

Comprehensive Progress Report

Mission:

School Mission: Snipes Academy of Arts & Design is a magnet school that provides integration of the arts across classroom settings. Our school is a safe and positive place to learn and work. We thrive academically, socially, and artistically and are successful 21st century learners.

Goals:

Alter the text and click the 'Update' link. Be sure to 'Save' when done.

Our goal is to increase overall performance composite and for teachers to meet or exceed growth as measured by our EOG scores.

! = Past Due Actions

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|--------------|---|-----------------------------------|-----------------------|-------------------|
| Effective Practice: | | High expectations for all staff and students | | | |
| | A1.03 | The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The staff is moving toward shared beliefs as the year goes on but the constant turnover of teachers inhibits the ability to nurture collaborative processes. | Limited Development 11/30/2016 | | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | |
| How it will look when fully met: | | Teachers will feel comfortable sharing out any strengths or weaknesses to colleagues, administration and all support staff. Teachers will feel comfortable advocating for improvements within the school. Opinions and improvements that are voiced are valued and seriously considered. Teachers will feel that the professional development opportunities are valuable to their professional growth. Feedback on observations and walk-throughs are based on differentiated professional development. Teachers are continuously trying to improve their skills. Professional Development should meet the needs of the school in the current school year. PLC's will have time to engage in meaningful discussions, planning, vertical planning and problem solving throughout the building. | Objective Met 05/01/17 | Rachel Manning | 03/30/2018 |
| Action(s) | Created Date | | | | |

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|------------------------|--------|--|---------------------|---------------------|------------|
| 1 | 5/1/17 | Allocate time and financial resources for Learning Focused Planning and Professional Development. | Complete 05/01/2017 | Teresa Conoly | 05/31/2017 |
| | | <i>Notes:</i> | | | |
| 2 | 5/1/17 | The Master schedule will provide common planning time that teachers in the grade level team can utilize for team planning. | Complete 05/01/2017 | Teresa Conoly | 05/31/2017 |
| | | <i>Notes:</i> | | | |
| 3 | 5/1/17 | The NCSTAR Curriculum and Instruction team schedules differentiated professional development based on staff needs (Beginning Teacher and New to Snipes Staff, AIG credentials, Learning Focus, Second Step, MindSet Physical, SRA and iReady) | Complete 05/01/2017 | Rachael Beckelhimer | 05/31/2017 |
| | | <i>Notes:</i> | | | |
| 4 | 5/1/17 | Guided observations / Artisan teacher observations are provided for teachers who request it based on an identified need. | Complete 05/01/2017 | Cindy Talbert | 06/30/2017 |
| | | <i>Notes:</i> | | | |
| 5 | 5/1/17 | We will identify the strengths of staff who will facilitate a professional development to staff members (Arts Integration, Technology, Learning Focus, Eric Jensen, Kagan Strategies, Morning Meeting, Autism and Behavior, Poverty, Mental Health, Second Step) | Complete 05/01/2017 | Louise Walston | 06/30/2017 |
| | | <i>Notes:</i> | | | |
| Implementation: | | | 05/01/2017 | | |
| Evidence | | 5/1/2017 Master Calendar, Schoollink evaluations, teacher lesson plans, student achievement growth | | | |
| Experience | | 5/1/2017 The NCSTAR Curriculum and Instruction Team developed a plan for the year that was inclusive and differentiated. The various professional development opportunities were well attended. The schoollink evaluations were completed in order to receive credit. | | | |
| Sustainability | | 5/1/2017 The NCSTAR Curriculum and Instruction Team will assess the staff at the beginning of each year to determine the upcoming year professional development plan. | | | |

| A1.04 | | ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | | Teachers use a variety of assessments, some are teacher created and some are mandated by the county or the state. Our next step is in the analysis (which is a time issue) of these assessments. We have to be able to prioritize conflicting data as well and determine how to plan from the data. | Limited Development 11/09/2016 | | |
| | | Priority Score: 1 Opportunity Score: 3 | Index Score: 3 | | |
| How it will look when fully met: | | All teachers will routinely use benchmark assessment instruments to determine status of student achievement. Teachers will analyze data to impact instructional decisions. Through the MTSS process all tiers of instruction are addressed. This includes BOY, MOY, EOY and frequent progress monitoring. | Objective Met 11/10/16 | Linda Dunn | 11/30/2016 |
| Action(s) | Created Date | | | | |
| 1 | 11/10/16 | Teachers will be introduced and trained on the use of the universal screening tools : AIMSWEB Plus, mClass, ESGI, iReady, KEA. | Complete 11/09/2016 | Erika Ancuta | 11/17/2016 |
| Notes: | | | | | |
| 2 | 11/10/16 | Teachers will meet weekly to analyze data for next steps of instruction. This includes individual, small group and whole class data. | Complete 11/09/2016 | Waltrina Barnett | 11/30/2016 |
| Notes: | | | | | |
| 3 | 11/10/16 | Teachers utilize teacher created formative assessments as well as district created formative assessments. | Complete 11/09/2016 | Sabrina Keckley | 11/30/2016 |
| Notes: | | | | | |
| 4 | 11/10/16 | Create a progress monitoring schedule with deadlines to ensure the fidelity and frequency of progress monitoring. | Complete 11/09/2016 | Teresa Conoly | 11/30/2016 |
| Notes: | | | | | |
| 5 | 11/10/16 | Instructional coaches and administration facilitate reflective instructional practice with individuals and teams based on classroom data, observational data, conversations and teacher need. | Complete 11/09/2016 | Cindy Talbert | 11/30/2016 |
| Notes: | | | | | |
| Implementation: | | | 11/10/2016 | | |
| Evidence | | | | | |

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| | | 11/10/2016 Progress monitoring schedule, minutes, agendas, assessment reports | | | |
| Experience | | 11/10/2016 Teachers have received training in the administration of universal screeners already mentioned. They are currently utilizing the assessment reports to drive instructional decisions for students. | | | |
| Sustainability | | 11/10/2016 Make sure that all new teachers to the building will receive training in a timely manner. | | | |
| | 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) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Teachers are being prepared through the Learning Focus PD in strategies that will bring this to full implementation. This has been an indicator that we have experienced great success with teacher attrition requires a lot of reteaching on the part of the Instructional Leadership Team. | Limited Development 11/09/2016 | | |
| How it will look when fully met: | | Teachers will create a notebook of Learning Focused lesson plans that will address the indicator. Teachers will teach whole group mini lessons as well as small group intensive skill based lessons. Computer generated activities and lessons will also be utilized. | | Waltrina Barnett | 02/28/2018 |
| Action(s) | Created Date | | 4 of 6 (67%) | | |
| 1 | 11/10/16 | All teachers will receive Learning Focus PD that will allow for collaborative planning. | Complete 11/21/2016 | Cindy Talbert | 04/28/2017 |
| <i>Notes:</i> | | | | | |
| 2 | 11/10/16 | All teachers will utilize iReady Reading and Math for computer based instruction. | Complete 11/21/2016 | Waltrina Barnett | 12/30/2016 |
| <i>Notes:</i> | | | | | |
| 3 | 11/10/16 | K-2 teachers will utilize reading mastery as their core reading program but it will be delivered in their small groups that are determined by assessments. | Complete 02/06/2017 | Teresa Conoly | 03/31/2017 |
| <i>Notes:</i> | | | | | |
| 4 | 11/21/16 | The Parent /Community Engagement Committee is creating a homework policy for the school. | Complete 02/06/2017 | Cindy Talbert | 06/29/2017 |

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| Notes: | | | | | | |
| 5 | 11/21/16 | The Instructional Coaches will be modeling lessons and setting goals to increase total participation strategies opportunities for instruction with all teachers. Coaches will focus on total participation strategies to focus on student engagement. | | Linda Dunn | 06/28/2018 | |
| Notes: | | | | | | |
| 8 | 2/27/17 | Each grade level will receive additional planning time to develop Learning Focused Lessons. (some half day planning, Wednesday afternoons, District designated days) | | Linda Dunn | 06/28/2018 | |
| Notes: | | | | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The administrative team added this indicator in the first 13 indicators to be assessed because we feel that we need to make a plan for our school in this area. Our school is still reacting rather than preventing behaviors. We have school-wide procedures and classroom rules and consequences are posted. Many teachers start out the school year strong with teaching behaviors but as time goes by and new staff join the school, procedures become more lackadaisical. Looking at the impact that this one indicator could create for the student achievement of our school made it a priority for us to start creating a plan for right away. | | Limited Development 04/21/2016 | | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | How does your school ensure that all teachers establish and positively teach and reinforce consistent rules and procedures in their classroom? Each teacher is provided with PBIS expectations and procedural training at the beginning of the school year. The principal explains classroom managed and administrative managed offences. The school monitors the behavior data and meets on the data monthly. Do you look for this ongoing reinforcement in classroom observations? Yes, it is a part of peer observations, Artisan Teacher observations and NCEES observations. Do you discuss and share rules, procedures, and best practices for teaching them at faculty meetings and workshops? Only at workshops or team meetings. | | | Rachael Beckelhimer | 05/31/2018 |
| Action(s) | Created Date | | | 18 of 19 (95%) | | |
| 1 | 5/26/16 | Each grade level will develop common, grade level expectations that have been reached by consensus (Rules of conduct). These will be | | Complete 04/24/2017 | MTSS Leadership team | 06/30/2017 |

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| | | directly taught and procedures will be looked for in day to day interactions. | | | |
| | | <i>Notes:</i> | | | |
| 2 | 5/26/16 | A daily communication log that will be shared and monitored will be developed for all grade levels. | Complete 11/10/2016 | MTSS Leadership team | 04/19/2017 |
| | | <i>Notes:</i> | | | |
| 3 | 5/26/16 | Crisis procedures will be discussed, reviewed, retaught and problem solved with new staff and current staff. | Complete 11/21/2016 | Administrative Team | 06/28/2017 |
| | | <i>Notes:</i> | | | |
| 4 | 5/26/16 | Each teacher and para-educator will receive mindset training on deescalation techniques at the beginning of the school year. These will be reviewed monthly in behavior data meetings. | Complete 11/08/2016 | Administrative Team | 10/31/2016 |
| | | <i>Notes:</i> | | | |
| 5 | 5/26/16 | The school will implement a "Good Neighbor" policy. The intention is that anyone can help out their colleague at any time during the school day. | Complete 09/07/2016 | Rachael Alessandro | 05/31/2017 |
| | | <i>Notes:</i> | | | |
| 6 | 5/26/16 | The Master schedule will have time for morning meeting and chime time daily. | Complete 07/21/2016 | Teresa Conoly | 08/31/2016 |
| | | <i>Notes:</i> The Master Schedule will be uploaded. | | | |
| 7 | 5/26/16 | Restorative Justice Circles will be utilized by the school counselors and social worker in their Tier 2 and Tier 3 behavior interventions. | Complete 02/02/2017 | Louise Walston | 02/28/2017 |
| | | <i>Notes:</i> | | | |
| 8 | 8/25/16 | PBIS Module I Training | Complete 11/10/2016 | Teresa Conoly | 12/30/2016 |
| | | <i>Notes:</i> | | | |
| 9 | 8/25/16 | Morning Meeting PD | Complete 11/21/2016 | Ellen Clayton | 12/30/2016 |
| | | <i>Notes:</i> | | | |
| 10 | 8/25/16 | MindUp PD for new staff | Complete 11/21/2016 | Ellen Clayton | 12/30/2016 |
| | | <i>Notes:</i> | | | |
| 11 | 8/25/16 | Each Month the grade level PLC's will meet to analyze behavior data across their grade level and problem solve around the data. | Complete 09/08/2016 | Ellen Clayton | 06/30/2017 |
| | | <i>Notes:</i> | | | |
| 12 | 8/25/16 | Each classroom will create a calm spot. | Complete 09/07/2016 | Teresa Conoly | 09/30/2016 |
| | | <i>Notes:</i> | | | |

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| 13 | 8/25/16 | The PBIS Team will meet monthly to analyze schoolwide behavior data. | Complete 11/21/2016 | Teresa Conoly | 06/30/2017 |
| | | <i>Notes:</i> Agendas and minutes will be uploaded into NCSTAR. | | | |
| 14 | 8/25/16 | The PBIS Team will ensure that the schoolwide expectations that have been placed on the PBIS matrix are posted in the classrooms and all common areas. | Complete 11/10/2016 | Teresa Conoly | 11/30/2016 |
| | | <i>Notes:</i> | | | |
| 15 | 11/21/16 | PBIS Module II training will be presented to staff. | Complete 02/15/2017 | Teresa Conoly | 06/29/2017 |
| | | <i>Notes:</i> | | | |
| 16 | 11/21/16 | Selected 5th grade classes will participate in Monday morning meetings with the principal, assistant principal, coach and counselor. Topics will include discipline and academic data as well as self regulation skills. This will strengthen core academics and behavior as students view data and create goals. | Complete 02/06/2017 | Cindy Talbert | 06/29/2017 |
| | | <i>Notes:</i> | | | |
| 17 | 12/21/16 | Teachers will engage in professional development of Second Step. | Complete 02/22/2017 | Ellen Clayton | 02/22/2017 |
| | | <i>Notes:</i> | | | |
| 18 | 12/21/16 | There will be a schedule of character traits that are focused upon each month. | Complete 12/21/2016 | Ellen clayton | 12/21/2016 |
| | | <i>Notes:</i> | | | |
| 19 | 9/26/17 | Continue to monitor throughout the school year and make adjustments as needed based on our PBIS data. | | Stephanie Willis | 06/15/2018 |
| | | <i>Notes:</i> | | | |
| Implementation: | | | | | |
| Evidence | | | | | |
| | | 4/24/2017 We have an NC STAR team that focuses on school culture and PBIS. A subgroup of those members meets monthly to discuss in detail PBIS. Minutes are kept in the google doc for these meetings. Celebrations have occurred daily, weekly, and quarterly. Teacher keep a behavior data notebook current. We continue to strengthen the intervention strategies of Tier 2 and 3 based on student needs. MTSS meetings are held weekly to assess the effectiveness of these interventions. There is a plan for teacher/administrator managed behaviors with consequences. Administrators maintain an organized system for module 3s. | | | |

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| Experience | <p>4/24/2017</p> <p>All staff have completed professional development in verbal MindSet, MindUP, Second Step, and monthly PLC meetings with the NHCS behavior specialist. Behavior data is collected and reviewed each month by the staff. Teachers have received PD in learning engagement. BTs have been assigned mentors for the year. BTs andn teachers new to Snipes Academy have participated in numerous sessions to improve classroom management and student engagement. This indicator has been part of the discussion in SIT. There have been ongoing discussions about the impact of poverty in educating our students. Teachers' classroom management plans needs to be aligned with the beliefs of our school-wide PBIS. This provides continuity across the school. We have a plan for teacher/administrator managed behaviors with consequences.</p> | | | |
| Sustainability | <p>4/24/2017</p> <p>Continue the focus on educating the staff on classroom management and culturally responsive practices based on our demographics. We need to maintain the procedures, protocols, and traditions that have been firmly established as part of our PBIS initiatives (Cupcake Cafe, Field trip to the Pink Baking Company, STAR Assemblies, STAR Cards, STAR Room, etc.) We need to keep having the monthly behavior data meetings with the district's behavior specialist. As a staff, we need to continue to work on strrengthening the teachers' understanding and skill level in managing student behaviors in order to decrease office referrals.</p> | | | |
| | A1.08 | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | <p>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)</p> <p>Goal setting is being discussed in PLC's. Teachers are setting goals for their classrooms but not always "with" their classrooms. Teachers feel so much pressure to teach, teach, teach that often they forget that some of these strategies will allow the teaching to be more productive.</p> | <p>Limited Development 12/21/2016</p> | | |
| | <p>Priority Score: 3 Opportunity Score: 3</p> | <p>Index Score: 9</p> | | |
| How it will look when fully met: | <p>Teachers will establish environments that promote a positive growth mindset in their classrooms through interventions, goal-setting, feedback, and appropriate learner tasks. Additionally, teachers will</p> | <p>Objective Met 04/24/17</p> | <p>Rachael Beckelhimer</p> | <p>01/31/2018</p> |

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| | | provide opportunities for social emotional growth through the MindUp curriculum, Second Step curriculum, counseling and collaborative grade level meetings , "Motivational Mondays". Academic growth experienced through student-teacher conferences, data notebooks, student-led conferences and collaborative planning. | | | |
| Action(s) | Created Date | | | | |
| 1 | 1/23/17 | Motivational Mondays will be led by the Principal, Instructional Coach and school counselor. | Complete 01/31/2017 | Cindy Talbert | 01/31/2017 |
| | | <i>Notes:</i> | | | |
| 2 | 1/23/17 | Student-led conferences will occur a minimum of once a year. | Complete 02/02/2017 | Linda Dunn | 02/15/2017 |
| | | <i>Notes:</i> | | | |
| 3 | 1/23/17 | Teachers will implement regular lessons for social emotional growth using MindUp and Second Step curriculum. | Complete 04/24/2017 | Waltrina Barnett | 04/24/2017 |
| | | <i>Notes:</i> MindUp and Second Step lessons have been documented in teachers' lesson plans and observed through walkthroughs. | | | |
| 4 | 1/23/17 | PBIS Module II training that focuses on goal setting, student accountability, teacher feedback daily and specific behavior interventions. | Complete 02/23/2017 | Teresa Conoly | 05/31/2017 |
| | | <i>Notes:</i> | | | |
| Implementation: | | | 04/24/2017 | | |
| Evidence | | | | | |
| | | 4/24/2017 The master schedule, lesson plans, and walkthroughs are evidence that teachers are implementing MindUP and Second Step. | | | |
| Experience | | | | | |
| | | 4/24/2017 Teachers received training in MindUP and Second Step. Lessons were modeled for teachers who were new to the staff. All teachers have their own classroom materials that are easily accessible. There is a schedule that was created by the counselors for implementing these programs schoolw-wide. The master schedule was created to insure classroom teachers had morning and afternoon meetings built into their schedules. Lesson plans document implementation of the lessons. | | | |
| Sustainability | | | | | |
| | | 4/24/2017 | | | |

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| | As staff changes, then training will be provided. All staff will have a refresher course at the beginning of the school year. Materials are collected at the end of the year and maintained in the library. Staff members share ideas for morning and afternoon meetings (relevant videos, emails, etc.) | | | |
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| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | Curriculum and instructional alignment | | | |
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| | A2.01 | Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | Teachers have 45 minutes of enhancement time each day. K-2 teachers have an additional 30 minutes once a week for media time. Different grade levels meet after school for 60-90 minutes. Teachers have had 1/2 day planning times and teacher workdays. | Limited Development 12/05/2016 | | |
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| | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | |
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| How it will look when fully met: | When the instructional teams meet they will discuss effective practices and student progress. The progress will be evident as the EOG test scores increase at a steady and sustainable rate. | Objective Met 04/27/17 | Wendy Nixon | 01/31/2018 |
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| Action(s) | Created Date | | | |
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| 1 | 1/18/17 | The Master schedule will be created allowing teachers in the same grade level a common planning time for a minimum of 45 minutes a day. | Complete 02/06/2017 | Teresa Conoly | 01/31/2018 |
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| 2 | 1/18/17 | Instructional Teams will create agendas and minutes that are accessible to administration. | Complete 02/06/2017 | Teresa Conoly | 01/31/2018 |
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| 3 | 1/18/17 | Instructional Teams will use data to determine what standards will be planned, taught and assessed. | Complete 04/27/2017 | Linda Dunn | 01/31/2018 |
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| 4 | 1/18/17 | The yearly calendar will provide an opportunity once a month for instructional teams to plan. | Complete 02/06/2017 | Teresa Conoly | 01/31/2018 |
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| 5 | 4/27/17 | Principal and the assistant principal for that grade level participate in the weekly PLC meetings. | Complete 04/27/2017 | Rachael Beckelhimer | 06/20/2017 |
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| Implementation: | | | 04/27/2017 | | |
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| Evidence | | | | | |
| | | 4/27/2017 Agendas and minutes are in the google drive. The master schedule includes all meetings. | | | |
| Experience | | | | | |
| | | 4/27/2017 The master schedule was created to include weekly SCAs meetings held each Wednesday to review data and make instructional decisions. District lead teachers attend the weekly meetings. The math and ELA district teachers attend quarterly meetings. The PLCs vary with their success of the implementation of the SCAs. The format has changed over the years from reporting out to actually being engaged in reviewing and discussing the data, plus next steps. | | | |
| Sustainability | | | | | |
| | | 4/27/2017 The SCA meetings must be on the master calendar. Advance scheduling of the ELA and math lead teachers must occur prior to the onset of the school year. The meeting needs to happen in a central location with administrators and instructional coaches participating. We need to continue to have the support of the SCA district teachers (Travis and Tim) to keep the communication open between district and school. | | | |
| | A2.03 | The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | According to the School Administrative Management System, Time Tracker, the principal is currently averaging between 60% and 70% of her time directly working with teachers to improve instruction. This includes observations, walkthroughs, grade level PLCs, by providing feedback, meeting with instructional coaches, participating in professional development with teachers, meeting daily with the administrative team to discuss classroom instruction and multiple decision making groups. | Full Implementation 01/23/2017 | | |
| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |

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| Initial Assessment: | | Unit Planning is limited. Special education piece is new. We would like a greater emphasis on vertical alignment. | Limited Development 04/21/2016 | | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | |
| How it will look when fully met: | | Instructional coaches would be spending time in grade level PLC's on collaborative planning. Unit planning would be smooth and intentional. Plans would be developed thoroughly and intentionally and saved from year to year. Teachers will utilize resources that are available for them. Planning will be daily and will utilize data. All certified staff will cooperate in planning. The special education teachers will align their goals and lessons with the regular classroom teachers. | | Linda Dunn | 05/30/2019 |
| Action(s) | Created Date | | 6 of 7 (86%) | | |
| 1 | 5/9/16 | Plan and schedule professional development on the Learning Focus planning framework. | Complete 09/08/2016 | Instructional Leadership Team | 09/01/2016 |
| | | <i>Notes:</i> Every year the instructional team will meet and plan professional development, but we will need to modify throughout the year as needed. We will also need to take inventory of staff needs. | | | |
| 2 | 5/9/16 | Provide PD for the staff on Learning Focus Lesson Planning framework. | Complete 04/25/2017 | Instructional Coaches | 05/30/2019 |
| | | <i>Notes:</i> A minimum of monthly to maintain but initially it will be more. | | | |
| 3 | 5/9/16 | Adopt the Learning Focus template that is provided on line and the teachers will share with the instructional leadership and with their PLC team members. Teachers will print a copy for their notebook that will be housed on their desk. | Complete 10/03/2016 | Teachers | 10/03/2016 |
| | | <i>Notes:</i> | | | |
| 4 | 5/9/16 | Create common planning time for grade level PLC's with adequate time to prepare lessons. | Complete 07/21/2016 | Teresa Conoly | 07/18/2016 |
| | | <i>Notes:</i> The Master Schedule will demonstrate that each group has a common planning / lunch time. Enhancements, Classroom teachers, EC teachers and will be uploaded into a folder marked schedules for this school year. | | | |
| 5 | 5/9/16 | K-5 will create a monthly focus on a specific comprehension strategy from the Learning Focus Framework. | Complete 07/22/2016 | Teachers | 08/01/2016 |
| | | <i>Notes:</i> From Learning Focused, Beyond the Basics: Max Thompson (p18-21) Reading Comprehension ...many struggling students can call the words...but they have little comprehension! | | | |

For students to become effective readers, INSTRUCTION needs to focus on the comprehension process. The desired outcome for student reading is the construction of meaning (comprehension).

Content area materials are predominately expository and informational text. In order for students to be successful critical readers that comprehend the expository and informational text, these frameworks (text structures, organizational patterns, and comprehension strategies) have to be a featured part of literacy instruction.

Reading Expectations should equal or exceed Reading Assessments in US:

- Grade 3: =60% Narrative and 40% Informational
- Gr. 4/5: =30% Narrative and 70% Informational

The Tested 7 Reading Comprehension Strategies have been identified by major assessment organizations and companies and as the most important for accurately comprehending text.

Content teachers need to focus graphic organizers and questions toward the comprehension strategies ...NOT the content.

Focus on 1 strategy per month: EVERYTHING that month is on that particular strategy.

“No matter how successful early instruction in K-3 reading is, it cannot fully prepare students for the literacy demands that evolve after 3rd grade.”

Gina Biancarosa, 2012;Fordham Institute Research Report, 2013

Focus Reading Comprehension on the “Tested Seven” Strategies:

Month 1: Compare and Contrast Month 6: Cause and Effect

Month 2: Main Idea Month 7: Fact and Opinion

Month 3: Literary/Text Elements Month 8: Review: Main Idea /Inference

Month 4: Sequencing Month 9: Continue Review

Month 5: Inference

Another example of how we are going to roll this out would be through the grade level pacing guides.

6

5/9/16

Create a schedule that will allow the Enhancement teachers to meet and collaboratively plan with the regular classroom teachers.

Complete 07/18/2017

Rachael Alessandro

05/30/2019

Notes: Student numbers will determine how the schedule will look each year. This task is so huge that we are giving ourselves time to experience the new year round calendar and demonstrate proficiency in the new lesson planning format.

7

9/26/17

Coaches will continue to work with teachers all year to develop effective standards based assessments and intentional lesson planning based on student data.

Linda Dunn

06/15/2018

Notes:

Implementation:

Evidence

7/26/2017
Enhancement planning calendar.

Experience

7/26/2017
We have developed a schedule where enhancement teachers go into the regular grade level meetings and plan weekly with them. They give ideas where they can integrate the arts into the regular education curriculum. One enhancement teacher is assigned a grade level to encourage the horizontal planning.

Sustainability

7/26/2017
Planning needs to be weekly and not missed for the arts to be integrated with intention.

A2.05

ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)

Implementation Status

Assigned To

Target Date

Initial Assessment:

The teachers want a user friendly template for creating lesson plans.

Limited Development
12/05/2016

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| How it will look when fully met: | | Teachers will work in grade level teams to develop units of instruction with differentiated and aligned activities and formative assessments based on standards of the grade. Learning objectives, assessments and instructional strategies will be identified. A standardized framework for lesson plans will be adopted and used by all teachers. Unit plans will include pre / post assessments along with quick standards based assessments to guide instruction. | Objective Met | Rachael Beckelhimer | 06/30/2017 |
| Action(s) | Created Date | | 2 of 2 (100%) | | |
| 1 | 1/18/17 | Teachers will use a Learning Focused Framework for Lesson Planning. | Complete 04/25/2017 | Linda Dunn | 06/30/2017 |
| <i>Notes:</i> | | | | | |
| 2 | 1/18/17 | Teachers will have lesson plans available for administrators to view, | Complete 02/06/2017 | Grade Level Teams | 06/30/2017 |
| <i>Notes:</i> | | | | | |
| | A2.12 | ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies.(5102) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Currently teachers are hesitant about giving choice to students. Teachers still have difficulty with students being in small self monitored or independent groups. The fear that the students will do nothing or that they will behave inappropriately is quite palpable. | No Development 12/21/2016 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | Students will have access to choice boards, manipulatives, opportunities to choose their preferred learning style and strategies during intersession. Students will be given a menu to choose a way to demonstrate mastery of a learned skill. | Objective Met 09/25/17 | Rachael Beckelhimer | 07/26/2017 |
| Action(s) | Created Date | | | | |
| 1 | 7/27/17 | Choice boards were made by teachers given to students during intersession break. | Complete 07/13/2017 | Mary Costello | 07/17/2017 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 09/25/2017 | | |
| Evidence | 9/25/2017 | We will need continued support with new staff this school year. | | | |
| Experience | 9/25/2017 | Choice boards were given during intersessions to relate to learning styles and choice for skill mastery | | | |

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| Sustainability | | 9/25/2017 We will need to provide this not only during intercession times but also more frequently throughout the school year. | | | |
| | A2.14 | Units of instruction include specific learning activities aligned to objectives.(5104) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | The plans of instruction do not provide feedback, use pre and post assessments, do not include in the plans whole group, small group and independent work that is rigorous or relevant. | Limited Development 02/02/2017 | | |
| How it will look when fully met: | | The plans of instruction outline the specific curriculum and include standards aligned objectives. Te instructional team will develop several differentiated learning activities based on student pre and post test scores. Instructional activities include whole group, small group, center based and independent opportunities for students. Plans include previewing learning with students and specific feedback cycles from teachers to support learning. | | Linda Dunn | 12/31/2018 |
| Action(s) | Created Date | | 1 of 2 (50%) | | |
| 1 | 2/2/17 | General education teachers will use Learning Focused Framework to plan lessons. | Complete 02/06/2017 | Linda Dunn | 12/03/2018 |
| | | <i>Notes:</i> | | | |
| 2 | 2/2/17 | Teachers will create and utilize assessments for grade level planning of instruction. | | Linda Dunn | 06/29/2018 |
| | | <i>Notes:</i> | | | |
| | A2.15 | Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Some grade level teams are highly effective in collaborating and developing instructional units. The professional development plan has been aligned with Learning Focus components. | Limited Development 11/28/2016 | | |
| How it will look when fully met: | | Research shows that effective planning directly impacts student achievement. This will require a master schedule that will allow for teachers to plan together, examine the standards, create monthly unit plans that are placed in notebooks, a collection of shared resources, shared instructional strategies and aligned school wide instructional practices. The evidence of the objective being met will be the master schedule, the master calendar(with planning dates), and the unit plans. | | Rachael Beckelhimer | 11/29/2018 |
| Action(s) | Created Date | | 0 of 1 (0%) | | |
| 1 | 9/25/17 | We will have a PD on our new reading curriculum of Openup Resources. Teachers will collaboratively plan units of instruction based on the new curriculum. This PD is for all staff to attend on 10/12-13 | | Rachel Manning | 06/15/2018 |

Notes:

| A2.17 | | ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|-----------------------------------|-----------------------|--------------------|
| Initial Assessment: | | Most classrooms have established norms. The beginning teachers have a more difficult time with understanding the true importance of developing norms and remaining consistent. There are strategies in place that will lead to full implementation of this indicator such as morning and afternoon meetings with students. | Limited Development 12/21/2016 | | |
| | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | | The expectations will be posted in every classroom. Teachers have evidence of parent contacts, student consequences and rewards in their classroom. A class culture will be established to facilitate the cohesion of the students. The revisiting and restructuring of the norms is required and will be done as needed based on student behavior data. | Objective Met 07/27/17 | Rachel Manning | 01/31/2018 |
| Action(s) | Created Date | | | | |
| 1 | 1/23/17 | Each teacher will create, refer to and post classroom norms developed collaboratively with students. | Complete 07/27/2017 | Rachael Beckelhimer | 02/28/2018 |
| Notes: | | | | | |
| 2 | 1/23/17 | Beginning and new teachers to Snipes will meet with their mentors or their shining star support group to ensure that norms are created for each classroom. | Complete 02/27/2017 | Rachael Beckelhimer | 11/30/2017 |
| Notes: | | | | | |
| 3 | 1/23/17 | Teachers will discuss in their monthly behavior PLC's the need to review and set classroom norms while looking at behavior data. | Complete 02/27/2017 | Ellen Clayton | 12/29/2017 |
| Notes: | | | | | |
| 4 | 1/23/17 | Each teacher will have parent contact information that is kept updated. | Complete 02/06/2017 | leashea Seales | 11/30/2017 |
| Notes: | | | | | |
| 5 | 1/23/17 | Teacher orientation will be held at the beginning of each school year for new teachers and new to Snipes staff to discuss particular needs for our school. | Complete 02/27/2017 | Louise Walston | 10/30/2017 |
| Notes: | | | | | |
| Implementation: | | | 07/27/2017 | | |
| Evidence | | 7/27/2017 See PBIS plan for weekly and nine week recognitions. | | | |

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| Experience | 7/27/2017 Teachers have created expectations and are reteaching behaviors the first two weeks of school. | | | |
| Sustainability | 7/27/2017 Revisit expectations and rules after each nine weeks. Reward students who continue to follow expectations. | | | |

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| Core Function: | Dimension A - Instructional Excellence and Alignment |
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| Effective Practice: | Data analysis and instructional planning |
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| 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) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|-----------------------------------|-----------------------|--------------------|
| Initial Assessment: | | Does your principal use indicators of effective practice in conducting classroom observations? Yes. The 4 assistant principals meet with the principal and formal observations are discussed at length as well as informal walk throughs. Does the principal periodically aggregate the results to show patterns of practice? Not yet. It has been discussed and we are creating a plan to get this to become a consistent and regular practice. Is this information shared with the Leadership Team? Yes, but not in as much depth as we feel it should be. With the entire instructional staff? No Are the data used in planning professional development? Yes, but there seem to be barriers to this process. The staff turnover creates the need to review and review procedures and processes that are already in place, creating a stop start effect. In modifying the improvement plan? Yes, however the modifications are not as timely as we would hope due to the barriers that have been listed above. | Limited Development 10/13/2016 | | |
| How it will look when fully met: | | Each nine weeks the Instructional Leadership Team will meet to analyze teacher data from the following sources: SAM calendars, formal and informal observations (5x5's, walkthroughs). This data will allow for the planning and implementation of professional development that will be differentiated and purposeful. | | Rachel Manning | 11/30/2018 |
| Action(s) | Created Date | | 2 of 3 (67%) | | |
| 1 | 11/14/16 | The Instructional Leadership Team will schedule each teacher to participate in the Artisan Teacher observations. | Complete 11/21/2016 | Rachael Beckelhimer | 11/30/2016 |
| <i>Notes:</i> | | | | | |
| 2 | 11/14/16 | Aggregate data is to be shared with the School Improvement Team and other teachers at the end of the year based on the observations that have occurred. Teacher identity will not be revealed in the data. | | Rachel Manning | 06/29/2018 |

Notes: This will be used in completing the PDP's.

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| 3 | 11/14/16 | Summatives are written by the administrative team at the end of the year based on all observational data. | Complete 05/24/2017 | Rachel Manning | 05/31/2017 |
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Notes:

| A3.05 | | The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114) | Implementation Status | Assigned To | Target Date |
|----------------------------|--|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | Does your school administer at least three benchmark assessments to all students each year? Yes, DIBELS, Aimsweb, County benchmarks, Does the Leadership Team review the results? Yes. The Leadership Team also monitors the progress monitoring that is completed as well as the benchmarks that are done three times a year. Goals are set with grade level teams, data boards are maintained and the MTSS Leadership team is a very integral part of this process. The Instructional Leadership team meets weekly, MTSS Leadership Team meets bi-monthly, the School Improvement Team meets once a month with Indistar Teams meeting once a month, there are discipline meetings that look at schoolwide data once a month and there are PLC's by grade level or department that also meet at least once a week. Do your Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students? The Learning Focus lesson plan template is being implemented and Snipes Academy has their own lesson planning template that was devised with the assistance of DPI coaches that we are merging into the learning process. | Full Implementation 10/13/2016 | | |

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

| KEY | 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) | Implementation Status | Assigned To | Target Date |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | Our MTSS Leadership team is in the process of completing the MTSS self assessment with Courtney Oates from Central Office. We have shared that Tier 2 needs to be strengthened and is the highest priority for our team in this upcoming year. We also understand that communication among all stakeholders needs to be stronger and clearer. Our MTSS Leadership Team is rather large, which makes it difficult at times to come to consensus however we feel it is very important to involve leaders from across the school environment. We | Limited Development 04/22/2016 | | |

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| | | have recently had a change in the MTSS Coordinator position that has solidified processes and procedures that were not engaging in data-based problem solving prior to that change. The MTSS Leadership Team will begin looking at an action plan for next year based on our areas for needed growth. | | | |
| How it will look when fully met: | | In a multi-tiered system of supports a framework based on prevention, early intervention, and support for all students is created. This approach is not tied to a specific content or curriculum. However, the curriculum, programs, instructional practices, or assessments chosen by schools must be supported by the highest quality of research available | | Erika Ancuta | 11/30/2017 |
| Action(s) | Created Date | | 5 of 6 (83%) | | |
| 1 | 5/12/16 | Provide PD for teachers on Tier 2 interventions. | Complete 11/09/2016 | MTSS Leadership Team | 12/01/2016 |
| | | <i>Notes:</i> It is best practice to ensure that all staff is fully informed annually of the MTSS Tier 2 Process and structure. | | | |
| 2 | 5/12/16 | Provide PD on MTSS problem solving tools. | Complete 07/27/2016 | MTSS Leadership Team | 12/01/2016 |
| | | <i>Notes:</i> It is best practice to ensure that all staff is informed of MTSS structures at Snipes Academy. | | | |
| 3 | 5/12/16 | Provide PD on the RTI function of mClass. | Complete 11/08/2016 | MTSS Leadership Team | 11/16/2016 |
| | | <i>Notes:</i> It is best practice to provide resources for teachers in order to keep everybody on the same page. | | | |
| 4 | 5/12/16 | The MTSS Leadership Team will conduct fidelity checks of the Tier 2 interventions that are happening in the classrooms. | | MTSS Leadership | 12/31/2018 |
| | | <i>Notes:</i> | | | |
| 5 | 5/12/16 | Create a progress monitoring tool (google doc or excel) for those who are not using the mClass RTI function | Complete 11/08/2016 | MTSS Leadership | 10/31/2016 |
| | | <i>Notes:</i> There is no mClass for 4th and 5t grade math and 3rd grade mClass does not align to commom core standards, we are unsure if Kindergarten and first grade will need an alterante assessment as well. | | | |
| 7 | 5/24/17 | The MTSS Leadership Team will conduct a self assessment of the MTSS process at Snipes Academy. | Complete 05/15/2017 | Erika Ancuta | 05/29/2017 |
| | | <i>Notes:</i> | | | |
| | A4.03 | Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121) | Implementation Status | Assigned To | Target Date |

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| Initial Assessment: | | We have had some kink with the MTSS process that we need to work through. We do not always have the man power that is needed due to the high needs of the student population. In the past it has only been based on teacher quality rather than instruction quality. It has been a teacher issue rather than student. That is slowly changing. Our instruction is stronger and the process - with our new MTSS Coordinator has become smoother and more transparent. | Limited Development 05/12/2016 | | |
| | | Priority Score: 1 Opportunity Score: 3 | Index Score: 3 | | |
| How it will look when fully met: | | characterized by 1) instruction and programs matched to student needs, often in tiers of instruction that differ in frequency and intensity, and 2) frequent progress monitoring to examine student progress and to inform teachers' adjustments to instructional plans. If a student fails to make progress despite increasingly intensive and targeted tiers of intervention, a referral to determine eligibility for special education may be necessary. Data gathered during diagnoses of student learning in these tiers of intervention will provide essential information to guide the instructional team in the formal evaluation process. | Objective Met 04/24/17 | Erika Ancuta | 07/31/2017 |
| Action(s) | Created Date | | | | |
| 1 | 8/9/16 | Create a yearly calendar for the MTSS Leadership Meetings. | Complete 08/11/2016 | Erika Ancuta | 08/15/2016 |
| | | Notes: | | | |
| 2 | 8/9/16 | schedule weekly Individual Student Problem Solving Meetings for Tier 3 students. | Complete 11/21/2016 | Erika Ancuta | 12/13/2016 |
| | | Notes: | | | |
| 3 | 8/9/16 | Create a google doc with information on Tiered students that can be accessed by the MTSS Leadership Team. | Complete 08/11/2016 | Erika Ancuta | 08/31/2016 |
| | | Notes: Always a work in progress | | | |
| 4 | 8/9/16 | Schedule a weekly meeting with the school psychologist and the MTSS Coordinator to discuss issues and problem solve, create next steps, discuss PD opportunities and locations where additional support is needed in the classrooms. | Complete 08/11/2016 | Maureen Kaniuka | 08/31/2016 |
| | | Notes: | | | |
| 5 | 8/9/16 | Create a form and schedule fidelity checks for Tier 2 and Tier 3 interventions. | Complete 04/17/2017 | Erika Ancuta | 03/31/2017 |
| | | Notes: | | | |
| 6 | 8/9/16 | Schedule, plan and deliver an MTSS PD for staff at the Beginning of the school year. | Complete 08/11/2016 | Erika Ancuta | 08/31/2016 |

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| | <i>Notes:</i> | | | | |
| 7 | 8/9/16 | Schedule and plan Tier 2 grade level PLC meetings. These meetings will support teachers with strategies and the paperwork. | Complete 08/11/2016 | Erika Ancuta | 08/31/2016 |
| | <i>Notes:</i> | | | | |
| 8 | 8/9/16 | Schedule monthly behavior meetings with teachers, counselors and the county behavior specialist. These meetings will analyze behavior data and create strategic plans for attacking behavior issues. | Complete 08/11/2016 | Louise Walston | 08/31/2016 |
| | <i>Notes:</i> | | | | |
| 9 | 8/9/16 | Student data summary sheets will be revised, given to teachers to complete and monitored throughout the school year for accuracy and to ensure information is current. | Complete 11/21/2016 | Erika Ancuta | 06/14/2017 |
| | <i>Notes:</i> | | | | |
| 10 | 8/9/16 | Teachers will utilize a fidelity log with their Tier 2 and tier 3 students. The log will be created by the MTSS Coordinator and periodically checked to ensure that it is accurate and current. | Complete 08/11/2016 | Erika Ancuta | 05/30/2017 |
| | <i>Notes:</i> | | | | |
| 11 | 8/9/16 | A calendar will be created and maintained with the special education staff of upcoming meetings. This will ensure that the meetings occur in a timely manner. | Complete 08/11/2016 | Rachael Alessandro | 12/13/2016 |
| | <i>Notes:</i> | | | | |
| 12 | 8/9/16 | Grade Level PLC's will meet three times a year to analyze benchmark data and create next steps. | Complete 04/24/2017 | Linda Dunn | 06/30/2017 |
| | <i>Notes:</i> | | | | |
| 13 | 8/9/16 | Grade Level PLC's will meet weekly to analyze current data (including progress monitoring) and determine next steps based on this data. | Complete 11/21/2016 | Rachael Alessandro | 12/13/2016 |
| | <i>Notes:</i> | | | | |
| 14 | 8/11/16 | Create a PD / Check in- Check out and Point sheets | Complete 01/25/2017 | Maureen Kaniuka | 06/21/2017 |
| | <i>Notes:</i> | | | | |
| 15 | 8/11/16 | Create a PD on FBA/BIP and ABC data | Complete 01/25/2017 | Maureen Kaniuka | 06/21/2017 |
| | <i>Notes:</i> | | | | |
| Implementation: | | | 04/24/2017 | | |
| Evidence | 4/24/2017 | MTSS Leadership Teams are on the master calendar and minutes are kept in Google docs. The Thursdays' MTSS Tier 3 meetings are scheduled and students are reviewed every 4-6 weeks. MTSS works | | | |

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| | | | closely with the EC chair when Tier 3 students are not making progress and an evaluation needs to be considered. | | | | |
| | | Experience | 4/24/2017 We have an effective MTSS Leadership Team that meets twice a month to discuss and analyze our processes in supporting students. We look at data in multiple ways and make changes when necessary in forming intervention groups for academics and behaviors. The team reviews its effectiveness through fidelity check recording sheets. Thursdays are designated as Tier 3 behavior and academic meetings with staff and parents. Benchmark data is reviewed three times a year to determine students exiting or entering a tier. | | | | |
| | | Sustainability | 4/24/2017 The MTSS Leadership Team will need to continue to meet twice a month. The role of the MTSS Coordinator could be expanded to include fidelity check walkthroughs to determine if interventions are occurring in the schedule and with success. The information about students in tiers will be maintained in the Google doc. | | | | |
| | | A4.05 | ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123) | Implementation Status | Assigned To | Target Date | |
| | | Initial Assessment: | It is often believed that these strategies should be taught by the school counselors or social worker rather than the classroom teachers. The teachers who do very well with this indicator are the naturals. They are not thinking about the strategies they have in place as much as those who are struggling to attain mastery of this skill. | Limited Development 12/21/2016 | | | |
| | | How it will look when fully met: | | | | | |
| | | Action(s) | Created Date | | | | |
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| | | <i>Notes:</i> | | | | | |
| | KEY | 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) | Implementation Status | Assigned To | Target Date | |
| | | Initial Assessment: | We have many programs in place to address this indicator and we feel that we are close to full implementation. We attribute this to the current level of MindUp training and implementation throughout the building as well as the addition to the master schedule in allowing for Morning and afternoon meetings to discuss positive or appropriately managed emotions. The school counselors in addition to the school | Limited Development 04/22/2016 | | | |

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| | social worker and Communities and schools worker are much needed additions in allowing us to become fully implemented in this indicator. We also feel that paras in all classrooms or more support staff for our very needy children is something that needs to be added to the budget. | | | | |
| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | Students will understand that they have emotions and that these emotions are caused by certain things that happen during our day. Students will understand how to identify these emotions and gain skills in self-management. Students will also understand how to identify the emotions that others are feeling and that it is OK for every one to have different emotions. | | | Rachel Manning | 05/31/2018 |
| Action(s) | Created Date | | 7 of 8 (88%) | | |
| 1 | 9/8/16 | Staff will become familiar with Eric Jensen brain based strategies for working with children who live in poverty. | Complete 06/09/2017 | Cindy Talbert | 09/28/2017 |
| | <i>Notes:</i> This task will have to be repeated when new staff is hired but will also be an on-going conversation. | | | | |
| 2 | 9/8/16 | Students who have been identified as Tier 3 in behavior will have counseling sessions with the school guidance counselor to learn to identify and self manage their emotions. | Complete 11/21/2016 | Erika Ancuta | 03/31/2017 |
| | <i>Notes:</i> Students will hopefully enter and exit Tier 3 in a fluid manner as they gain skills. | | | | |
| 3 | 9/8/16 | Children with special identified needs will attend Social groups daily. | Complete 09/13/2016 | Beth Forbes | 09/28/2016 |
| | <i>Notes:</i> | | | | |
| 4 | 9/8/16 | Teachers will use the MindUp curriculum to teach emotional self management. | Complete 11/21/2016 | Ellen Clayton | 12/30/2016 |
| | <i>Notes:</i> | | | | |
| 5 | 9/13/16 | Character Traits of the Month will be focused upon. | Complete 10/03/2016 | Louise Walston | 09/30/2016 |
| | <i>Notes:</i> A schedule has been created. | | | | |
| 6 | 1/19/17 | Character traits of the month to be added to the web site. | Complete 01/31/2017 | JJ Street | 01/31/2017 |
| | <i>Notes:</i> | | | | |
| 7 | 8/16/17 | The entire school will use the Zones of Regulation curriculum to help monitor and make students aware of their emotional states (using colors to identify with moods). Teachers will have posters of this in their calm down area to reinforce the vocabulary. | | Louise Walston | 05/31/2018 |
| | <i>Notes:</i> Teachers will use this technique and language daily | | | | |

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|---|---------------------|---|------------------------------|--------------------|--------------------|
| 8 | 8/16/17 | We will have a Professional Develop Workshop for all certified staff on using the book to teach Zones of Regulation to the students. | Complete 10/25/2017 | Louise Walston | 10/31/2017 |
| Notes: | | | | | |
| Implementation: | | | | | |
| Evidence | | 7/27/2017 See PD schedule | | | |
| Experience | | 7/27/2017 A selected group of Snipes staff recieved a two day Eric Jensen training on how to work with students in poverty. Then those staff members came back and trained the rest of the school throughout the year in different staff meetings. | | | |
| Sustainability | | 7/27/2017 The new principal is not requiring this of the teachers this year due to other new programs the teachers are learning. | | | |
| KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | We will use the Openup Resources for ELA core instruction and iReady math for core instruction to guide our lesson planning. | No Development 09/26/2017 | | |
| How it will look when fully met: | | Due to intentional planning we will see an increase in the number of students mastering grade level standards. | | Rachel Manning | 06/22/2018 |
| Action(s) | Created Date | | | | |
| Notes: | | | | | |

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| Core Function: | | Dimension B - Leadership Capacity | | | |
| Effective Practice: | | Strategic planning, mission, and vision | | | |
| KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | The members of the LEA Support and Improvement Team are: Emma Jackson, Jakki Jethro, Al O'Briant, LaChawn Smith and Sabra Wright. As part of the district's commitment to Snipes Academy, the following distributive leadership structure and LEA support relationships are identified and active in working toward student success indicators and school improvement. | Full Implementation 04/22/2016 | | |

| KEY | 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) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|-----------------------------------|---------------------|-------------|
| <i>Initial Assessment:</i> | | We have many meetings and multiple leadership teams within the school. The School Improvement Team meets a minimum of twice monthly while the instructional Leadership Team and the Administrative Team meet once w week. The MTSS Leadership Team meets once a week as well, although the team stopped meeting for a time when there was a change in coordinators. The one part of the indicator that held the team back from marking this indicator as fully developed was that the team met to review implementation of effective practice. Our agendas encompass so many aspects of the school needs that data can sometimes have a difficult time finding it's way into the discussion. We are planning to address this situation and increase the focus on student achievement. The team discussed that as a school we need to focus on our goal of student achievement and ensuring that all teams align their work with that goal. | Limited Development 04/22/2016 | | |
| | | Priority Score: 2 Opportunity Score: 3 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | The Instructional Leadership Team meets weekly. The meeting agendas need to be created by more than just the Instructional Coaches as they are working to please administration by sharing data. The conversation should become more about finding solutions...looking at what is working and what is not. Sometimes even an hour is too little time for the great needs of a struggling school. Data should be relevant and timely. This is not always the case. We have been moving in the right direction but we need to ensure a greater consistent plan for improvement. | | Rachel Manning | 06/01/2018 |
| Action(s) | Created Date | | 2 of 3 (67%) | | |
| 1 | 6/10/16 | Create a schedule of the Instructional Leadership Meetings. | Complete 07/27/2016 | Cindy Talbert | 09/30/2016 |
| | | <i>Notes:</i> | | | |
| 2 | 6/10/16 | Create a plan of intended outcomes for the year. | Complete 11/07/2016 | Teresa Conoly | 11/30/2016 |
| | | <i>Notes:</i> | | | |
| 3 | 9/26/17 | We meet weekly with the coaches, admin and MTSS coordinator to review and assess instructional practices in our building. | | Rachael Beckelhimer | 06/22/2018 |
| | | <i>Notes:</i> | | | |
| <i>Implementation:</i> | | | | | |

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|-----------------------|---|--|--|--|
| Evidence | 11/8/2016 The agendas, minutes have been created and placed in a google doc and uploaded into NCSTAR. | | | |
| Experience | 11/8/2016 The instructional leadership meets monthly with the identified School Improvement Team, monthly with the NCSTAR task committees, weekly with the Instructional leadership team, monthly with the PBIS team, weekly with grade level teams and through all of these meetings the NCSTAR indicators are the driving forces in getting the school to move forward with momentum. | | | |
| Sustainability | 11/8/2016 The instructional leadership team will need to maintain successful supervision by creating and sustaining learning communities that support teachers as learners and leaders. We must encourage teachers and other school personnel to collaborate by engaging in critical conversations about our instructional practices. We must continue to promote a culture of cooperative work and risk taking, as well as promote a can-do attitude. | | | |

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| Core Function: | | Dimension B - Leadership Capacity | | | |
| Effective Practice: | | Distributed leadership and collaboration | | | |
| | B2.01 | School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Collective teacher efficacy will be our priority for the 2017-18 school year. | Limited Development 09/26/2017 | | |
| How it will look when fully met: | | The teacher working condition survey and the efficacy results will show an increased level of teacher satisfaction. | | Rachel Manning | 06/22/2018 |
| Action(s) | Created Date | | 0 of 3 (0%) | | |
| 1 | 9/26/17 | A mid year teacher working conditions/efficacy survey will be conducted to monitor status and make adjustments as necessary. | | Rachael Beckelhimer | 06/01/2018 |
| <i>Notes:</i> | | | | | |

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| 2 | 11/6/17 | Administration will look at the teacher working condition survey and address the major low areas of that survey and then bring it back to the new SIT team this year and as a team we will find ways to resolve it and add actions to make improve it. | | Rachel Manning | 02/28/2018 |
| <i>Notes:</i> | | | | | |
| 4 | 11/6/17 | Rachael will create a monthly calendar that ensures all admin gets into every class for their walkthroughs | | Rachael Beckelhimer | 11/30/2017 |
| <i>Notes:</i> | | | | | |
| ! | B2.02 | The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Teresa emphasized School Improvement Team is the leadership team and we need to move the school forward. Other leadership teams are NC STAR Teams, MTSS, PLCs, Instructional Leadership Team, and Admin Team. leashea said we have multiple teams making decisions that give opportunities for other staff to participate. NC STAR Teams are trusted to make decisions. Data is used to make decisions. Minutes from all of the teams are uploaded into NC STAR. The way the NC STAR teams are aligned with committee responsibilities works. The team decided we were limited with this indicator and want to grow into including arts integration, vertical alignment, AIG, EC, etc. Emily shared how her PLC worked on the half day planning and included leashea, librarian, and they planned a unit with her. Half day planning was beneficial this semester. Next time, the EC teacher, AIG teacher, and enhancement teachers could merge into those half day plannings. leashea shared the success with the fourth grade team. Having the agendas in advance were beneficial. | Limited Development 03/03/2017 | | |
| How it will look when fully met: | | Teachers will be encouraged to define the formal roles that comprise the team. Teachers and administration develop common goals together. Leadership teams meet on a weekly basis. The leadership team works collaboratively to solve problems. The leadership team provides high quality job-embedded professional development. | | Rachael Beckelhimer | 10/31/2017 |
| Action(s) | Created Date | | 4 of 5 (80%) | | |
| 2 | 3/6/17 | The Curriculum and Instruction team will determine the topical list of professional development needs for the 2017-2018 school year based around the new Openup Reading Curriculum and Learning Focused lesson plans. | | Linda Dunn | 03/30/2018 |
| <i>Notes:</i> | | | | | |
| 3 | 3/6/17 | A master calendar includes all dates and times for site-based professional development opportunities and leadership team meetings. | Complete 04/24/2017 | Rachael Beckelhimer | 03/29/2018 |

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| Notes: | | | | | | | | |
| 4 | 3/6/17 | The "First Responders" from the SAM process will assist the principal in handling management responsibilities. | | | Complete 04/24/2017 | Teresa Conoly | 10/23/2017 | |
| Notes: | | | | | | | | |
| 5 | 3/6/17 | Through the Artisan teacher process each teacher will be observed by their peers and given feedback. | | | Complete 04/24/2017 | Teresa Conoly | 03/28/2018 | |
| Notes: | | | | | | | | |
| 6 | 3/6/17 | Master teachers in various subjects will be observed by other teachers in order to strengthen their teaching skills. These guided observations will be scheduled by the administration based on observations and walk-throughs. | | | Complete 04/24/2017 | Rachael Beckelhimer | 10/17/2017 | |
| Notes: | | | | | | | | |
| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | We do have some team structures and procedures in place. We would like to strengthen our vertical alignment and parental participation. We believe that if we improve in other indicators this indicator will be easier to get to full implementation. Our Short Cycle Assessment PLC's are growing stronger in addition to the organization of team meetings with agendas and minutes. Our Indistar Teams are working to create problem solving teams and move away from the committee mindset that is the traditional way of conducting business. There are many things that school committees must take care of and we do this piece very well. We must focus on student achievement by way of aligning content taught across the grades and organizing procedures that help teams stay focused and productive. | | | Limited Development 04/22/2016 | | |
| | | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | | |
| How it will look when fully met: | | | How will the school establish team structures with specific purpose and duties? A master schedule will be created that will outline lunch duty, an enhancement schedule , recess schedule, afternoon and morning duties, morning meeting times, time for ELA , math, writing, time for broadcast, etc. How will the school ensure that time necessary for meetings is supplied and protected for teams? Team will be given planning time during the student's enhancement time. It will be in the Master Schedule. How will the school prepare teachers for their service on teams? The administrative team will look at the individual strengths of teachers and support personnel when deciding which teams to place people. What incentives will the school offer to attract teachers to | | | Objective Met 11/10/16 | Rachel Manning | 05/31/2017 |

serve on teams? Leaders in the school are often recognized throughout the school year. Sometimes with evaluation results, cupcake cafe stickers, lunch, and other incentives as money and time allow. How will the school articulate in its governance policies and procedures the purpose and expectations of teams? There will be a rubric in place and the administration is a part of every team. This allows for quality control. Also tasks will be created so that these expectations become the way we do business. How will the school document the work of teams? Agendas, minutes, results, evidences of effective practices and in greater student achievement.

| Action(s) | Created Date | | | | |
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| 1 | 5/26/16 | Align the indicators with the team that will be creating tasks and monitoring the tasks. | Complete 07/28/2016 | Teresa Conoly | 11/30/2016 |
| | | <i>Notes:</i> Example MTSS, Instructional Leadership, Administrative, | | | |
| 2 | 5/26/16 | Create a master schedule with a common planning time for grade level PLC's. | Complete 07/28/2016 | Teresa Conoly | 08/31/2016 |
| | | <i>Notes:</i> | | | |
| 3 | 5/26/16 | Create a plan for the year that will allow for the enhancement team to meet and plan with grade levels at least once every nine weeks. | Complete 11/09/2016 | Administrative Team | 11/30/2016 |
| | | <i>Notes:</i> The Enhancement team meets with teachers during planning that occurs after school. They divide up and then discuss what they discover in their PLC. | | | |
| 4 | 5/26/16 | The EC team meets every week to plan, problem solve and coordinate services. | Complete 11/10/2016 | Administrative Team | 11/30/2016 |
| | | <i>Notes:</i> | | | |
| 5 | 5/26/16 | Develop a school wide schedule for a focus on comprehension standards (Learning Focus) Dr. Max Thompson. | Complete 11/09/2016 | Instructional Leadership Team | 11/30/2016 |
| | | <i>Notes:</i> The Instructional Coaches developed this schedule. | | | |
| 6 | 5/26/16 | Create processes , procedures and expectations for PLC's, team meetings and planning meetings such as agendas, minutes and a rubric for effective team collaboration. | Complete 09/19/2016 | Instructional Leadership Team | 12/16/2016 |
| | | <i>Notes:</i> | | | |
| Implementation: | | | 11/10/2016 | | |
| Evidence | | | | | |
| | | 11/10/2016 | | | |

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| | | | The master schedule, agendas, minutes and lesson plans are evidences of fully and effectively implementing this indicator. | | | |
| | Experience | | 11/10/2016 A Master schedule has been created for team planning. Teachers collaborate in planning meetings through face to face or digital communication. Additional planning time has been built into the professional development calendar utilizing the Learning Focus Framework. | | | |
| | Sustainability | | 11/10/2016 We will continue to build collaborative planning time into the master schedule. | | | |
| | | B2.06 | The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Building the leadership capacity of others is a strength of the current principal. Examples : The SAM process has highlighted areas (First Responders) in which the principal can turn over responsibilities to members of the staff. First Responders™ Snipes Academy of Arts & Design Teresa Conoly, Assistant Principal Area 1st 2nd 3rd Aimsweb Erika Ancuta Instructional Coaches Maureen Kaniuka Arts Integration Sharon Dellinger Jeneen Cleare Linda dunn Budget Shelley Lennon Teresa Conoly Rachael Alessandro Bus Discipline Referrals Rachael Alessandro (3-5) Teresa Conoly (K-2) Mike Dellinger Bus Management Mike Dellinger Matt Padgett Teresa Conoly Bus Transportation Deborah Vanzee Angela Richardson Shelley Lennon Crisis Plans - Lockdowns, fire drills Rachael Alessandro Teresa Conoly Data Notebooks Rachael Alessandro Teresa Conoly Facility Use / Air Rachael Alessandro Teresa Conoly Levy Robinson Family Assistance Suzanna Latham Ellen Clayton Louise Walston Furniture Inventory / Surplus Rachael Alessandro Teresa Conoly Levy Robinson IEP Questions / Concerns Kaitlin Yadlosky Beth Forbes Maureen Kaniuka Instructional Supervision 2-3 Jenn Knight Rachael Alessandro Teresa Conoly Instructional Supervision 4-5 Linda Dunn Rachael Alessandro Teresa Conoly Instructional Supervision K-1 Waltrina Barnett Teresa Conoly Rachael Alessandro Integrated Pest Management Coordinator Rachael Alessandro Teresa Conoly Levy Robinson iReady Linda Dunn Jenn Knight Rachael Alessandro Keys / Badges Rachael Alessandro Teresa Conoly Levy Robinson Maintenance | Full Implementation 10/13/2016 | | |

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| | <p>Levy Robinson Teresa Conoly Barbara Sansbury MTSS Erika Ancuta Maureen Kaniuka NCSTAR / Indistar Teresa Conoly Office Supplies Shelley Lennon Angela Richardson Deborah Vanzee School Improvement Teresa Conoly Rachael Alessandro Mary Costello Singapore Math Jenn Knight Linda Dunn Waltrina Barnett Student Concerns Classroom teacher Ellen Clayton 2,3,4 Louise Walston K, 1, 5 Student Concerns - Bullying Classroom Teacher Ellen Clayton Louise Walston Student Crisis Deborah Vanzee #100 Teresa Conoly Rachael Alessandro Student Discipline Referrals Rachael Alessandro (3-5) Teresa Conoly (K-2) Substitutes Shelley Lennon Angela Richardson Rachael Alessandro/Teresa Conoly Testing Rachael Alessandro Teresa Conoly Linda Dunn Textbook Inventory Rachael Alessandro Teresa Conoly Title I Rachael Alessandro Shelley Lennon Waltrina Barnett Transportation (Returned Students) Deborah VanZee Suzanna Latham Ellen Clayton / Louise Walston Uniform Issues Suzanna Latham Megan Liborio Shelley Lennon Volunteers Waltrina Barnett Megan Liborio Suzanna Latham Watch DOGS Suzanna Latham Megan Liborio Waltrina Barnett Writing Fundamentals Linda Dunn Jenn Knight Waltrina Barnett There are mentors for new teachers. Everyone is on a committee that focuses on the Indistar Indicators and subsequently school improvement. Staff members are encouraged to lead professional developments as well as their grade specific teams. Administration meets regularly to discuss events and areas that are being improved within the school.</p> | | | |
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| Core Function: | | Dimension B - Leadership Capacity | | | | |
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| Effective Practice: | | Monitoring instruction in school | | | | |
| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Adminstrators will conduct walkthroughs monthly and provide feedback through duplicate walkthrough form that matches what we are looking for in their lesson plans. This form will include, what do the teachers want students to know (standards), how do we know the students understand what they are teaching (assessments), what engaging strategies are teachers using to provide instruction. | Limited Development 04/21/2016 | | |
| <i>How it will look when fully met:</i> | | | We will see an increase in all lessons aligned to the standards, rigorous and a higher level of student engagement will be observed. | | Rachel Manning | 05/31/2018 |
| Action(s) | Created Date | | | 0 of 2 (0%) | | |
| 1 | 9/26/17 | | Teachers want more feedback during walkthroughs. Admin will create a google doc that will match what we are looking for when we come into their rooms. Monthly walkthroughs with feedback | | Rachel Manning | 05/31/2018 |

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11/6/17
An assigned list will be created to ensure all three admin has written feedback on walkthroughs from every teacher. WE will use this form to guide our conversations on how guide the teachers through better instruction.

Rachael Beckelhimer 05/31/2018

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| Core Function: | | Dimension C - Professional Capacity | | | |
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| Effective Practice: | | Teacher quality and experience | | | |
| | C1.02 | The principal plans opportunities for teachers to share their strengths with other teachers.(5153) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Snipes Academy participtes in and provides opportunities for leadership in the following areas : Artisan teacher observation, grade level PLC's, mentoring new teachers, peer observations through NCEES, Instructional Coaches that share their strengths, teacher leadership through SIT, grade chairs positions, Indistar Chairs, Social chair, Lead professional development, experts in subject area - Writing Fundamental, Singapore Math, Enhancement teachers provide Arts Integration PD, PBIS chiars, - coordinating with district personnel, administration encourages and supports creativity with clubs (dribbling team, art shows, dance teams, chorus) | Full Implementation 05/09/2016 | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
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| Effective Practice: | | Quality of professional development | | | |
| | KEY 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) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | We are still in the sharing data implementation stage. We are much better about analyzing and discussing data in the PLC's but leadership teams struggle to identify trends and while professional development needs have been identified, it has been difficult to determine the level of impact. The school has also determined that a next step needs to identified when analyzing data across the school settings. The main issue is not in collecting enough data but in finding time to analyze data, determine what to do next and bring the focus back to student achievement each time. | Limited Development 04/22/2016 | | |

| | | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | | |
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| How it will look when fully met: | | The instructional Leadership team will "review the research, share and test new practices, and help teachers integrate better practice into their classrooms in a sustainable way...Given how critical effective professional learning is, and how much time and other resources PD involves, we cannot continue to support activities that do not produce significant results". The Instructional Leadership Team meets weekly to determine next steps. | | | Rachael Beckelhimer | 06/08/2018 |
| Action(s) | Created Date | | | 2 of 3 (67%) | | |
| 1 | 9/28/16 | The Instructional Leadership Team will meet weekly and once monthly will merge their School Administrative manager calendars to determine next steps with classroom teachers. | | Complete 10/12/2016 | Teresa Conoly | 09/28/2017 |
| <i>Notes:</i> | | | | | | |
| 2 | 9/28/16 | The MTSS Leadership Team will develop fidelity checks of Tier 1, Tier 2 and Tier 3 instruction. The team will collect data and determine next steps for professional development needs or classroom improvement. | | Complete 11/07/2016 | Erika Ancuta | 09/29/2017 |
| <i>Notes:</i> | | | | | | |
| 3 | 9/26/17 | Openup resources and iReady math PD is already planned for October 2017 | | | Rachel Manning | 05/25/2018 |
| <i>Notes:</i> | | | | | | |
| Implementation: | | | | | | |
| Evidence | 11/8/2016 | The data that is being analyzed to make decisions are as follows: 1) Demographic data - describes the students, the school's staff, the school and the surrounding community. 2) Student learning data which includes a variety of measurements such as state and county benchmark assessments, teacher assigned grades, and authentic assessments- that show the impact of the educational system on students. 3) Perception data- gathered through questionnaires, interviews and observations that help us to understand what parents, students, teachers and the community think about the learning environment. 4) School processes data- including the school's programs, instructional strategies, assessment strategies, and classroom practices. | | | | |
| Experience | 11/8/2016 | The LEA analyzes four types of data to measure effectiveness at the | | | | |

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| | school level and determine supportive next steps for school improvement and professional development. | | | |
| Sustainability | 11/8/2016 The school will need to continue to analyze the Needs Assessment and the school data. | | | |

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| Core Function: | Dimension C - Professional Capacity | | | | |
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| Effective Practice: | Talent recruitment and retention | | | | |
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| KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | This is an area that we struggle as teacher turnover remains very high. The school must determine what is needed to retain highly qualified teachers and then to determine what things the school can do and where we will need the assistance of the district. | | Limited Development 04/22/2016 | | |
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| | Priority Score: 3 | Opportunity Score: 1 | Index Score: 3 | | |
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| How it will look when fully met: | Implementing an effective evaluation system involves including individuals with significant, recent experience in the classroom as evaluators. At Snipes Academy there are various evaluation systems in place. Peer observers, Artisan observations, walk-throughs with feedback as well as the formal evaluations completed by the administrative team. Everyone involved in the evaluation process has undergone training in the use of the assessment instruments including the use of classroom observations, portfolio reviews, or whatever other methods are employed. In addition, evaluations are conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies. Those responsible for conducting the evaluation provide immediate formative feedback. Teachers who are found to be under-performing are placed on a modified Professional Development Plan and given additional support and training. | | Objective Met 11/08/16 | Rachel Manning | 09/30/2016 |
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| 1 | 11/8/16 | The Human Resource department will monitor the attrition rate and work to maintain a balance of experienced teachers in the school. | Complete 11/08/2016 | Cindy Talbert | 11/30/2016 |
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| 2 | 11/8/16 | each teacher will be evaluated using the NCEES evaluation process. | Complete 11/08/2016 | Cindy Talbert | 11/08/2016 |
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| 3 | 11/8/16 | A team of teachers and staff will evaluate candidates for positions that come open at the school level. | Complete 11/08/2016 | Cindy Talbert | 11/08/2016 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 11/08/2016 | | |
| Evidence | <p>11/8/2016</p> <p>A strong mentoring program focuses on effective teacher induction that supports our beginning teachers in providing quality instructional presentations. Combined with opportunities for administration and teachers to receive intense, sustained, research-based staff development, our LEA looks forward to providing all of our diverse learners with consistent high quality instruction to maximize achievement so that they are prepared for success in post secondary education and the work force.</p> | | | | |
| Experience | <p>11/8/2016</p> <p>We are diligent as a school system when we recruit, opting for Highly Qualified teachers for our school. New Hanover County school system has made a concerted effort to employ only the highest quality teachers that can be found to work with our students regardless of ethnicity or socio-economic status. The school system provides a lower student-teacher ratio at our low performing schools and provides incentive pay to teachers in these schools for their contributions to student achievement and their willingness to take on challenging assignments.</p> | | | | |
| Sustainability | <p>11/8/2016</p> <p>Our school system provides an online evaluation process in alignment with DPI through the North Carolina Educator Effectiveness System (NCEES) to evaluate the performance of our teachers. This system drives the contracts awarded to teachers and the direction of our schools need to take for professional development.</p> | | | | |

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| Core Function: | Dimension D - Planning and Operational Effectiveness |
| Effective Practice: | Resource Allocation |

| | | D1.03 | The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | | Each instructional team has adopted the ground rules for effective and efficient meetings. The rules are reviewed at the beginning of each meeting and is usually written on the agenda. The ground rules are also posted in the "HUB" PLC meeting room and the conference room. Each instructional team is currently meeting and planning a minimum of 90 minutes per week. Each instructional team places their agendas and minutes in the google drive and shared with the instructional leadership team. Teachers utilize an online tool for developing and sharing lesson plans with admin, instructional coaches, the EC team and the enhancement team. | Full Implementation 11/28/2016 | | |

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| Core Function: | Dimension D - Planning and Operational Effectiveness |
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| Effective Practice: | Facilities and technology |
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| | | D2.03 | Students with disabilities are provided with and taught effective ways to use assistive technology (as needed) to support their individual learning needs.(5175) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | | Computers, visuals ... our Exceptional teachers team is extensive and we have a speech teacher on site , an occupational therapist who comes to the school to deliver services, as well as ISCS and resource teachers. The school has a school psychologist that is at the school two days a week and additional time if needed. The needs of students change and the needs are accommodated as they present themselves. | Full Implementation 11/21/2016 | | |

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| Core Function: | Dimension E - Families and Community |
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| Effective Practice: | Family Engagement |
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| | | E1.01 | ALL teachers maintain a file of communication with parents/guardians.(5177) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | | All teachers are expected to maintain a file of parent communications. The current rate of teacher turn over has impaired the consistent results of these files and the expectation of thoroughness. | Limited Development 09/12/2016 | | |
| | | | Priority Score: 1 Opportunity Score: 3 | Index Score: 3 | | |
| <i>How it will look when fully met:</i> | | | "A productive and stimulating home environment includes (1) informed parent–child conversations about school and everyday events; (2) encouragement and discussion of leisure reading; (3) monitoring, discussion, and guidance of television viewing and peer activities; (4) | Objective Met 02/10/17 | Rachael Beckelhimer | 09/28/2018 |

deferral of immediate gratification to accomplish long term goals; (5) expressions of affection and interest in the child's academic and other progress as a person; and perhaps, among such efforts, (6) laughter and spontaneity. " There has to be a strong effort to work with our families in the above area.

| Action(s) | Created Date | | | | |
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| 1 | 9/12/16 | An academic notebook is maintained by each teacher and includes contact information, log for parent communication and benchmark data. | Complete 10/12/2016 | Cindy Talbert | 09/28/2017 |
| <i>Notes:</i> | | | | | |
| 2 | 9/12/16 | A behavior data notebook is maintained by each teacher and includes ODR's, bounces, suspension letters, STAR forms, bus referrals, seclusion / restraint forms etc. | Complete 10/12/2016 | Cindy Talbert | 09/28/2017 |
| <i>Notes:</i> | | | | | |
| 3 | 9/12/16 | Support staff maintain a parent communication notebook. | Complete 11/07/2016 | Cindy Talbert | 09/28/2017 |
| <i>Notes:</i> | | | | | |
| 4 | 11/7/16 | The School Improvement Team will determine the content for the classroom newsletters for parents. | Complete 12/05/2016 | Mary Costello | 02/28/2017 |
| <i>Notes:</i> | | | | | |
| 6 | 11/7/16 | The NCSTAR Parent Community Engagement Committee will determine the contents of teacher websites. | Complete 01/18/2017 | Kellie Oberle | 03/29/2017 |
| <i>Notes:</i> It will be uploaded. | | | | | |
| 7 | 11/10/16 | Schedule Professional Development time where teachers will update and create their teacher web pages. The web pages will include parent communication links - homework, newsletter, standards etc. | Complete 02/01/2017 | leashea Seales | 02/28/2017 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 02/10/2017 | | |
| Evidence | 2/10/2017 | Teachers share their communication logs, academic notebooks, and behavior data notebooks each month and collect data. Teachers keep webpages current and include and include weekly class newsletters. | | | |
| Experience | 2/10/2017 | Academic and behavior notebooks were purchased for each classroom teacher. The school improvement team determined the content of classroom teachers' newsletters to provide consistency for parents. The NC STAR Parent / Community Engagement Teams' subgroup looked at | | | |

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| | | other teachers' websites and developed the criteria for our own teachers' websites. Time was scheduled for teachers to develop and update their webpages. | | | |
| Sustainability | | 2/10/2017 Teachers uploaded their January newsletters into the google drive so administration and staff could see the newsletters and monitor for fidelity. Time is scheduled for teachers to update their webpages. New teachers will be given support to create their webpages. | | | |
| | E1.02 | ALL teachers regularly assign, check, mark, and return homework.(5178) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | The school has been currently following NHCSchools policy on homework. | Limited Development 12/13/2016 | | |
| | | Priority Score: 1 Opportunity Score: 3 | Index Score: 3 | | |
| How it will look when fully met: | | The Snipes Academy teachers, K-5, will come to a consensus on the homework policy. It will follow board policy however, it will be based on the needs of the students and will be created in parent friendly language. | Objective Met 03/06/17 | Mandi Kausak | 03/30/2017 |
| Action(s) | Created Date | | | | |
| 1 | 1/18/17 | Create a school wide homework policy. | Complete 01/17/2017 | Cindy Talbert | 01/31/2017 |
| | | Notes: | | | |
| 2 | 1/18/17 | Review the New Hanover County Board Policy 7420 on homework as a team. | Complete 01/11/2017 | Mandi Kausak | 01/31/2017 |
| | | Notes: | | | |
| 3 | 1/18/17 | Identify the criteria from the six elements described in the Wise Ways that is needed for our homework policy. | Complete 01/11/2017 | Mandi Kausak | 01/31/2017 |
| | | Notes: | | | |
| 4 | 1/18/17 | Each Grade level will determine the criteria for monitoring and providing feedback to students on their homework, as outlined by the Snipes Academy Homework Policy. | Complete 03/01/2017 | Mandi Kausak | 04/25/2017 |
| | | Notes: | | | |
| Implementation: | | | 03/06/2017 | | |
| Evidence | | 3/6/2017 The homework policy will be posted on our webpage, linked to teacher's webpages via Google Drive and included in the newsletter that will go home after intersession. | | | |

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| Experience | 3/6/2017 The team initially used the Wise Ways to brainstorm thoughts on homework using a k-2 and 3-5 framework. A subgroup drafted a policy using the ideas from the NCSTAR team and feedback from staff. The subgroup presented it to the NCSTAR team and it was approved. Grade level teams then collaborated to determine how they would monitor and provide feedback. | | | | |
| Sustainability | 3/6/2017 To sustain this homework policy, it will be posted on the school's webpage, included in newsletter after the next intersession, and included in the 2017-2018 Parent / Student handbook. Teachers will be responsible for ensuring new staff knows about the policy. | | | | |
| E1.04 | ALL teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(5180) | Implementation Status | Assigned To | Target Date | |
| Initial Assessment: | We determined we are limited. Adding real life ideas on the newsletters this year is a step in the right direction. Emily said fourth grade has strategies to send home the night of student-led conferences. Common core is a struggle for some parents. Cindy will need to share the Title I survey results with all staff. She sent them to LaChawn and she asked to share it with the board. There were questions about the final plans for Student-led conferences. Waltrina will send out the information to keep everyone informed. | Limited Development 03/03/2017 | | | |
| | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | | |
| How it will look when fully met: | Suggested weekly activities are in each grade levels newsletters. These activities are more project-based because they take longer and are a little more involved than a worksheet. (Choice boards are an example, science experiments, interviews etc.)The goal will be also to integrate the arts into the projects. | Objective Met 04/30/17 | Linda Dunn | 03/29/2018 | |
| Action(s) | Created Date | | | | |
| 1 | 3/6/17 | Provide clear and explicit instructions with the choice boards that are sent home over intersession breaks.Give parents an opportunity to provide feedback on the choice board activities - what activity did you like the best? which activity do you like the least? | Complete 04/17/2017 | Waltrina Barnett | 03/21/2018 |
| <i>Notes:</i> | | | | | |
| Implementation: | | 04/30/2017 | | | |
| Evidence | 4/30/2017 All choice boards are in the shared drive. The teachers may consider putting these in Google drive next year. | | | | |

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| Experience | | 4/30/2017 The principal presented the idea of choice boards to the SIT team prior to the first intersession. One of the talking points we had with the board of ed when we proposed going year round, was the idea that we could connect with our parents and students over the intersessions as opposed to the 10 week summer we used to have. It was decided we would have choice boards of relevant activities for students to complete over each intersession. Grade level PLCs have created choice board for the last three intersessions and have built in an accountability model using an incentive for students to complete the tasks. Grade level PLCs planned together to create the choice boards for their grade level. | | | |
| Sustainability | | 4/30/2017 Grade level PLCs will need to create these for each intersession and promote the value of it with parents and students. Giving students a choice in what they will do over intersession is important and it reinforces prior learning and day to day learning opportunities. Teacher may want to add these to their own webpages next year. | | | |
| KEY | 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) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | We have many challenges in getting support from home (constantly changing phone numbers and addresses, homework support etc). Parent involvement includes support for school and the child's education. Home visits, phone calls, are done. SIT parent representatives don't attend our meetings. We need to figure out a better way to communifate with our families. We provide taxi services to some meetings. It was suggested that increased home visits or being more visible in the community might increase parent communication. | Limited Development 04/22/2016 | | |
| | | Priority Score: 3 Opportunity Score: 1 | Index Score: 3 | | |
| How it will look when fully met: | | Student achievement will increase on the End -of- Grade assessments as well as benchmarks and Reading 3D, Aimsweb Plus and any other standardized assessments. Parents will be more involved with the school through increased communication and timely progress reports. Small improvements will be celebrated as we move forward. | Objective Met 04/30/17 | Rachael Beckelhimer | 06/29/2018 |
| Action(s) | Created Date | | | | |
| 1 | 9/6/16 | Parent calendar of events will be sent home. | Complete 09/12/2016 | Cindy Talbert | 09/29/2016 |
| <i>Notes:</i> | | | | | |

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| 2 | 9/9/16 | Parent compacts, created and sent home. | Complete 09/12/2016 | Waltrina Barnett | 11/30/2016 |
| | | <i>Notes:</i> | | | |
| 3 | 9/9/16 | Weekly newsletters from classrooms will be sent home explaining upcoming events and pertinent information. | Complete 09/23/2016 | Mary Costello | 09/29/2016 |
| | | <i>Notes:</i> | | | |
| 4 | 9/9/16 | Grade Level Curriculum Events will be scheduled. | Complete 09/21/2016 | Rachael Alessandro | 11/30/2016 |
| | | <i>Notes:</i> | | | |
| 5 | 9/12/16 | Grade Level teams will create choice boards for students to complete during intersessions. Students will receive recognition for completed assignments / expectations. | Complete 09/23/2016 | Mary Costello | 09/26/2016 |
| | | <i>Notes:</i> | | | |
| 6 | 9/27/16 | Student led-conferences to be held February 9th. | Complete 02/02/2017 | Rachael Alessandro | 02/17/2017 |
| | | <i>Notes:</i> | | | |
| 7 | 9/27/16 | School Counselors, Social Worker and CIS Worker will make home visits to recognize parents who are demonstrating support for the school. | Complete 11/21/2016 | Ellen Clayton | 01/31/2017 |
| | | <i>Notes:</i> | | | |
| 8 | 9/27/16 | The school Media Specialist will enlist the assistance of the public library. The NHC Public library will provide books with activities that can be checked out "by parents" at the school. | Complete 11/09/2016 | leashea seales | 11/30/2016 |
| | | <i>Notes:</i> To encourage parent reading to students. | | | |
| Implementation: | | | 04/30/2017 | | |
| Evidence | 4/28/2017 | The master calendar and newsletters are completed. A copy if placed in the Snipes Acadia parent notebook in the front office. All evidences of these events for Title 1 are placed in the Title 1 crate. The NC STAR minutes ad SIT were kept for all meetings and posted on the school's website. | | | |
| Experience | 4/28/2017 | The principal created the quarterly calendar for parents and attached it to the newsletters. Theses were distributed at the beginning of each quarter following intersession. Compacts were sent home at the beginning of the year. These are also on our school's website Three curriculum nights were held featuring two grade levels each time. These were held at the same as as performances on STAR Nights and attendance was amazing. One STAR Night was held with book fair night and the public library was invited to encourage parents to sign up | | | |

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| | for library cards. PLCs created choice board prior to each intersession and offered incentives to students to complete them. Home visits were occurring throughout the year. | | | |
| Sustainability | 4/28/2017 Create a master calendar at the beginning of the year to insure newsletters and an updated calendar are submitted on time. The calendar should also have STAR Nights scheduled in advance. The NC STAR Team for Curriculum, Instruction, and Professional Development need to assess the effectiveness of the curriculum night this year and make adjustments as needed. | | | |

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| Core Function: | Dimension E - Families and Community |
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| Effective Practice: | Community Engagement |
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| | E2.02 | The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | Teachers need to update and produce web pages that are parent and student friendly. The web pages have been created but the quality is not sufficient. Also the classroom weekly newsletters have been created but we are looking at standardizing a common template school wide as suggested by parents in the School Improvement Team meeting. The school newsletters and flyers are sent home but we need to ensure that they get received in a timely manner. The school's web page is up to date and the school calendar is on the web page. | Limited Development 11/28/2016 | | |
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| | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | |
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| How it will look when fully met: | There will be more consistency in the work that we have already started. | Objective Met 04/27/17 | Rachael Beckelhimer | 12/29/2017 |
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| 1 | 1/19/17 | Each teacher will submit their weekly newsletters to the google drive during the month of January Mrs. Talbert for review. | Complete 03/01/2017 | Cindy Talbert | 03/31/2017 |
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| 2 | 2/1/17 | Classroom newsletters are accessible on each teacher's webpage. | Complete 03/01/2017 | Cindy Talbert | 04/26/2017 |
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| 3 | 2/15/17 | Three STAR nights will be scheduled and will include curriculum information and student performances. | Complete 03/06/2017 | Cindy Talbert | 06/28/2017 |
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| 4 | 2/27/17 | The Curriculum and Instruction Committee will schedule student - led conferences for mid year. | Complete 02/27/2017 | Rachael Beckelhimer | 02/28/2017 |
| <i>Notes:</i> | | | | | |
| 5 | 2/27/17 | The media specialist will have a book fair and invite parents to attend. | Complete 02/27/2017 | leashea Seales | 02/28/2017 |
| <i>Notes:</i> | | | | | |
| 6 | 2/27/17 | Staff will take a field trip through the neighborhoods that our students are residing at the beginning of the school year. | Complete 01/02/2017 | Cindy Talbert | 04/24/2017 |
| <i>Notes:</i> | | | | | |
| 7 | 2/27/17 | The school counselor, CIS worker and Social Worker will deliver Positive Notes Home on designated Fridays. | Complete 03/06/2017 | Louise Walston | 07/03/2017 |
| <i>Notes:</i> | | | | | |
| 8 | 2/27/17 | The volunteer coordinator will utilize our school WATCH DOGS for volunteer opportunities. | Complete 03/06/2017 | Waltrina Barnett | 07/03/2017 |
| <i>Notes:</i> | | | | | |
| 9 | 2/27/17 | The EC team will conduct a survey and offer parent workshops based on parent requests. | Complete 03/06/2017 | Kaitlin Yadlosky | 07/03/2017 |
| <i>Notes:</i> | | | | | |
| 10 | 2/27/17 | Students and their families will participate in a food drive for Hurricane Matthew victims. | Complete 01/25/2017 | Louise Walston | 05/31/2017 |
| <i>Notes:</i> | | | | | |
| 11 | 2/27/17 | School-wide news letters are distributed on the Monday after each intersession. | Complete 04/19/2017 | Cindy Talbert | 07/03/2017 |
| <i>Notes:</i> | | | | | |
| 12 | 2/27/17 | The Parent / Community Engagement Team will interview three parents that represent our student population so they can give information to guide parents on how they can help their children be successful in school. | Complete 03/01/2017 | Cindy Talbert | 06/30/2017 |
| <i>Notes:</i> | | | | | |
| 13 | 2/27/17 | The principal and designee will maintain the school's webpage , Facebook and Twitter account. | Complete 03/06/2017 | Cindy Talbert | 06/30/2017 |
| <i>Notes:</i> | | | | | |
| 14 | 2/27/17 | Students and staff will participate in the Martin Luther King parade to feature student skills and talent. | Complete 01/31/2017 | Sharon Dellinger | 03/30/2017 |
| <i>Notes:</i> | | | | | |

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| 15 | 2/27/17 | Certified staff will write postcards to students. These will be mailed out during the spring intersession so students will receive them right before they come back and right before EOY and EOG. | Complete 04/27/2017 | Cindy Talbert | 06/30/2017 |
| | | <i>Notes:</i> | | | |
| 16 | 3/6/17 | Students and their parents will participate in a pennies for cancer campaign that will raise money for Team Gabby (Leukemia Lymphoma Society). | Complete 03/24/2017 | Louise Walston | 06/30/2017 |
| | | <i>Notes:</i> | | | |
| Implementation: | | | 04/27/2017 | | |
| Evidence | 4/27/2017 | STAR nights were held and we took pictures and videos of the events. We also had programs. Our Title 1 surveys and our PBIS surveys gave parents/relatives to provide feedback on many tasks in this indicator. Rosters for parent workshops and events were uploaded into the Title 1 crate. | | | |
| Experience | 4/27/2017 | Our SIT, NC STAR Curriculum/Instruction/Professional Development Team, and Parent/Community Engagement Team all worked on this indicator throughout the year. The teams set the goals and wrote action plans so each task was accomplished. All STAR Night Performances were coupled with a curriculum focus for different grade levels. Quarterly newsletters were sent home, plus classroom teachers send weekly newsletters. Our NC STAR Team determined the criteria for the newsletters and teaches' webpages. Our EC team organized several parent workshops this year. They were based on parent feedback. | | | |
| Sustainability | 4/27/2017 | Continue with the active NC STAR Teams that meet monthly to assess indicators and create/monitor tasks that support the school improvement process. The enhancement team will continue to perfect their performances at STAR Nights. Allocated funds and school funds need to be provided to support the tasks/initiatives created by NC STAR Teams. The Curriculum, Instruction, and PD NC STAR Team will need to assess if the curriculum nights were effective using the new format this year. Master schedule needs to be created at the beginning of each year so meetings and parent events are routinely held. | | | |