterly -weekly instructional PLCs -monthly MTSS implementation and behavior meetings
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Dimension B - Leadership Capacity		
Monitoring instruction in school		
Indicator	B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: No development or Implementation 04/06/2016
	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:	Considering changing start time to 7:45 and create master schedule with PD to maximize instructional time. Also considering adding instructional days through an intercession schedule after transition to the year-round calendar.
Plan	Assigned to:	Not yet assigned
Indicator	B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/06/2016	
	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:	Weekly walk throughs conducted by instructional staff. The principal set the expected schedule and walk-through focus for assistant principals, instructional coach, two lead teachers, and principal coach. This data was shared with teachers during a portion of the school year.	
Plan	Assigned to:	Not yet assigned	

Dimension C - Professional Capacity

Quality of professional development

Indicator	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)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/06/2016	
	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:	The following data was collected, reviewed, and considered: Benchmarks, Short Cycle Assessments, MClass, Discipline, and Teacher Observations. Professional development on data analysis at the school level, classroom level and student level is needed to build capacity with staff in this area. Also, student learning data and teacher observation data needs to be overlapped to find patterns, trends, outliers, and areas for improved practice.	
Plan	Assigned to:	Mallory Lane	
	How it will look when fully met:	Student growth in benchmarks and assessments. Fidelity of practices.	
	Target Date:	06/15/2017	
	Tasks:		

1. Analyze Data			
Assigned to:		Team	
Added date:		09/08/2016	
Target Completion Date:		07/19/2016	
Frequency:		weekly	
Comments:		Data tools, benchmarks, mclass, observations	
2. Feedback to teachers			
Assigned to:		Administration	
Added date:		09/08/2016	
Target Completion Date:		07/19/2016	
Frequency:		weekly	
Comments:		feedback and discussion	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Dimension C - Professional Capacity			
Talent recruitment and retention			
Indicator	C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/06/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	Continue to communicate with district and legislature to advocate for teacher incentives. Currently, an additional percentage added to staff supplements is being considered by the local School Board.	
Plan	Assigned to:	Phillip Pitstick	
	How it will look when fully met:	<ul style="list-style-type: none"> -Increased retention of staff -Positive increases on Teacher Working Condition Survey results -increased years of experience of staff -growth on PDPs -positive climate and culture 	

	Target Date:	06/15/2016
	Tasks:	
	1. -Climate Committee -School Facebook page/social media/print media -Positive notes/stickers/ paper plate awards/positive reinforcement -staff socials -Potlucks/celebrations -attending job fairs -staff retreat	
	Assigned to:	Kimberly Summersill
	Added date:	09/19/2016
	Target Completion Date:	06/15/2017
	Comments:	-Climate Committee and TWCS data
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Dimension E - Families and Community		
Family Engagement		
Indicator	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)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 04/06/2016
	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:	Parents are engaged through Title I Parent Nights, student conferences, and individual administrative or teacher requests to support students. Additional plans need to be made for proactive parent education related to supporting their students academic/behavioral progress.
Plan	Assigned to:	Janice Rickey
	How it will look when fully met:	Teachers are having BOY, MOY, and EOY conferences with all parents. Quarterly parent nights such as STEM night, curriculum nights, book nights, Schoolwide consistent data tools to share expectations and

		performance with parents. Classroom/school websites. Positive parent phone call logs. Student reflection sheets (daily communication) Grade level newsletters from data tool Google toolbox to share with staff/parents Online instructional resources MTSS conferences ABE system/parent portal Check in/check out sheets and point sheets PBIS Bearpaws PBIS celebrations and assemblies
	Target Date:	06/15/2017
	Tasks:	
	1. Use the data tool for parent conferences	
	Assigned to:	Sonya Oates
	Added date:	08/22/2016
	Target Completion Date:	06/15/2017
	Frequency:	three times a year
	Comments:	-Teachers update data tool, print to share with parents, and turn in to admin at the end of the year to help in making instructional decisions and classroom placements.
	2. Hold curriculum/STEM nights quarterly (parent nights)	
	Assigned to:	Barbara Anderson
	Added date:	08/22/2016
	Target Completion Date:	06/15/2017
	Frequency:	four times a year
	Comments:	-Perhaps have them at the community center at Maides Park -working with Communities in Schools to increase involvement -will be Reading Night with Book Fair, STEM Night, Resource Fair -Watch D.O.G.S.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)