

# Comprehensive Plan Report

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

10/24/2016

AH Snipes Arts & Design NCES - na

New Hanover County Schools

## Student Success Indicators

Key Indicators are shown in RED.

### Dimension A - Instructional Excellence and Alignment

#### High expectations for all staff and students

<b>Indicator</b>	<b>A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>		
<b>Status</b>	Tasks completed: 4 of 14 (29%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/21/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The 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.	
<b>Plan</b>	Assigned to:	Cindy Talbert	
	How it will look when fully met:	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.
	Target Date:	05/31/2018
	<b>Tasks:</b>	
	1. Grades k-2 and 3-5 will develop common, grade level expectations that have been reached by consensus (Rules of conduct). These will be directly taught and procedures will be looked for in day to day interactions.	
	Assigned to:	MTSS Leadership team
	Added date:	05/26/2016
	Target Completion Date:	06/30/2017
	Comments:	
	2. A daily communication log that will be shared and monitored will be developed for grades K-2 and 3-5.	
	Assigned to:	MTSS Leadership team
	Added date:	05/26/2016
	Target Completion Date:	04/19/2017
	Comments:	
	3. Crisis procedures will be discussed, reviewed, retaught and problem solved with new staff and current staff.	
	Assigned to:	Administrative Team
	Added date:	05/26/2016
	Target Completion Date:	06/28/2017
	Comments:	
	4. 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.	
	Assigned to:	Administrative Team
	Added date:	05/26/2016
	Target Completion Date:	10/31/2016
	Comments:	
	5. 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.	
	Assigned to:	Rachael Alessandro

	Added date:	05/26/2016
	Target Completion Date:	05/31/2017
	Comments:	
	<b>Task Completed:</b>	<b>09/07/2016</b>
6. The Master schedule will have time for morning meeting and chime time daily.		
	Assigned to:	Teresa Conoly
	Added date:	05/26/2016
	Target Completion Date:	08/31/2016
	Comments:	The Master Schedule will be uploaded.
	<b>Task Completed:</b>	<b>07/21/2016</b>
7. Restorative Justice Circles will be given as a strategy to classroom teachers. In addition the school counselors and social worker will use them in their Tier 2 and Tier 3 behavior interventions.		
	Assigned to:	Louise Walston
	Added date:	05/26/2016
	Target Completion Date:	11/16/2016
	Comments:	
8. PBIS Module I Training		
	Assigned to:	Teresa Conoly
	Added date:	08/25/2016
	Target Completion Date:	12/30/2016
	Comments:	
9. Morning Meeting PD		
	Assigned to:	Ellen Clayton
	Added date:	08/25/2016
	Target Completion Date:	12/30/2016
	Comments:	
10. MindUp PD for new staff		
	Assigned to:	Ellen Clayton
	Added date:	08/25/2016
	Target Completion Date:	12/30/2016
	Comments:	

	Comments:	
	11. Each Month the grade level PLC's will meet to analyze behavior data across their grade level and problem solve around the data.	
	Assigned to:	Ellen Clayton
	Added date:	08/25/2016
	Target Completion Date:	06/30/2017
	Comments:	
	Task Completed:	09/08/2016
	12. Each classroom will create a calm spot.	
	Assigned to:	Teresa Conoly
	Added date:	08/25/2016
	Target Completion Date:	09/30/2016
	Comments:	
	Task Completed:	09/07/2016
	13. The PBIS Team will meet monthly to analyze schoolwide behavior data.	
	Assigned to:	Teresa Conoly
	Added date:	08/25/2016
	Target Completion Date:	06/30/2017
	Comments:	Agendas and minutes will be uploaded into NCSTAR.
	14. 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.	
	Assigned to:	Teresa Conoly
	Added date:	08/25/2016
	Target Completion Date:	11/30/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 4 of 14 (29%)
<b>Dimension A - Instructional Excellence and Alignment</b>		
<b>Curriculum and instructional alignment</b>		
<b>Indicator</b>	<b>A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	
<b>Status</b>	Tasks completed: 4 of 6 (67%)	

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/21/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Unit Planning is limited. Special education piece is new. We would like a greater emphasis on vertical alignment.	
<b>Plan</b>	Assigned to:	Linda Dunn	
	How it will look when fully met:	Instructional coaches would be spending time in grade level PLC's on collaborative planning. There would be vertical alignment on common core standards K-5. Unit planning would be smooth and intentional. Plans would be developed thoroughly and intentionally and saved from year to year. Special Education will be using the unit plan template and align it with their students' IEP goals. 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.	
	Target Date:	05/30/2019	
	<b>Tasks:</b>		
	1. Plan and schedule professional development on the Learning Focus planning framework.		
	Assigned to:	Instructional Leadership Team	
	Added date:	05/09/2016	
	Target Completion Date:	09/01/2016	
	Frequency:	once a year	
	Comments:	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.	
	<b>Task Completed:</b>	<b>09/08/2016</b>	
	2. Provide PD for the staff on Learning Focus Lesson Planning framework.		
	Assigned to:	Instructional Coaches	
	Added date:	05/09/2016	
	Target Completion Date:	05/30/2019	

	Frequency:	monthly
	Comments:	A minimum of monthly to maintain but initially it will be more.
	3. 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.	
	Assigned to:	Teachers
	Added date:	05/09/2016
	Target Completion Date:	10/03/2016
	Comments:	
	<b>Task Completed:</b>	<b>10/03/2016</b>
	4. Create common planning time for grade level PLC's with adequate time to prepare lessons.	
	Assigned to:	Teresa Conoly
	Added date:	05/09/2016
	Target Completion Date:	07/18/2016
	Frequency:	once a year
	Comments:	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.
	<b>Task Completed:</b>	<b>07/21/2016</b>
	6. K-5 will create a monthly focus on a specific comprehension strategy from the Learning Focus Framework.	
	Assigned to:	Teachers
	Added date:	05/09/2016
	Target Completion Date:	08/01/2016
	Comments:	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.

	Task Completed:	07/22/2016
	7. Create a schedule that will allow the EC, ISCS, Resource and Enhancement teachers to meet and collaboratively plan with the regular classroom teachers.	
	Assigned to:	Teresa Conoly and Rachael Alessandro
	Added date:	05/09/2016
	Target Completion Date:	05/30/2019
	Frequency:	once a year
	Comments:	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.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 4 of 6 (67%)

### Dimension A - Instructional Excellence and Alignment

#### Data analysis and instructional planning

<b>Indicator</b>	<b>A3.03 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (5112)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/13/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>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</p> <p>Are the data used in planning professional development? Yes, but there seem to be barriers to this process. The staff turnover creates the need</p>	



		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.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>A3.05 - The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/13/2016
	Evidence:	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.

**Dimension A - Instructional Excellence and Alignment**

**Student support services**

<b>Indicator</b>	<b>A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>		
<b>Status</b>	Tasks completed: 1 of 7 (14%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/22/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		(3 - relatively easy to address. 2 - accomplished within

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>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.</p> <p>We 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.</p>	
<b>Plan</b>	Assigned to:	Erika Ancuta	
	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	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
	1. Provide PD for teachers on Tier 2 interventions.		
	Assigned to:	MTSS Leadership Team	
	Added date:	05/12/2016	
	Target Completion Date:	12/01/2016	
	Frequency:	once a year	
	Comments:	It is best practice to ensure that all staff is fully informed annually of the MTSS Tier 2 Process and structure.	
	2. Provide PD on MTSS problem solving tools.		
	Assigned to:	MTSS Leadership Team	
	Added date:	05/12/2016	
	Target Completion Date:		

	Target Completion Date:	12/01/2016
	Frequency:	once a year
	Comments:	It is best practice to ensure that all staff is informed of MTSS structures at Snipes Academy.
	Task Completed:	07/27/2016
3. Provide PD on the RTI function of mClass.		
	Assigned to:	MTSS Leadership Team
	Added date:	05/12/2016
	Target Completion Date:	11/16/2016
	Frequency:	once a year
	Comments:	It is best practice to provide resources for teachers in order to keep everybody on the same page.
4. One Thursday a month the MTSS Leadership Team will meet with teachers to discuss implementation of Tier 2 interventions.		
	Assigned to:	MTSS Leadership Team
	Added date:	05/12/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	Revisit PD, monitoring student growth, accuracy,
5. The MTSS Leadership Team will conduct fidelity checks of the Tier 2 interventions that are happening in the classrooms.		
	Assigned to:	MTSS Leadership
	Added date:	05/12/2016
	Target Completion Date:	06/30/2017
	Frequency:	four times a year
	Comments:	
6. Create a progress monitoring tool (google doc or excel) for those who are not using the mClass RTI function		
	Assigned to:	MTSS Leadership
	Added date:	05/12/2016
	Target Completion Date:	10/31/2016
	Comments:	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. Aimsweb data analysis with progress monitoring and Now What conversations.	
	Assigned to:	Jenn Knight
	Added date:	08/25/2016
	Target Completion Date:	03/30/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 7 (14%)
<b>Indicator</b>	<b>A4.03 - Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)</b>	
<b>Status</b>	Tasks completed: 8 of 15 (53%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 05/12/2016
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.
<b>Plan</b>	Assigned to:	Erika Ancuta
	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.
	Target Date:	07/31/2017

Tasks:

1. Create a yearly calendar for the MTSS Leadership Meetings.

Assigned to: Erika Ancuta

Added date: 08/09/2016

Target Completion Date: 08/15/2016

Comments:

Task Completed: 08/11/2016

2. schedule weekly Individual Student Problem Solving Meetings for Tier 3 students.

Assigned to: Erika Ancuta

Added date: 08/09/2016

Target Completion Date: 12/13/2016

Comments:

3. Create a google doc with information on Tiered students that can be accessed by the MTSS Leadership Team.

Assigned to: Erika Ancuta

Added date: 08/09/2016

Target Completion Date: 08/31/2016

Comments: Always a work in progress

Task Completed: 08/11/2016

4. 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.

Assigned to: Maureen Kaniuka

Added date: 08/09/2016

Target Completion Date: 08/31/2016

Comments:

Task Completed: 08/11/2016

5. Create a form and schedule fidelity checks for Tier 2 and Tier 3 interventions.

Assigned to: Erika Ancuta

Added date: 08/09/2016

Target Completion Date: 12/30/2016

	Comments:	
6. Schedule, plan and deliver an MTSS PD for staff at the Beginning of the school year.		
	Assigned to:	Erika Ancuta
	Added date:	08/09/2016
	Target Completion Date:	08/31/2016
	Comments:	
	<b>Task Completed:</b>	<b>08/11/2016</b>
7. Schedule and plan Tier 2 grade level PLC meetings. These meetings will support teachers with strategies and the paperwork.		
	Assigned to:	Erika Ancuta
	Added date:	08/09/2016
	Target Completion Date:	08/31/2016
	Comments:	
	<b>Task Completed:</b>	<b>08/11/2016</b>
8. 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.		
	Assigned to:	Louise Walston
	Added date:	08/09/2016
	Target Completion Date:	08/31/2016
	Comments:	
	<b>Task Completed:</b>	<b>08/11/2016</b>
9. 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.		
	Assigned to:	Erika Ancuta
	Added date:	08/09/2016
	Target Completion Date:	06/14/2017
	Comments:	
10. 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.		
	Assigned to:	Erika Ancuta
	Added date:	08/09/2016
	Target Completion Date:	05/30/2017

	Comments:	
	<b>Task Completed:</b>	<b>08/11/2016</b>
	11. 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.	
	Assigned to:	Rachael Alessandro
	Added date:	08/09/2016
	Target Completion Date:	12/13/2016
	Comments:	
	<b>Task Completed:</b>	<b>08/11/2016</b>
	12. Grade Level PLC's will meet three times a year to analyze benchmark data and create next steps.	
	Assigned to:	Linda Dunn
	Added date:	08/09/2016
	Target Completion Date:	06/30/2017
	Comments:	
	13. Grade Level PLC's will meet weekly to analyze current data (including progress monitoring) and determine next steps based on this data.	
	Assigned to:	Rachael Alessandro
	Added date:	08/09/2016
	Target Completion Date:	12/13/2016
	Comments:	
	14. Create a PD / Check in- Check out and Point sheets	
	Assigned to:	Maureen Kaniuka
	Added date:	08/11/2016
	Target Completion Date:	06/21/2017
	Comments:	
	15. Create a PD on FBA/BIP and ABC data	
	Assigned to:	Maureen Kaniuka
	Added date:	08/11/2016
	Target Completion Date:	06/21/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	

<b>Implement</b>	Percent Task Complete:	Tasks completed: 8 of 15 (53%)
<b>Indicator</b>	<b>A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	
<b>Status</b>	Tasks completed: 2 of 6 (33%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/22/2016
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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 social worker and Communities and schools worker are much needed additions in allowing us to become fully implemented in this indicator.
<b>Plan</b>	Assigned to:	Louise Walston
	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.
	Target Date:	09/28/2017
	<b>Tasks:</b>	
	1. Staff will become familiar with Eric Jensen brain based strategies for working with children who live in poverty.	
	Assigned to:	Cindy Talbert
	Added date:	09/08/2016
	Target Completion Date:	09/28/2017
	Comments:	This task will have to be repeated when new staff is hired but will also be an on-going conversation.
	2. 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.	
	Assigned to:	



	Assigned to:	Erika Ancuta
	Added date:	09/08/2016
	Target Completion Date:	03/31/2017
	Comments:	Students will hopefully enter and exit Tier 3 in a fluid manner as they gain skills.
3. Children with special identified needs will attend Social groups daily.		
	Assigned to:	Beth Forbes
	Added date:	09/08/2016
	Target Completion Date:	09/28/2016
	Comments:	
	Task Completed:	09/13/2016
4. Teachers will use the MindUp curriculum to teach emotional self management.		
	Assigned to:	Ellen Clayton
	Added date:	09/08/2016
	Target Completion Date:	12/30/2016
	Frequency:	daily
	Comments:	
5. Teachers will use Second Step Curriculum either with MindUp or after the fifteen MindUp lessons.		
	Assigned to:	Louise Walston
	Added date:	09/13/2016
	Target Completion Date:	09/27/2017
	Comments:	
6. Character Traits of the Month will be focused upon.		
	Assigned to:	Louise Walston
	Added date:	09/13/2016
	Target Completion Date:	09/30/2016
	Comments:	A schedule has been created.
	Task Completed:	10/03/2016
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 6 (33%)
<b>Dimension B - Leadership Capacity</b>		

Strategic planning, mission, and vision

<b>Indicator</b>	<b>B1.01 - The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 04/22/2016
	Evidence:	The members of the LEA Support and Improvement Team are: Emma Jackson, Jakki Jethro, Al O'Briant, LaChawn Smith and Sabra Wright.
<b>Indicator</b>	<b>B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 04/21/2016
	Evidence:	<p>Cindy Talbert has a record of being a turn around principal. (Resume to be uploaded)</p> <p>Cindy M. Talbert 1409 Country Club Road D Wilmington, NC 29403 D CindyTalbert@ec.rr.com D 910-763-6754</p> <p>Education University of North Carolina at Wilmington 1987-1990 M.Ed. Educational Administration</p> <p>University of South Carolina 1981-1982 M.Ed. Early Childhood Education</p> <p>University of North Carolina at Charlotte 1977-1978 B.A. Elementary Education</p> <p>Concord College, Athens, WV 1974-1977</p> <p>Experience Principal June 2012-Present Snipes Academy of Arts and Design Wilmington, NC</p> <p>Interim Administrative Positions 2009-2012 Blair, Forest Hills Gregory, Sunset Park</p> <p>Principal July 2003-July 2008 Pine Valley Elementary School Wilmington, NC</p>

Principal      January 1997-June 2003  
Ogden Elementary School  
Wilmington, NC

Assistant Principal      January 1993 -December 1996  
Ogden and Blount Elementary School  
Wilmington, NC

K-8 Observer/Evaluation      August 1991- December 1993  
New Hanover County School  
Wilmington, NC

First Grade Teacher      August 1984-June 1991  
Mary C. Williams Elementary School  
Wilmington, NC

First Grade Teacher      August 1980-June 1984  
Pelion Elementary School  
Lexington, SC

Third Grade Teacher      August 1978-June 1980  
Devonshire Elementary  
Charlotte, NC

Pre-K Teacher Assistant      Summers 1975-1976  
Lewisburg, WV

Life Guard and Swim Instructor (K-Adults)      Summers 1971-1975  
Greenbrier Valley County Club  
Lewisburg, WV

Leadership and Administrative Experience  
New Hanover County Schools  
Title II Committee  
Educator of the Year Committee  
Positive Behavior Intervention and Support Leadership Team  
Job Recruiter at Job Fairs  
Work Order Process Improvement Committee  
Performance Appraisal Development Committee  
Advisory Council for Improvement of Gifted Education  
Sallie Mae First Year Teacher Committee  
Career Level II Status  
Phi Delta Kappa of Cape Fear Chapter President

	<p>Awards  Phi Delta Kappa's S.J. Howie Leadership Award  NC DPI Exemplar Award for PBIS at Pine Valley  NC Peer Helper's Association Award  Recipient of Numerous Grants (\$500-\$10,000)</p> <p>Consultant/Presenter  School Administrative Manager Conference in Tucson  Jim Hunt Legislative Retreat  Local, State, and National PBIS Conferences  Coming Together Conferences  Early Childhood Education Summer Institute at University of South Carolina  NC Safe Schools Conference  NC Exceptional Children's Conference  Effective Teacher Training</p> <p>Publications  Merry Go-Round of Basic Words - Curriculum Guide for SC Basic Word List (Copyright 1983)  NHCS Quest for Quality Newsletters</p> <p>Community Affiliations  Intracoastal Teacher Fund  ALS Association Volunteer  Junior Achievement Board of Directors  Communities in Schools Board of Directors</p>		
<b>Indicator</b>	<b>B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/22/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	We have many meetings and multiple leadership teams within the	

	development:	<p>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.</p> <p>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.</p> <p>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.</p>
<b>Plan</b>	Assigned to:	Teresa Conoly
	How it will look when fully met:	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.
	Target Date:	06/30/2017
	<b>Tasks:</b>	
	1. Create a schedule of the Instructional Leadership Meetings.	
	Assigned to:	Cindy Talbert
	Added date:	06/10/2016
	Target Completion Date:	09/30/2016
	Comments:	
	<b>Task Completed:</b>	<b>07/27/2016</b>
	2. Create a plan of intended outcomes for the year.	
	Assigned to:	Teresa Conoly
	Added date:	06/10/2016
	Target Completion Date:	11/30/2016

	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
<b>Dimension B - Leadership Capacity</b>		
<b>Distributed leadership and collaboration</b>		
<b>Indicator</b>	<b>B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	
<b>Status</b>	Tasks completed: 3 of 6 (50%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/22/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>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.</p> <p>Our Short Cycle Assessment PLC's are growing stronger in addition to the organization of team meetings with agendas and minutes.</p> <p>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.</p>
<b>Plan</b>	Assigned to:	Teresa Conoly
	How it will look when fully met:	<p>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</p>

		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 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.
	Target Date:	05/31/2017
	<b>Tasks:</b>	
	1. Align the indicators with the team that will be creating tasks and monitoring the tasks.	
	Assigned to:	Teresa Conoly
	Added date:	05/26/2016
	Target Completion Date:	11/30/2016
	Comments:	Example MTSS, Instructional Leadership, Administrative, ....
	<b>Task Completed:</b>	<b>07/28/2016</b>
	2. Create a master schedule with a common planning time for grade level PLC's.	
	Assigned to:	Teresa Conoly
	Added date:	05/26/2016
	Target Completion Date:	08/31/2016
	Comments:	
	<b>Task Completed:</b>	<b>07/28/2016</b>
	3. 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.	
	Assigned to:	Administrative Team
	Added date:	05/26/2016
	Target Completion Date:	11/30/2016
	Comments:	
	4. Create a plan for the year that will allow for the EC team to meet and plan with classroom teachers at least once every nine week period.	

	Assigned to:	Administrative Team
	Added date:	05/26/2016
	Target Completion Date:	11/30/2016
	Comments:	
	5. Develop a school wide schedule for a focus on comprehension standards (Learning Focus) Dr. Max Thompson.	
	Assigned to:	Instructional Leadership Team
	Added date:	05/26/2016
	Target Completion Date:	11/30/2016
	Comments:	
	6. Create processes , procedures and expectations for PLC's, team meetings and planning meetings such as agendas, minutes and a rubric for effective team collaboration.	
	Assigned to:	Instructional Leadership Team
	Added date:	05/26/2016
	Target Completion Date:	12/16/2016
	Comments:	
	Task Completed:	09/19/2016
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 6 (50%)
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 10/13/2016
	Evidence:	<p>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.</p> <p>First Responders™  Snipes Academy of Arts &amp; Design  Teresa Conoly, Assistant Principal  Area 1st 2nd 3rd</p> <p>Aimsweb Erika Ancuta Instructional Coaches Maureen Kaniuka</p>



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 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.

## Dimension B - Leadership Capacity

### Monitoring instruction in school

<b>Indicator</b>	<b>B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)</b>		
<b>Status</b>	<b>No decision has been made</b> Tasks completed: 3 of 3 (100%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/22/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Morning Meetings, MindUp and the Arts Alive Academy are beneficial to our students; however, the high number of tardies negatively impact the students' ability to access these curriculums. This July our school will start the year round calendar and it is believed that this will assist the school by retarding learning due to the "summer slide". We continue to struggle with student engagement during the school day and would love to have the district assist us with student attendance and tardy issues.	
<b>Plan</b>	Assigned to:	Linda Dunn	
	How it will look when fully met:	Increased Learning time with a 75% success rate. Not just a lengthening of the day but increased engagement throughout the school day, intersessions and academic breaks.	
	Target Date:	09/20/2017	
	<b>Tasks:</b>		
	1. Transforming school day schedules to allow for less transition and more student engagement. The goal is increased academic achievement.		
	Assigned to:	Teresa Conoly	
	Added date:	09/12/2016	
	Target Completion Date:	09/30/2016	
	Comments:		
	<b>Task Completed:</b>	<b>09/23/2016</b>	
	2. Alter the school structure, creating a year round schedule with intersessions.		
	Assigned to:	Cindy Talbert	
	Added date:	09/12/2016	

	Target Completion Date:	09/28/2016
	Comments:	
	Task Completed:	09/26/2016
	3. Create an intercession that will focus on students with identified criteria (academic, parental involvement, behavior). Third , fourth and fifth grade students will work on iReady math and reading to enhance their skills.	
	Assigned to:	Teresa Conoly
	Added date:	09/12/2016
	Target Completion Date:	09/30/2016
	Comments:	
	Task Completed:	10/03/2016
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 3 (100%)
<b>Indicator</b>	<b>B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 04/21/2016
	Evidence:	<p>Snipes Academy has implemented the SAM process to ensure that Mrs. Talbert's focus is on instruction during the school day and to allow her to be highly visible . She has consistently met her goal of spending over 60% of the school day on instruction.The entire administrative team, as well as the instructional coaches have begun to use the SAM process in order to maintain a laser focus on instruction.</p> <p>What is SAM? SAM is a professional development process using a unique set of tools to change a principal's focus from school management tasks to instructional leadership—activities directly connected to improving teaching and learning. Over 700 schools in twenty-one states contract for SAM services. Does it work? Yes. Independent and external research has determined that principals gain the equivalent of 27 extra days of instructional leadership time in their first year using the SAM process. By the third year the gain of instructional leadership time exceeds 55 days. The process is designed to help the principal be reflective about how to best work with teachers to improve teaching and learning.</p> <p>How do you know how a principal spends time? The SAM process uses a unique data collection process called Time/Task Analysis™ to determine how much instructional, management and personal time a</p>

	principal uses.
	Each month the administrative team does formal and informal walkthroughs on the entire staff. Conversations occur weekly with the Instructional Leadership Teams around data to determine what support is needed for which teachers and what that support will look like. The principal meets with the School Improvement Team bi-monthly as well as grade level PLC's to discuss instructional practices and instructional strategies around data. Agendas and minutes are uploaded.

### Dimension C - Professional Capacity

#### Teacher quality and experience

<b>Indicator</b>	<b>C1.02 - The principal plans opportunities for teachers to share their strengths with other teachers.(5153)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 05/09/2016	
	Evidence:	Snipes Academy participates 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 chairs, - coordinating with district personnel, administration encourages and supports creativity with clubs (dribbling team, art shows, dance teams, chorus)	

### Dimension C - Professional Capacity

#### Quality of professional development

<b>Indicator</b>	<b>C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/22/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	We are still in the sharing data implementation stage. We are much	

	development:	<p>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 be identified when analyzing data across the school settings.</p> <p>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.</p>
<b>Plan</b>	Assigned to:	Rachael Alessandro
	How it will look when fully met:	<p>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.</p>
	Target Date:	12/28/2016
	<b>Tasks:</b>	
	1. The Instructional Leadership Team will meet weekly and once monthly will merge their School Administrative manager calendars to determine next steps with classroom teachers.	
	Assigned to:	Teresa Conoly
	Added date:	09/28/2016
	Target Completion Date:	09/28/2017
	Comments:	
	<b>Task Completed:</b>	<b>10/12/2016</b>
	2. 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.	
	Assigned to:	Erika Ancuta
	Added date:	09/28/2016
	Target Completion Date:	09/29/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)

**Dimension C - Professional Capacity**

Talent recruitment and retention			
<b>Indicator</b>	<b>C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/22/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Dimension E - Families and Community</b>			
<b>Family Engagement</b>			
<b>Indicator</b>	<b>E1.01 - ALL teachers maintain a file of communication with parents/guardians.(5177)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.	
<b>Plan</b>	Assigned to:	Cindy Talbert	
	How it will look when fully met:	"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) 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.
	Target Date:	09/28/2018
	<b>Tasks:</b>	
	1. An academic notebook is maintained by each teacher and includes contact information, log for parent communication and benchmark data.	
	Assigned to:	Cindy Talbert
	Added date:	09/12/2016
	Target Completion Date:	09/28/2017
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>10/12/2016</b>
	2. A behavior data notebook is maintained by each teacher and includes ODR's, bounces, suspension letters, STAR forms, bus referrals, seclusion / restraint forms etc.	
	Assigned to:	Cindy Talbert
	Added date:	09/12/2016
	Target Completion Date:	09/28/2017
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>10/12/2016</b>
	3. Support staff maintain a parent communication notebook.	
	Assigned to:	Cindy Talbert
	Added date:	09/12/2016
	Target Completion Date:	09/28/2017
	Frequency:	once a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)
<b>Indicator</b>	<b>E1.06 - The school regularly communicates with parents/guardians about its expectations of</b>	

<b>Indicator</b>	<b>them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>		
<b>Status</b>	Tasks completed: 5 of 8 (62%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/22/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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 communicate 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.	
<b>Plan</b>	Assigned to:	Cindy Talbert	
	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.	
	Target Date:	06/29/2018	
	<b>Tasks:</b>		
	1. Parent calendar of events will be sent home.		
	Assigned to:	Cindy Talbert	
	Added date:	09/06/2016	
	Target Completion Date:	09/29/2016	
	Frequency:	once a year	
	Comments:		
	<b>Task Completed:</b>	<b>09/12/2016</b>	
	2. Parent compacts, created and sent home.		
	Assigned to:	Waltrina Barnett	

	Added date:	09/09/2016
	Target Completion Date:	11/30/2016
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>09/12/2016</b>
3. Weekly newsletters from classrooms will be sent home explaining upcoming events and pertinent information.		
	Assigned to:	Mary Costello
	Added date:	09/09/2016
	Target Completion Date:	09/29/2016
	Frequency:	weekly
	Comments:	
	<b>Task Completed:</b>	<b>09/23/2016</b>
4. Grade Level Curriculum Events will be scheduled.		
	Assigned to:	Rachael Alessandro
	Added date:	09/09/2016
	Target Completion Date:	11/30/2016
	Frequency:	three times a year
	Comments:	
	<b>Task Completed:</b>	<b>09/21/2016</b>
5. Grade Level teams will create choice boards for students to complete during intersessions. Students will receive recognition for completed assignments / expectations.		
	Assigned to:	Mary Costello
	Added date:	09/12/2016
	Target Completion Date:	09/26/2016
	Frequency:	four times a year
	Comments:	
	<b>Task Completed:</b>	<b>09/23/2016</b>
6. Student led-conferences to be held February 9th.		
	Assigned to:	Rachael Alessandro
	Added date:	09/27/2016

	Target Completion Date:	02/17/2017
	Comments:	
	7. School Counselors, Social Worker and CIS Worker will make home visits to recognize parents who are demonstrating support for the school.	
	Assigned to:	Ellen Clayton
	Added date:	09/27/2016
	Target Completion Date:	01/31/2017
	Comments:	
	8. 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.	
	Assigned to:	leashea seales
	Added date:	09/27/2016
	Target Completion Date:	11/30/2016
	Comments:	To encourage parent reading to students.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 5 of 8 (62%)