

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
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2015-2016 Huntingtowne Farms School Improvement Plan Report

Huntingtowne Farms Elementary Contact Information			
School:	Huntingtowne Farms Elementary	Courier Number:	422
Address:	2520 Huntingtowne Farms Lane	Phone Number:	980.343.3625
	Charlotte, NC 28210	Fax Number:	980.343.3731
Learning Community	South Learning Community	School Website:	www.cms.k12.nc.us/schools

Principal:	Carolyn Rodd
Learning Community Superintendent:	Dennis Queen

Huntingtowne Farms Elementary School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot. Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Carolyn Rodd	Carolyn.Rodd@cms.k12.nc.us	8/2011
Assistant Principal Representative	Summer Rogers	Summer.Rogers@cms.k12.nc.us	8/2014
Dean of Students	Anthony Reyes	anthony.reyes@cms.k12.nc.us	9/30/15
Counselor	Ayo Adisa	Ayo.adisa@cms.k12.nc.us	9/30/15
LEA Coach	Trina Potter	Waltrina.potter@cms.k12.nc.us	9/30/15
Data Manager	Bonnie Shaw	Bonnie.Shaw@cms.k12.nc.us	9/30/15
Inst. Support Representative	Donna Forbis	Donna.Forbis@cms.k12.nc.us	9/25/14
Teacher Representative	Gina Pecora	Gina.pecora@cms.k12.nc.us	9/25/14
Teacher Representative	Cathie Miller	Cathie.miller@cms.k12.nc.us	9/25/14
Teacher Representative	Tamra Krahn	Tamra.krahn@cms.k12.nc.us	9/25/14

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IB Coordinator	Bethany Guthard	Bethany.guthard@cms.k12.nc.us	9/25/14
Teacher Assistant Representative	Christine Smith	Christine.Smith@cms.k12.nc.us	9/30/15
Community Partner Representative	Susan Rabinovich	srabinovich@windstream.net	9/30/15
Teacher Representative	Genitia Johnson	genitia.johnson@cms.k12.nc.us	9/30/15
Parent Representative	Jeanette Currence	jeanettecurrence@yahoo.com	9/30/15
Parent Representative	Julie Ivey	kolbie@bellsouth.net	9/25/14
Parent Representative	Stacey Elder	Ssulliv99@aol.com	9/25/14

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Huntingtowne Farms will become a premier IB school.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: We nurture and inspire each child's curiosity, love of reading, and life-long learning through inquiry-based, whole-child instruction within a global community.

Huntingtowne Farms Elementary Shared Beliefs

- We believe all students can learn.
- We believe our school is a safe and orderly environment for learning.
- We believe teacher effectiveness and student achievement must be constantly monitored through continuous assessment.
- We believe students, families, educators and the community share the responsibility for student learning.
- We believe instruction, assessment and decision making should reflect our beliefs.

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Huntingtowne Farms Elementary SMART Goals

- Goal 1: Increase teacher collaboration for the development of rigorous lesson plans and quality instruction as measured by an increase of 15% with the school composite results on the 2015-2016 NC End of Grade tests.
- Goal 2: Decrease the number of bullying behavior referrals by 6% and aggressive behavior referrals by 15% by June, 2016. [CMS regulation JICK-R]
- Goal 3: Increase the number of third graders who demonstrate proficiency in Reading by 15% as measured by the 2015-16 North Carolina End of Grade Third Grade Reading Test.
- Goal 4: Increase the number of 4th and 5th graders who demonstrate proficiency in Math by 16% as measured by the 2015-16 North Carolina End of Grade Fourth & Fifth Grade Math Tests.
- Goal 5: Increase the number of 5th graders who demonstrate proficiency in Science by 16% as measured by the 2015-16 North Carolina End of Grade Science Test.
- Goal 6: Increase the percentage of LEP students who demonstrate proficiency in Reading across grades 3, 4, and 5 by 20% as measured by the 2015-2016 North Carolina End of Grade Reading tests.

Huntingtowne Farms Elementary Profile

Huntingtowne Farms Elementary is a Title I, K-5, International Baccalaureate (IB) magnet school. Our approach to teaching is through a whole child lens where we believe in growing students academically and socially within the IB Learner Profile – caring, open minded, thinkers, inquirers, knowledgeable, communicators, balanced, principled, risk takers - described by the IB National Organization. This past year, we received the Magnet of Excellence Award from the Magnet Schools of America.



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Members of the community are active stakeholders at Huntingtowne Farms. Partnerships with over 20 local organizations and faith groups including the Harris YMCA, Temple Israel, Latin American Women Association, CMS North Star Partners, and Forest Hill Church. To date, more than 100 of our partners are active volunteers. Supported by these partnerships, last year, our fifth graders traveled to Washington DC to explore our nation's capital and our third graders enjoyed an overnight field trip experience at Camp Thunderbird. In an effort to provide extended learning opportunities during the summer, our school has collaborated with the following organizations: Y-Readers, Freedom School, BELL, Urban Promise, CMS BELL Reading Camp, and the BELL sponsored Read to Achieve Camp.

Approximately 750 students are enrolled at Huntingtowne Farms. Our students represent a diversity of cultures; 66% Hispanic, 24 % African American, 8 % Caucasian, and 2% Asian. 36% of our students qualify as Limited English Proficiency. This year, CMS transitioned the calculation of school's poverty rate from Free and Reduced Lunch (FRL) to the federal Community Eligibility Provision (CEP) data. Because of this change, the official rate has not been released. However, unofficially, the poverty rate for Huntingtowne Farms is 94%. Daily attendance for the past two years has averaged 95%. As an elementary school, we do not experience drop out issues. In the past three years, our promotion rate has been 100%.

Our goal is to provide a safe learning environment. In the past two years, as evidenced by the Discipline Data chart, we have seen a decrease in aggressive and bullying behavior referrals. Four years ago, we began a school wide positive behavior program around our essential agreements or school-wide rules with the three tenets of Respect, Responsibility, and Caring. Systems for positive behavior in classrooms, hallways, bathrooms, lunchroom, and on the bus were established. As evidenced by the data, this schoolwide focus has been an effective practice which we are continuing to promote. During the summer of 2015, we formed a new alliance through Multi-Tiered Systems of Support-Behavior (MTSS-B) and entered into a federally funded research study. Our committee is comprised of a diversity of staff members including teachers, administrators, Behavior Management Technician, school psychologist and school counselor. As part of the three year study, a Behavior Coach will be available to assist teachers in development of effective classroom management techniques. This year, we have also scheduled time for morning classroom meetings across all grade levels.



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The purpose of these meetings, and all of our interactions throughout the day, is to instill students with a growth mindset. Each of these practices will positively influence a continued decline in behavior referrals. Additionally, we will continue to promote the IB Learner profile as a foundational for the character development work within the school. Celebrations of students who embody the IB Learner profile occur within the classroom as well as during quarterly grade level assemblies.

The 2015 redistricting of CMS attendance boundaries has decreased our enrollment by approximately 200 students. However, more than 35% of our 2015-2016 students and their families are new to our school community. We believe that this change has contributed to the current negative impact on our two year discipline data trend. However, again, the initiatives that are in place, school-wide Positive Behavior Program, MTSS-B alliance, and daily community meetings that support a growth mindset, should serve to acclimate new students to the school.

All teachers at Huntingtowne Farms are highly qualified. Of the teaching staff, 38% hold graduate degrees and 12% have National Board Certification. 30% of our staff have been teaching for more than 10 years, 25% have 6-10 years of experience, and 45% have been teaching for five years or less. Our teachers include the Essential Areas of a Media Specialist and Art, Music, and Physical Education Specialists. We also have a full time Science Lab Instructor and Talent Development Teacher. There are five ESL teachers, two EC teachers, one EC teacher assistant, one full time Speech Pathologist, two Title I tutors, and eight teacher assistants who serve as Reading & Math Interventionists. Teachers are supported by the Administration team of Principal, Assistant Principal, and Dean of Students. Additionally, our Instructional Leadership Team includes a literacy facilitator, literacy coach, IB coordinator, specialized instruction coordinator, and an academic coordinator who also serves as data manager. While 26% of our teachers have been at Huntingtowne Farms for more than six years, our goal is to develop, retain, and reward a premier workforce.

Our students, as a composite, met growth standards for the 2014-2015 school year in 4th and 5th grade Reading, exceeded growth in 5th grade Science, and exceeded growth in 5th grade Math. Our three year average for 5th grade Math and Science reflects an exceeded status.



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A review of composite proficiency scores for the past three years demonstrates a slight positive trend in Reading growth while Math remains flat. A closer look at grade level scores indicates inconsistencies. Third grade Math scores for 2014-2015 reveals the strength of our teachers across this grade level. This year, the goal is to build 3rd grade teachers' capacity with literacy instruction. Fifth grade scores, across all subjects, were highest in 2013-2014. In 2014-2015, a decision was made to departmentalize 4th and 5th grade to empower teachers in single subjects. Upon review, this strategy had a negative impact in 5th grade and minimal effect in 4th grade. Furthermore, the national IB Organization now does not support departmentalization, a change from previous years. This year, our goal is to support 4th and 5th grade teachers to build capacity with math instruction. Further, for 2015-2016, teachers returned to the inclusive classroom model where all subjects are taught.



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Huntingtowne Farms Elementary Data Snapshot

HFES Discipline Data	Aggressive Behavior		Bullying		Bus Incidents		Total Incidents	Suspensions
	Number	%	Number	%	Number	%		
2015-2016	48	46%	9	9%	5	5%	106	23
2014-2015	223	34%	20	3%	111	17%	657	58
2013-2014	310	35%	32	4%	100	12%	889	84

HFES EOG SCORES

2014 - 2015				2013 - 2014			2012-2013		
GRADE	READING	MATH	SCIENCE	READING	MATH	SCIENCE	READING	MATH	SCIENCE
3	35.33	61.40		40.40	49.30		27.40	52.40	
4	35.92	33.56		32.00	32.80		25.70	42.10	
5	27.41	39.71	52.94	37.30	61.90	61.00	25.40	41.90	32.20

HFES EOG COMPOSITE SCORES

	2015-2014	2014-2013	2013-2012
COMPOSITE	41.34	44.70	35.90
READING	33.11	37.00	26.10
MATH	45.92	47.40	46.90
SCIENCE	52.94	61.00	32.20

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CMS Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools

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SMART Goal 1:	Increase teacher collaboration for the development of rigorous lesson plans and quality instruction as measured by an increase of 15% with school composite results on the 2015-2016 North Carolina End of Grade tests.
CMS Strategic Plan Goal 2:	Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	Professional Development
Data Used:	2015-2016 EOG Results

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (est. cost / source)	Personnel Involved	Timeline (Start—End)
1. Utilize the master schedule to allow for 90 minutes of uninterrupted teacher planning every other day, under G.S. 115C-105.27 and -301.1, for a minimum average of five hours per week.	Summer Rogers, AP	Master Schedule – Planning for all Grade Levels	n/a	Summer Rogers, AP and Instructional Leadership Team	Aug 2015-thru June 2016
2. Hire experienced lunch monitors to provide a duty-free lunch period for every teacher on a daily basis.	Summer Rogers, AP	Lunch Monitor	n/a	Carolyn Rodd, Principal and Summer Rogers, AP	Sept 2015-thru June 2016
3. Utilize Teacher Assistants, Counselors, BMT, and Administration for coverage in the absences of lunch monitor.	Summer Rogers, AP	Lunch Coverage Schedule	n/a	Summer Rogers, AP Teacher Assistants, Counselor, BMT, Dean	Aug 2015-Sept 2016 As needed



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4. Provide duty free recess giving teachers an additional 45 minute block of uninterrupted planning time.	Summer Rogers, AP	Daily planning agendas, minutes, notes, lesson plans, and intervention plans	n/a	Summer Rogers, AP Teacher Assistants, Counselors, BMT, Dean	Nov 2015- thru June 2016
5. Embed professional development of data driven instruction in staff meetings, daily planning, and full day planning sessions	Carolyn Rodd, Principal; Summer Rogers, AP; Anthony Reyes, Dean of Students	Disaggregation of data from Common Assessments to identify mastery and reteach standards, data trackers, Daily use of data to drive instruction, Learning Walk forms, lesson plans, planning agendas, professional development agendas & resources, student data	n/a	Instructional Leadership Team, Teachers, Administrators	Aug 2015- June 2016
6. Launch school wide culture development plan with a focus on the theme of Teamwork (monthly giveaways, staff recognition, compliments, celebrations, etc.)	Carolyn Rodd, Principal; Summer Rogers, AP	Insight Survey & Teacher Working Conditions Survey results; Positive School Climate	\$4000-PTA and School Funds	Instructional Leadership Team, Teachers, Administrators	Aug 2015- June 2016



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SMART Goal 2:	Decrease the number of bullying behavior referrals by 6% and aggressive behavior referrals by 15% by June, 2016. [CMS regulation JICK-R]
CMS Strategic Plan Goal 4:	Promote a system-wide culture of safety, high engagement, customer service, and cultural competence
Strategic Plan Focus Area:	Physical Safety
Data Used:	Discipline Data, Student Survey

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (est. cost / source)	Personnel Involved	Timeline (Start—End)
1. Bully-prevention a. Teach new students the expected school wide Essential Agreements of being “Respectful, Responsible and Caring.” b. Execute school-wide activities during the month of October “Anti-bullying Month” c. Weekly speaker on WFOX, our internal news station, with bully prevention tips. d. Implement “No Name Calling Week” in February.	Anthony Reyes, Dean of Students; Jacqueline Skeen, BMT; Ayo Adisa, Counselor	Decrease in student bullying incidents in 2015-16 school years as measured by Discipline Data Report Conduct Student and Parent Surveys with results indicating that 100% of families and students feel safe at Huntingtowne Farms	n/a	Carolyn Rodd, Principal and Summer Rogers, AP; MTSS_B Committee Leaders, Bennett Phifer & Reid Yancey; Classroom Teachers	July 2015-June 2016
2. Character Education a. Promote IB attitudes and growth mindset during daily community meetings; b. Counselor Led Lessons	Ayo Adisa, Counselor; Teachers	Decrease in discipline referrals and decrease in classroom disruptions.	n/a	Ayo Adisa, Counselor; Teachers	Sept 2015-June 2016

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<p>3. Healthy Active Child</p> <p>a. Create master schedule to allow for 30 minutes of physical activity</p> <p>b. Implement additional physical activities to support healthy, active child:</p> <ul style="list-style-type: none"> • Mileage club • Fitness Challenge • Subway fitness 	Jill Chutney, Physical Education Teacher	<p>Master schedule to include 30 minutes physical activity</p> <p>Track monthly student involvement in morning mileage club and/or the fitness challenge</p>	n/a	Jill Chutney, Physical Education Teacher; Teachers	Sept 2015-June 2016
<p>4. School Health Team</p> <p>a. Organize a school health team to communicate health information to students and families</p> <p>b. Work collaboratively with MAPPR and harness community leadership in the areas of health information services</p>	School Nurse & Anthony Reyes, Dean of Students	<p>Creation of collaborative team (school nurse, counselors, psychologists, administrators, external therapists and teachers) that meets the health needs of students while at school.</p> <p>Track monthly students' visits to health room to determine if there is an effect on student time out of classroom</p>	n/a	School Nurse & Anthony Reyes, Dean of Students; Teachers	Sept 2015-June 2016



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SMART Goal 3:	Increase the number of third graders who demonstrate proficiency on the EOG Reading test by 15% as measured by the 2015-16 North Carolina End of Grade Test.
CMS Strategic Plan Goal 1:	Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gap
Data Used:	Progress Monitoring TRC Data and 2015-16 NC EOG Reading Assessment

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (est. cost / source)	Personnel Involved	Timeline (Start—End)
District Title 1 Literacy Coach to provide weekly professional development and support for collaborative planning to develop effective and rigorous lesson plans aligned to standards	Trina Potter, Literacy Coach	Weekly Lesson Plans; TRC Progress Monitoring demonstrating growth from BOY Benchmark scores [MOY .8 years growth; EOY 1.5 years growth]	n/a	Trina Potter, Literacy Coach; District Literacy Coach; 3 rd grade teachers	Oct 2015- June 2016
Implementation of LLI Reading Groups to support struggling readers	Bonnie Shaw, Academic Support	TRC Progress Monitoring demonstrating growth from BOY Benchmark scores [MOY .8 years growth; EOY 1.5 years growth]	n/a	Reading Interventionists	Sept 2015-May 2016



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SMART Goal 4:	Increase the number of 4 th and 5 th graders who demonstrate proficiency in Math by 16% as measured by the 2015-16 North Carolina End of Grade Test.				
CMS Strategic Plan Goal 1:	Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready every child to graduate college- and career-ready				
Strategic Plan Focus Area:	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gap				
Data Used:	Weekly Progress Monitoring and 2015-16 NC EOG Math Assessment				
Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (est. cost / source)	Personnel Involved	Timeline (Start—End)
District Title 1 Math Specialist to provide weekly professional development in Math Strategies, Collaborative Planning around Math Practices, and Math Coaching for teachers.	Bonnie Shaw, Academic Support; Trina Potter, Coach	Weekly Lesson Plans; EOG assessment	n/a	Bonnie Shaw, Academic Support; Trina Potter, Coach; District Specialist; Teachers	Sept 2015-June 2016
Implementation of strategy groups with Math Interventionists to support mastery of skills	Bonnie Shaw, Academic Support	Weekly Progress Monitoring with students achieving Mastery 4/5 times	n/a	Bonnie Shaw, Academic Support; Interventionists	Sept 2015-June 2016



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Implementation of Problem of the Day to Practice Skills with EOG Questions stems	Bonnie Shaw, Academic Support; Trina Potter, Coach	Weekly Progress Monitoring with students achieving Mastery 4/5 times	n/a	Trina Potter, Coach Teachers	Nov 2015-June 2016
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SMART Goal 5:	Increase the number of 5 th graders who demonstrate proficiency in Science by 16% as measured by the 2015-16 NC End of Grade test.
CMS Strategic Plan Goal 1:	Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gap
Data Used:	Common Assessments and 2015-16 NC EOG 5 th Grade Science Assessment

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (est. cost / source)	Personnel Involved	Timeline (Start—End)
D.E. Boards developed by Science Coordinator, completed by students, as contents for Study Guide	Nancy Bullard, Science Coordinator	Weekly exit tickets with students achieving Mastery 4/5 times	n/a	Nancy Bullard, Science Coordinator; Teachers	Sept 2015-June 2016
Voice for Vocabulary; 10 minute review of domain specific vocabulary with modified Frayer model during Fox Block; Students to record correct responses for Study Guides	Trina Potter, Coach	Weekly Vocabulary Quizzes utilizing Science A-Z with students achieving Mastery 4/5 times	n/a	Trina Potter, Coach; Teachers, Interventionists	Nov 2015-June 2016
Implementation of Problem of the Day with EOG Questions stems	Trina Potter, Coach	Weekly exit tickets with students achieving Mastery 4/5 times	n/a	Trina Potter, Coach; Teachers, Interventionists	Nov 2015-June 2016



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SMART Goal 6:	Increase the percentage of LEP students who demonstrate proficiency in Reading across grades 3, 4, and 5 by 20% as measured by the 2015-2016 North Carolina End of Grade Reading tests.
CMS Strategic Plan Goal 1:	Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gap
Data Used:	Progress Monitoring TRC Data and 2015-16 NC EOG Reading Assessment

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (est. cost / source)	Personnel Involved	Timeline (Start—End)
Staff professional text book study on teaching ELL students reading and writing.	ESL Team; Class Teachers	Implementation of Strategies in Lesson Plans; Language & content objectives recorded daily on the board	n/a	ESL Team; Class Teachers	Sept 2015- June 2016
Latin American Women Association (LAWA) work 1-1 with LEP students to support Reading	Griselda Perez, ESL Lead	TRC Progress Monitoring demonstrating growth from BOY Benchmark scores [MOY .8 years growth; EOY 1.5 years growth]	n/a	Griselda Perez, ESL Lead, LAWA, Teachers	Oct 2015- June 2016



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Huntingtowne Farms Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*

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Approval of Plan

Committee Position	Name	Signature	Date
Title 1 Literacy Coach	Trina Patten	Trina Patten	9-30-15
IT Director / Magnet Coordinator	Paul Anderson	Paul Anderson	9/30/15
Specialized Int. Support Coord.	Gina Recina	Gina Recina	9/30/15
School Counselor	Ayo Adisa	Ayo Adisa	9/30/15
PTA	Stacey Elder	Stacey Elder	9/30/15
3rd grade teacher	Tamara Scott Krah	Tamara Krah	9/30/15
1st grade teacher	Genitia Johnson	Genitia Johnson	9/30/15
Literacy Facilitator	Donna A. Forbis	Donna A. Forbis	9/30/15
Teacher Assistant	Christine J. Smith	Christine J. Smith	9/30/15
Instructional Support	Bonnie Shaw	Bonnie Shaw	9/30/15
Media Specialist	Cathie Miller	Cathie Miller	9/30/15
PRINCIPAL	CAROLYN RODD	Carolyn Rodd	9/30/15
Dear of Students	Anthony Reyes	Anthony Reyes	9/30/15

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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.

10/23/2015

Huntingtowne Farms Elementary School NCES - na

Charlotte-Mecklenburg Schools

Indicators of Effective Practice

Key Indicators are shown in RED.

Leadership			
Establishing a team structure with specific duties and time for instructional planning			
Indicator	A01 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/14/2014	
	Evidence:	The Instructional Leadership Team meets weekly, every Monday from 12:15-1:15pm. The team is comprised of the full administrative team, teacher leader for each grade level and special area, EC/ESL team.	
Indicator	A02 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)		
Status	Objective Met 9/21/2015		
Assessment	Level of Development:	Initial: Limited Development 09/14/2014	
		Objective Met - 09/21/2015	
	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:	Complete this section.	
Plan	Assigned to:	Bonnie Shaw	
	How it will look when fully met:	Data will be used to drive all instruction in the building.	
	Target Date:	12/18/2015	
	Tasks:		
	1. ILT meetings will be held bi-weekly to discuss data.		
	Assigned to:	Bonnie Shaw	
	Added date:	09/21/2015	
	Target Completion Date:	12/18/2015	
	Comments:	Please keep agendas and email to all ILT members.	
	Task Completed:	06/10/2015	
Implement	Percent Task Complete:		

	Objective Met:	9/21/2015	
	Experience:	9/21/2015 As a school, we are using data to make decisions about student placement and needs.	
	Sustain:	9/21/2015 We need to continue to learn how to use data to drive instruction.	
	Evidence:	9/21/2015 Our achievement scores will go up and students will be more successful.	
Indicator	A03 - Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.(2407)		
Status	Objective Met 5/29/2015 5/29/2015		
Assessment	Level of Development:	Initial: Limited Development 09/19/2014	
		Objective Met - 05/29/2015 05/29/2015	
	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:	Grade level teams and special educators plan in there individual teams but not with each other.	
Plan	Assigned to:	Gina Pecora	
	How it will look when fully met:	Team meets weekly to discuss specific students needs and to organize classroom support for general education teachers as well as family support when needed. Protected time to collaborate. Planning incorporating the special education teachers. Increase communication between EC, ESL, and teachers. Team also meets to schedule IEP meetings and to address professional development related to EC Compliance.	
	Target Date:	06/10/2015	
	Tasks:		
	1. Scheduled time for EC/ESL teachers to collaborate with general education teachers- Grade level planning days		
	Assigned to:	Dana Pecarro	
	Added date:	11/18/2014	
	Target Completion Date:	12/19/2014	
	Comments:	Grade level plannings days have been arranged ESL teachers attend grade level planning once a week. 3/16 ESL teachers continue to attend grade level planning once a week during Kid Talk 4/16 EC/IT members meet once a week to discuss upcoming and in process cases	
	Task Completed:	05/29/2015	
	2. ESL teachers each become a point person for a grade level to ensure that communication occurs between teams and instructional strategies are shared.		
	Assigned to:	Dana Pecarro	

	Added date:	11/18/2014
	Target Completion Date:	12/19/2014
	Comments:	All grade levels have a point person for ESL questions and concerns.
	Task Completed:	12/01/2014
	3. Opportunity for EC and ESL teachers to plan together during half day plannings	
	Assigned to:	Dana Pecarro
	Added date:	11/18/2014
	Target Completion Date:	12/19/2014
	Comments:	Planning days have set up for the school year.
	Task Completed:	01/01/2015
	4. Utilize google docs to share information between teams regarding instructional strategies, data, and instruction.	
	Assigned to:	Dana Pecarro
	Added date:	11/18/2014
	Target Completion Date:	12/19/2014
	Comments:	EC and ESL teams send out weekly newsletters to provide teachers with information and teaching strategies. 3/16/15 All team notes are available on google docs as well as lesson plans, teams are working to share more instructional strategies and suggestions for instruction
	Task Completed:	04/01/2015
Implement	Percent Task Complete:	
	Objective Met:	5/29/2015 5/29/2015
	Experience:	5/29/2015 a 5/29/2015 a
	Sustain:	5/29/2015 EC and ESL teachers continue to plan with grade level teams and provide ongoing PD 5/29/2015 EC and ESL teachers continue to plan with grade level teams and provide ongoing PD
	Evidence:	5/29/2015 a 5/29/2015 a
Leadership		
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
Indicator	A04 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/21/2015
	Evidence:	The principal and administrative team monitor curriculum and

		classroom by attending planning meetings and conducting frequent walkthroughs.	
Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	B01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)		
Status	Objective Met 5/29/2015		
Assessment	Level of Development:	Initial: Limited Development 09/15/2014	
		Objective Met - 05/29/2015	
	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:	Units are currently aligned, but instructional delivery does not always match standards Teacher do not have a clear understanding/articulation of standards Limited opportunity for vertical planning to help facilitate a deeper understanding across grade levels	
Plan	Assigned to:	Bonnie Shaw	
	How it will look when fully met:	Stated learning targets will be clearly defined and consistent across grade levels Provide half day plannings for teachers and facilitators ensure alignment of instruction and standards Conduct walkthroughs to calibrate instruction across grade levels Content planning and walkthroughs to ensure that district and school frameworks are in place	
	Target Date:	06/01/2015	
	Tasks:		
	1. Half day plannings to allow teachers to collaborate and map out instruction/units.		
	Assigned to:	Dana Pecarro	
	Added date:	11/18/2014	
	Target Completion Date:	06/01/2015	
	Comments:	Half day plannings have been scheduled in our school calendar for the year. Teachers have already had the opportunity to attend two planning sessions during which teaching points were mapped out, data was analyzed and discussed and assessments were created 3/16 Half day plannings continue to occur monthly	
	Task Completed:	04/13/2015	
	2. Daily planning will be used to review student progress with standards and plan reteaching/enrichment as needed.		
	Assigned to:	Dana Pecarro	
	Added date:	11/18/2014	
	Target Completion Date:	06/01/2015	
	Comments:	Kid talk Mondays are in place and being utilized to discuss specific	

		<p>student progress with standards.</p> <p>Assessments and data have been analyzed during half day plannings. Teachers are using planning time to discuss the reteaching of standards based on the data analysis.</p> <p>3/16 Teams continue to meet for Kid Talk, specific structures have been outlined and Tier 2 plans are now in place, teams also meet throughout the week to review standard aligned data. Teams continue to develop standard based assessments to evaluate student progress and drive reteaching/enrichment</p>
	Task Completed:	04/13/2015
Implement	Percent Task Complete:	
	Objective Met:	5/29/2015
	Experience:	<p>5/29/2015</p> <p>Classroom observations and team planning sessions indicate this objective has been met</p>
	Sustain:	<p>5/29/2015</p> <p>Facilitator led planning sessions, 90 minute planning sessions, walkthroughs, ongoing PD</p>
	Evidence:	<p>5/29/2015</p> <p>Walkthrough observations, team planning notes</p>

Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	B02 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)		
Status	Objective Met 5/29/2015		
Assessment	Level of Development:	Initial: Limited Development 09/23/2014	
		Objective Met - 05/29/2015	
	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:	Assessments are in place but not consistently analyzed for the use of instruction.	
Plan	Assigned to:	Bonnie Shaw	
	How it will look when fully met:	<p>Facilitators and teacher leaders develop a data framework and system to help teachers analyze and use data to drive instruction</p> <p>Common assessments with item analysis will be used to project student needs for instruction</p> <p>Half-day planning, weekly content planning, and Kid Talk Mondays are scheduled to review the results of assessments and flag students for intervention</p>	

		Needed individualized instructional time is built into the master schedule for each grade to provide re-teaching and enrichment time Students will be involved in self-evaluating and progress monitoring their own growth
	Target Date:	06/01/2015
	Tasks:	
	1. Intervention/grow time is apparent in the schedule and student groups are created based on data. Groups are fluid.	
	Assigned to:	Dana Pecarro
	Added date:	11/18/2014
	Target Completion Date:	12/19/2014
	Comments:	Grow time has been scheduled for each grade. Students are grouped in various ways throughout the school based on data (across the grade, within classrooms, between two classes). Data will be reviewed in January to make group adjustments 3/16/15 Grow time remains a solid instructional 45 minute time in each grade for enrichment and have been adjusted based on MAP and TRC data Multiple LLI groups have also been established in all grades and are serviced during intervention time
	Task Completed:	01/01/2015
	2. LLI is used in all grade levels to support instruction of struggling students.	
	Assigned to:	Dana Pecarro
	Added date:	11/18/2014
	Target Completion Date:	06/01/2015
	Comments:	LLI groups are occurring since October in all grades K-5. An additional LLI tutor was hired in December to service more students and two more TA's will be hired to allow for additional LLI groups. Data will be revisited in January to create additional groups and adjust current groups. 3/16/15 All available staff members have been trained in LLI and service several students in grades K-5
	Task Completed:	03/02/2015
	3. Common assessments and exit tickets will be created and teachers will meet weekly to review results and adapt instruction as needed.	
	Assigned to:	Dana Pecarro
	Added date:	11/18/2014
	Target Completion Date:	06/01/2015
	Comments:	Grades are beginning to use exit tickets to determine mastery of standards weekly in reading and math. Creating Common Assessment PD will be help in January for all teachers. All grade levels currently use unit common assessments to measure student understanding of standards, although more PD is needed to effectively plan the assessments and insure that assessments effectively assess the standards taught. 3/15/16 Teacher leaders continue to work with grade level teams to develop and analyze grade level common assessments. Teams are beginning to create their own assessments at the onset of their units to drive instruction Exit tickets continue to be used in grades 1-5 to monitor

		uunderstanding of objectives
	Task Completed:	05/29/2015
Implement	Percent Task Complete:	
	Objective Met:	5/29/2015
	Experience:	5/29/2015 Observing and participation in RTI meetins, team planning meetins and instructional team meetings
	Sustain:	5/29/2015 Ongoing PD in the development and analysis of assessments, facilitator led RTI meetings and planning, continue with Kid Talk process
	Evidence:	5/29/2015 LLI testing results, small group lesson plans, walkthroughs

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	C01 - All teachers maintain a record of each student’s mastery of specific learning objectives.(114)		
Status	Objective Met 9/16/2015		
Assessment	Level of Development:	Initial: Limited Development 09/15/2014	
		Objective Met - 09/16/2015	
	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:	in process	
Plan	Assigned to:	Tamra Scott	
	How it will look when fully met:	Teachers will provide data to represent levels of mastery for all students on Common Core Standards.	
	Target Date:	06/10/2015	
	Tasks:		
	1. Teachers will design common assessments during 1/2 day planning.		
	Assigned to:	Tamra Scott	
	Added date:	09/25/2014	
	Target Completion Date:	06/10/2015	
	Frequency:	twice monthly	
	Comments:	Teams are designing common assessments as a group on most grade levels or at least using the same assessment created by a team of teachers prior to planning the unit. In grades 3-5, we used the released for of the EOG to determine students' mastery of standards. We are currently using this data to plan and teach small groups. We also used this data to look at trends in classrooms, grade levels, and across the tested grade levels.	
	Task Completed:	04/20/2015	
	2. Teachers will design data trackers that match common assessments to measure mastery of		

	standards for individual students.	
	Assigned to:	Tamra Scott
	Added date:	09/25/2014
	Target Completion Date:	06/10/2015
	Frequency:	twice monthly
	Comments:	Teams are designing common assessments as a group on most grade levels or at least using the same assessment created by a team of teachers prior to planning the unit. In grades 3-5, we used the released for of the EOG to determine students' mastery of standards. We are currently using this data to plan and teach small groups. We also used this data to look at trends in classrooms, grade levels, and across the tested grade levels.
	Task Completed:	04/20/2015
	3. Teachers will use the information gained from common assessments and data trackers to determine reteaching and extending lessons for students.	
	Assigned to:	Tamra Scott
	Added date:	09/25/2014
	Target Completion Date:	06/10/2015
	Frequency:	twice monthly
	Comments:	Teams are designing common assessments as a group on most grade levels or at least using the same assessment created by a team of teachers prior to planning the unit. In grades 3-5, we used the released for of the EOG to determine students' mastery of standards. We are currently using this data to plan and teach small groups. We also used this data to look at trends in classrooms, grade levels, and across the tested grade levels.
	Task Completed:	04/20/2015
	4. This is a test.	
	Assigned to:	Carolyn Rodd
	Added date:	09/16/2015
	Target Completion Date:	09/18/2015
	Comments:	This is an update test.
	Task Completed:	09/15/2015
Implement	Percent Task Complete:	
	Objective Met:	9/16/2015
	Experience:	9/16/2015 Test
	Sustain:	9/16/2015 Test
	Evidence:	9/16/2015 Test
Indicator	C02 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)	
Status	Objective Met 9/21/2015	
Assessment	Level of Development:	Initial: Limited Development 09/25/2014
		Objective Met - 09/21/2015

	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:	Teachers are providing feedback to students however we are not soliciting as much feedback from students. The current feedback that teachers give to students is surface level "Good job", "Awesome", "Way to go", "Try again" and does not require the student to internalize their own learning.	
Plan	Assigned to:	Waltrina Potter	
	How it will look when fully met:	. When this objective is fully met teachers will be giving more detailed and specific feedback to students based on their individual performance. Teachers will understand the difference between feedback and praise. Teachers will have students explain their answers to help internalize their learning. Students will provide feedback to help promote more authentic learning.	
	Target Date:	06/01/2015	
	Tasks:		
	1. •Students provide feedback on their learning o written responses o graphic organizers o Rubrics		
	Assigned to:	Waltrina Potter	
	Added date:	09/25/2014	
	Target Completion Date:	06/01/2015	
	Frequency:	weekly	
	Comments:	During teacher walk throughs it was observed that some teachers are utilizing rubrics in their classroom to increase student feedback.	
	Task Completed:	06/10/2015	
	2. • PD for teachers on how to provide feedback		
	Assigned to:	Amanda Blethen	
	Added date:	09/25/2014	
	Target Completion Date:	06/01/2015	
	Frequency:	monthly	
	Comments:	Teacher leaders and administration have completed walk-throughs and based on what they observed will be providing PD's on how to give effective feedback.	
	Task Completed:	06/10/2015	
	3. • Walk-throughs and observations to gather and analyze the information needed		
	Assigned to:	Ayo Adisa	
	Added date:	09/25/2014	
	Target Completion Date:	06/01/2015	
	Frequency:	weekly	

	Comments:	Teacher leaders and administration participated in walk through's and will continue to do so monthly.	
	Task Completed:	06/10/2015	
	4. •Engage mentors to support mentees in the area of providing feedback o Will be documented on mentor/mentee logs		
	Assigned to:	Lindsay Natoli	
	Added date:	09/25/2014	
	Target Completion Date:	06/01/2015	
	Frequency:	monthly	
	Comments:	Mentors and mentees continue to meet and in the new year there will be a bigger focus on providing feedback.	
	Task Completed:	06/10/2015	
Implement	Percent Task Complete:		
	Objective Met:	9/21/2015	
	Experience:	9/21/2015 As a school, we need to continue to grow as educators.	
	Sustain:	9/21/2015 We will need to continue professional development on reflective process.	
	Evidence:	9/21/2015 Conversations with teachers. Mentor/Mentee agendas and topics. Teacher PDPs.	
Indicator	C03 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)		
Status	Objective Met 9/21/2015		
Assessment	Level of Development:	Initial: Limited Development 09/25/2014	
		Objective Met - 09/21/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	-master schedule refelct schedules for Morning Meeting -teachers use regular brain breaks in the classroom -motor sensory equipment is being used -school-wide positive reinforcement behavior plan -compliment catchers -student celebrations -focus on relationships- book study for all teachers -essential agreements -IB attitudes and profiles	

Plan	Assigned to:	Gina Pecora	
	How it will look when fully met:	Daily lesson plans, classroom observation data,classroom walk-through data will reflect that teachers are interacting with students. School-wide compliment catchers in the halls will provide evidence that staff are complimenting students on their behaviors having more interactions with students from other classes as well as their classes. Bulletin boards will have displayed social information about students gained from teachers interacting and conversing with students. Awards assemblies schedules and agendas student teacher comments and feedback/communication will reflect increase student teacher interaction. 12/18: Daily lesson plans, classroom observation data,classroom walk-through data are reflecting that teachers are interacting with students. School-wide compliment catchers in the halls are up and being utilized and reviewed regularly. Bulletin boards display positive social interactions. Awards assemblies have been successful.	
	Target Date:	12/18/2014	
	Tasks:		
	1. Implement IB student of the month in every class Targeted walk-throughs looking for student-teacher interaction Awareness on cultural awareness and background provided by the ESL dept. Spanish professional development provided for the teachers and staff		
	Assigned to:	Gina Pecora	
	Added date:	09/25/2014	
	Target Completion Date:	11/03/2014	
	Frequency:	weekly	
	Comments:		
	Task Completed:	06/10/2015	
Implement	Percent Task Complete:		
	Objective Met:	9/21/2015	
	Experience:	9/21/2015 As a school, we take the whole-child approach.	
	Sustain:	9/21/2015 We continue to read professional text on building relationships with students.	
	Evidence:	9/21/2015 We will have less discipline referrals and greater student achievement.	
Classroom Instruction			
Expecting and monitoring sound homework practices and communication with parents			
Indicator	C04 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2014	
	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:	In progress	
Plan	Assigned to:	Bonnie Shaw	
	How it will look when fully met:	Teachers will consistently provide parents with information regarding their child's mastery of specific objectives.	
	Target Date:	06/10/2016	
	Tasks:		
	3. Data reports will be made available to teachers, students, and parents.		
	Assigned to:	Bonnie Shaw	
	Added date:	09/21/2015	
	Target Completion Date:	06/10/2016	
	Comments:	Data Reports in User Friendly Language.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Classroom Instruction			
Infusing culture and language in curriculum and instruction			
Indicator	C05 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)		
Status	Objective Met 9/21/2015		
Assessment	Level of Development:	Initial: Limited Development 09/22/2014	
		Objective Met - 09/21/2015	
	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:	School has established high expectations for common areas within the school such as hallways and cafeteria. A positive reinforcement system has been implemented with "Catching Compliments" to increase positive behavior within the school. Teachers spent the first week establishing and practicing rules and procedures. Some teachers need more support enforcing rules and procedures with their classrooms.	
Plan	Assigned to:	Waltrina Potter	
	How it will look when fully met:	All environments within the school will be safe and orderly (quiet hallways, straight lines) 3. Teachers will consistently enforce school expectations across all classrooms. 4. All staff members will model and teach the expected behavior, when negative behavior arises all teachers will be responsible for immediately addressing the misbehavior through interventions determined by the staff.	
	Target Date:	06/01/2015	

	Tasks:	
	1. 1. PD on classroom management/positive behavior	
	Assigned to:	Waltrina Potter
	Added date:	09/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	monthly
	Comments:	A survey has been sent to all staff to determine what areas of classroom management teachers need more support with. We will use this information to provide PD's on classroom management.
	Task Completed:	06/10/2015
	2. 2. Positive behavior plan (Catching compliments, All-star students)	
	Assigned to:	Amanda Blethen
	Added date:	09/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	daily
	Comments:	The school wide positive behavior plan of catching compliments is still ongoing. The behavior management technician sends out monthly reports of classroom progress. Every month the all-star students participate in a celebration of their positive behavior.
	Task Completed:	06/10/2015
	4. 3. Additional training on IB learner profiles to reinforce model behaviors	
	Assigned to:	Ayo Adisa
	Added date:	09/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	four times a year
	Comments:	Some implementation of IB training has gone within various grade levels. Teacher leaders will be visiting IB schools to gather additional information and resources for trainings. Some teachers are attending out of state IB training.
	Task Completed:	06/10/2015
Implement	Percent Task Complete:	
	Objective Met:	9/21/2015
	Experience:	9/21/2015 Continued support with teaching IB traits and character education.
	Sustain:	9/21/2015 We will continue to learn and implement IB traits and profile.
	Evidence:	9/21/2015 Classroom visits and walk throughs will show evidence.
Indicator	C06 - All teachers use a variety of instructional modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and	

	homework).(3638)		
Status	Objective Met 9/21/2015		
Assessment	Level of Development:	Initial: Limited Development 09/25/2014	
		Objective Met - 09/21/2015	
	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:	-small groups and conferring in classroom -intervention blocks -departmentalization for grades 4-5 -guided reading groups -integrating technology -balanced literacy integration- reading and writing workshop	
Plan	Assigned to:	Gina Pecora	
	How it will look when fully met:	We currently have most teachers meeting this objective. At this time we are looking to increase the consistency and teacher proficiency to 100% of the staff regularly differentiating instruction, grouping, technology, and other instructional modes. When fully implemented all teachers using a variety of instructional modes will be evidenced in : -lesson plans -data trackers -observation data -walk-through data -sharing of files on Google Drive -planning agenda (TEAM Huddles) 12/18: Walk throughs are reflecting differentiation, technology usage and instruction driven by data Kid-talk Mondays are being utilized for discussion among teachers Google Drive is being utilized for collaboration by all grade levels and teams	
	Target Date:	12/18/2014	
	Tasks:		
	1. leveled groups across grade levels during intervention time (K-3)		
	Assigned to:	Genitia Johnson	
	Added date:	09/25/2014	
	Target Completion Date:	06/01/2015	
	Frequency:	weekly	
	Comments:		
	Task Completed:	06/10/2015	
	2. Incorporating at least 1 project-based learning activity into every IB unit		
	Assigned to:	Gina Pecora	

	Added date:	09/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	06/10/2015
	3. Targeted walk throughs looking for a variety of differentiation and groupings in classrooms	
	Assigned to:	Genitia Johnson
	Added date:	09/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	daily
	Comments:	
	Task Completed:	06/10/2015
	4. Implementation of LLI during Intervention time	
	Assigned to:	Gina Pecora
	Added date:	09/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	06/10/2015
	6. -Teacher Mentor-Mentee program supporting new teachers with their instructional planning	
	Assigned to:	Griselda Perez
	Added date:	09/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	06/10/2015
	7. Literacy coaches, facilitators, and teacher leaders providing professional development and guidance on effective lesson planning and differentiation of instructional modes.	
	Assigned to:	Genitia Johnson
	Added date:	09/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	weekly
	Comments:	

	Task Completed:	06/10/2015
Implement	Percent Task Complete:	
	Objective Met:	9/21/2015
	Experience:	9/21/2015 We are working to create a personalized education for our students.
	Sustain:	9/21/2015 We need to continue to use data.
	Evidence:	9/21/2015 Data drives all decisions made. Student achievement goes up.