

**Howard Hall Classical Elementary
School 2014-2016 School
Improvement Plan**

Howard L. Hall Elementary School
Cumberland County School System

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526 Andrews Road
Fayetteville, NC 28311

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Overview

Plan Name

Howard Hall Classical Elementary School 2014-2016 School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2014-2016 To create a safe and caring climate that enhances learning	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$150
2	2014-2016 To expect academic growth by all children	Objectives: 5 Strategies: 10 Activities: 10	Academic	\$4000
3	2014-2016 To promote continuous quality improvement	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: 2014-2016 To create a safe and caring climate that enhances learning

Measurable Objective 1:

collaborate to provide a school in which all aspects of the learning environment promote a safe, caring and orderly climate by 06/10/2015 as measured by the successful implementation of the Positive Behavior Intervention and Supports (PBIS) program.

Strategy 1:

PBIS Implementation - Implement the Positive Behavior Intervention Supports (PBIS) Program as a school-wide initiative.

Research Cited: PBIS is an instructional approach that focuses on systematically teaching social behavior using effective instructional methodology. The Positive Behavior Intervention and Support (PBIS) programs are working to integrate Safe Schools Plans, Character Education efforts and strategies, and discipline efforts in order to make schools caring and safe communities for learning.

Whole School Positive Behavior Intervention and Support is a systematic approach that establishes and reinforces clear behavioral expectations. Positive Behavior Intervention and Support Programs are a way to impact the learning environments in the schools in order to support high student performance and to reduce behavioral problems.

Activity - PBIS Module I Team Training Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The module is designed to teach the problem-solving process with PBIS core content as the solution to the school's identified problem areas.	Professional Learning	08/11/2014	08/12/2014	\$0	No Funding Required	Team Members: Administrators (3) Resource (4) Classroom Teachers (4)
Activity - Development of Matrix	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS support team will collaborate to develop the school-wide PBIS behavior matrix.	Policy and Process	08/18/2014	09/18/2014	\$0	No Funding Required	All Staff
Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work collaboratively to implement our PBIS plan and the introduction of our behavioral matrix to students.	Behavioral Support Program	09/22/2014	10/06/2014	\$150	State Funds	All Staff

Goal 2: 2014-2016 To expect academic growth by all children

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Measurable Objective 1:

85% of Kindergarten, First and Second grade students will demonstrate a proficiency in comprehension and fluency in Reading by 06/10/2015 as measured by the Reading 3D assessments, progress monitoring, and teacher observations. .

Strategy 1:

K-2 remediation - K-2 students who are performing in the RED or YELLOW areas of the Reading 3D assessments will be pulled out of the classroom for one-on-one and/or will receive small group instruction with the classroom teacher to increase their reading mastery.

Research Cited: NC Common Core curriculum and Reading 3D

Activity - Utilize Technology Resources for K-2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Study Island, Spelling City, and Reading A-Z to increase reading proficiency and comprehension skills.	Academic Support Program	09/02/2014	06/10/2015	\$4000	State Funds	Teachers, administrative staff, instructional coach, and instructional assistants

Strategy 2:

Utilize Study Island Technology - Students will utilize the Study Island program both at home and at school to increase reading proficiency. Teachers will assign Study Island tasks on specific standards to be completed.

Research Cited: NC Common Core Curriculum

Activity - Utilize Study Island Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the Study Island program to increase ELA skills. Teachers will assign tasks that correlate to the specific goals and standards being taught. Study Island practice will serve to reinforce the concepts.	Academic Support Program	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, administrative staff, instructional coach, instructional assistants.

Measurable Objective 2:

85% of Third grade students will demonstrate a proficiency in comprehension and fluency in Reading by 06/10/2015 as measured by one or more of the following: Reading 3D assessments, NC End of Grade Test, EOG retests, Read to Achieve Portfolio, RTA test, SchoolNet assessments, and classroom assessments.

Strategy 1:

Complete Read to Achieve Portfolio Passages - Students will complete the Read to Achieve Portfolio passages throughout the school year. Students will complete three passages for each of the twelve specified standards in 3rd grade ELA. Documentation of Reading 3D data and PEP information will also be included in the

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portfolio.

Research Cited: NC Common Core curriculum and Reading 3D

Activity - Completion of Read to Achieve Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete three passages for each of the twelve specified standards in 3rd grade ELA. Documentation of Reading 3D data and PEP information will also be included in the portfolio.	Academic Support Program	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, administrative staff, instructional coach, instructional assistants

Measurable Objective 3:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension and fluency in Reading by 06/10/2015 as measured by the NC End of Grade English/Language Arts Test.

Strategy 1:

Reading - Varied Instruction - Whole Group Direct and Small Group Instruction - Students will use the core standards to effectively improve their reading fluency and comprehension. Through the use of direct instruction and/or small group instruction students will gain the necessary skills to improve their reading comprehension

Research Cited: NC Common Core curriculum

Activity - Whole group and/or small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in whole group and break out small group instruction to focus on specific academic needs during the reading block. Student growth will be measured using SchoolNet, STAR testing, Study Island, and AR. Standards not accomplished will be retaught and retested.	Direct Instruction	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, administrative staff, instructional coach, and instructional assistants

Strategy 2:

Close Reading - Students will read passages independently and annotate thoughts, questions, or vocabulary. A skillful reader will then read the passage out loud to the class as students follow along in the text. Students will then reread the text independently or with a partner and summarize. Students will proceed to answer a small set of text-dependent guided questions and perform targeted tasks about the passage with answers in the form of notes, annotations to the text, or more formal responses as appropriate.

Research Cited: NC Common Core curriculum

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will read passages independently and annotate thoughts, questions or vocabulary. A skillful reader will then read the passage out loud to the class as students follow along in the text. Students will then reread the text independently or with a partner and summarize. Students will proceed to answer a small set of text-dependent guided questions and perform targeted tasks about the passage with answers in the form of notes, annotations to the text, or more formal responses as appropriate.	Direct Instruction	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, administrative staff, instructional coach, and instructional assistants
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Strategy 3:

Tutoring/Remediation - Students who are at risk of not being proficient on the reading EOG will participate in In-School and/or After-School tutoring sessions.

Research Cited: NC Common Core

Activity - Tutoring/Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing below expected levels will participate in tutoring/remediation. These sessions will focus on and will directly address the students academic needs.	Academic Support Program	09/02/2014	06/10/2015	\$0	No Funding Required	Teacher, Tutors, Administrative Staff, Instructional Coach, Instructional Assistants

Strategy 4:

3-5 ELA Mini Assessments - On a weekly basis, students in grades 3-5 will be assessed through ELA mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses.

Research Cited: NC Common Core Curriculum

Activity - 3-5 ELA Mini Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a weekly basis, students in grades 3-5 will be assessed through ELA mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses.	Academic Support Program	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, Administrative Staff, Instructional Coach, Instructional Assistants

Measurable Objective 4:

70% of Kindergarten, First and Second grade students will demonstrate a proficiency on the NC Common Core Standards in Mathematics by 06/10/2015 as measured by the K-2 math tasks, identifying the level of performance for each student.

Strategy 1:

K-2 Math Tutoring/Remediation - Students who are performing below expected levels will participate in tutoring/remediation.

Research Cited: NC Common Core Curriculum

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Activity - K-2 Math Tutoring/Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing below expected levels will participate in tutoring/remediation. These sessions will directly address the student academic needs.	Academic Support Program	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, Tutors, Administrative Staff, Instructional Coach, Instructional Assistants

Measurable Objective 5:

70% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the NC Common Core curriculum in Mathematics by 06/10/2015 as measured by NC End of Grade test, SchoolNet assessments, and classroom assessments.

Strategy 1:

3-5 Math Tutoring/Remediation - Students who are performing below expected levels will participate in tutoring/remediation.

Research Cited: NC Common Core Curriculum

Activity - 3-5 Math Tutoring/Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing below expected levels will participate in tutoring/remediation. These sessions will directly address the student academic needs.	Academic Support Program	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, Tutors, Administrative Staff, Instructional Coach, Instructional Assistants

Strategy 2:

3-5 Math Mini Assessments - On a weekly basis, students in grades 3-5 will be assessed through math mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses

Research Cited: NC Common Core Curriculum

Activity - 3-5 Math Mini Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a weekly basis, students in grades 3-5 will be assessed through math mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses	Academic Support Program	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, Administrative Staff, Instructional Coach, Instructional Assistants

Goal 3: 2014-2016 To promote continuous quality improvement

Measurable Objective 1:

collaborate to continuously improve instruction through data talks held during grade-level planning, vertical team planning, and school wide meetings by 06/10/2015 as measured by SchoolNet assessments, classroom formative assessments, AR tests, STAR tests, benchmark assessments, and teacher made assessments.

Strategy 1:

SchoolNet mini-assessments - On a weekly basis, students in grades 3-5 will be assessed through mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses.

Research Cited: NC Common Core curriculum

Activity - SchoolNet mini-assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a weekly basis, students in grades 3-5 will be assessed through mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses.	Direct Instruction	09/02/2014	06/10/2015	\$0	No Funding Required	Classroom teachers, administrative staff, instructional coach, and instructional assistants
Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the data from SchoolNet, Benchmarks, AR, STAR, and classroom assessments to create remediation groups to provide support for students with non-mastered standards.	Academic Support Program	09/02/2014	06/10/2015	\$0	No Funding Required	Teachers, administrative staff, instructional coach, and instructional assistants
Activity - K-2 data reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will utilize the data collection sheets for math, and data from Reading 3D to collaborate and plan effective lessons during grade level and vertical planning sessions.	Direct Instruction	09/02/2014	06/10/2015	\$0	No Funding Required	K-2 teachers, administrative staff, instructional coach, and instructional assistants

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-2 Math Tutoring/Remediation	Students who are performing below expected levels will participate in tutoring/remediation. These sessions will directly address the student academic needs.	Academic Support Program	09/02/2014	06/10/2015	\$0	Teachers, Tutors, Administrative Staff, Instructional Coach, Instructional Assistants
Whole group and/or small group instruction	Students will participate in whole group and break out small group instruction to focus on specific academic needs during the reading block. Student growth will be measured using SchoolNet, STAR testing, Study Island, and AR. Standards not accomplished will be retaught and retested.	Direct Instruction	09/02/2014	06/10/2015	\$0	Teachers, administrative staff, instructional coach, and instructional assistants
Development of Matrix	The PBIS support team will collaborate to develop the school-wide PBIS behavior matrix.	Policy and Process	08/18/2014	09/18/2014	\$0	All Staff
SchoolNet mini-assessments	On a weekly basis, students in grades 3-5 will be assessed through mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses.	Direct Instruction	09/02/2014	06/10/2015	\$0	Classroom teachers, administrative staff, instructional coach, and instructional assistants
Close Reading	Students will read passages independently and annotate thoughts, questions or vocabulary. A skillful reader will then read the passage out loud to the class as students follow along in the text. Students will then reread the text independently or with a partner and summarize. Students will proceed to answer a small set of text-dependent guided questions and perform targeted tasks about the passage with answers in the form of notes, annotations to the text, or more formal responses as appropriate.	Direct Instruction	09/02/2014	06/10/2015	\$0	Teachers, administrative staff, instructional coach, and instructional assistants

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Tutoring/Remediation	Students who are performing below expected levels will participate in tutoring/remediation. These sessions will focus on and will directly address the students academic needs.	Academic Support Program	09/02/2014	06/10/2015	\$0	Teacher, Tutors, Administrative Staff, Instructional Coach, Instructional Assistants
3-5 ELA Mini Assessments	On a weekly basis, students in grades 3-5 will be assessed through ELA mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses.	Academic Support Program	09/02/2014	06/10/2015	\$0	Teachers, Administrative Staff, Instructional Coach, Instructional Assistants
Completion of Read to Achieve Portfolio	Students will complete three passages for each of the twelve specified standards in 3rd grade ELA. Documentation of Reading 3D data and PEP information will also be included in the portfolio.	Academic Support Program	09/02/2014	06/10/2015	\$0	Teachers, administrative staff, instructional coach, instructional assistants
K-2 data reviews	K-2 teachers will utilize the data collection sheets for math, and data from Reading 3D to collaborate and plan effective lessons during grade level and vertical planning sessions.	Direct Instruction	09/02/2014	06/10/2015	\$0	K-2 teachers, administrative staff, instructional coach, and instructional assistants
3-5 Math Mini Assessments	On a weekly basis, students in grades 3-5 will be assessed through math mini-tests created in SchoolNet. The mini-tests will spiral back to include reviews of previously taught standards as the year progresses	Academic Support Program	09/02/2014	06/10/2015	\$0	Teachers, Administrative Staff, Instructional Coach, Instructional Assistants
Utilize Study Island Technology	Students will utilize the Study Island program to increase ELA skills. Teachers will assign tasks that correlate to the specific goals and standards being taught. Study Island practice will serve to reinforce the concepts.	Academic Support Program	09/02/2014	06/10/2015	\$0	Teachers, administrative staff, instructional coach, instructional assistants.
Remediation	Teachers will utilize the data from SchoolNet, Benchmarks, AR, STAR, and classroom assessments to create remediation groups to provide support for students with non-mastered standards.	Academic Support Program	09/02/2014	06/10/2015	\$0	Teachers, administrative staff, instructional coach, and instructional assistants

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PBIS Module I Team Training Course	The module is designed to teach the problem-solving process with PBIS core content as the solution to the school's identified problem areas.	Professional Learning	08/11/2014	08/12/2014	\$0	Team Members: Administrators (3) Resource (4) Classroom Teachers (4)
3-5 Math Tutoring/Remediation	Students who are performing below expected levels will participate in tutoring/remediation. These sessions will directly address the student academic needs.	Academic Support Program	09/02/2014	06/10/2015	\$0	Teachers, Tutors, Administrative Staff, Instructional Coach, Instructional Assistants
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize Technology Resources for K-2	Students will utilize Study Island, Spelling City, and Reading A-Z to increase reading proficiency and comprehension skills.	Academic Support Program	09/02/2014	06/10/2015	\$4000	Teachers, administrative staff, instructional coach, and instructional assistants
Implementation	Staff will work collaboratively to implement our PBIS plan and the introduction of our behavioral matrix to students.	Behavioral Support Program	09/22/2014	10/06/2014	\$150	All Staff
Total					\$4150	

LEA or Charter Name/Number: Cumberland County Schools - 260

School Name: Howard Hall Classical Elementary School

School Number: 260-366

Plan Year(s): 2014-2016

Voting: All staff must have the opportunity to vote anonymously on the School Improvement Plan.

For 70

Against 0

Percentage For 100%

Date approved by Vote: 8/22/2014

School Improvement Team Membership

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."

Committee Position*	Name	Year elected
Principal	Mellotta B. Hill	2009
Assistant Principal Representative	Carla Crenshaw	2014
Teacher Representative	Gabriella Ostendorf	2013
Inst. Support Representative	Mark Hutchens	2014
Teacher Assistant Representative	Brenda Wall & Oley Chance	2014
Parent Representative	Meredith Burton	2014
Administrative Intern	Tiffany Eakins	2014
Additional Representative	Polly Lusk	2014
Additional Representative	Marquita Jacobs	2014
Additional Representative	Amber Glover	2014
Additional Representative	Melodie Malcolm	2014
Additional Representative	Christie Thompson	2014
Additional Representative	Charlene McLaurin	2014
Additional Representative	Elaine Frangakis	2014
Additional Representative	Lynn Kientz	2014
Additional Representative	Murielle Acevedo	2014

Additional Representative	Marta Beltran	2014
Additional Representative	Anita Vann	2014

**School-Based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2014-2016**

Instructions: Listed below is the waiver that only **Elementary Schools** have the option to request. Complete all cells that have a red border.

LEA or Charter School Name/Number:

Cumberland County Schools -
260

School Name:

Howard Hall Classical Elementary

Waivers

General Statute §115C-105.26 permits local boards of education to request waivers of state laws, rules, or policies as part of a school improvement plan. Waiver requests shall be submitted to the State Board of Education (G.S. §115C-105.26 (a)).

Waiver requests shall:

- Identify the school making the request;
- Identify the state laws, rules, or policies that inhibit the school's ability to improve student performance;
- Outline circumstances under which the waiver may be used; and
- Explain how the requested waiver will permit the school to improve student performance.

Allowable Waivers and Conditions

General Statute §115C-105.26 (a) mandates that the SBE shall grant waivers only for the specific schools for which they are requested and shall be used only under the specific circumstances for which they are requested. Further sections of G.S. §115C-105.26 specify that when requested as part of a school improvement plan, the State Board of Education may grant waivers of state laws pertaining to class size.

DPI allowable waiver (Elementary Schools only)

1. Does your school request the following DPI waiver? (Select Yes or No from the drop-down list in red cell below)

Allocation of Teachers: Class size - Flexibility

Yes

2. Identify the law, regulation, or policy from which exemption is requested.

G.S. 115C-301, (C) Class Size

3. State how the waiver will be used.

Allows for the flexibility for larger class sizes.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

Each student will be provided an instructional teacher who is competent in their assigned grade level content areas.

Remediation Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School:

Howard Hall Classical Elementary School

Year:

2014-2016

Description of the Plan

Purpose:	The purpose of this plan is to provide supplemental instruction to at-risk students to ensure mastery of course objectives and/or specific graduation requirements. (Schools serving students in kindergarten or first grade must determine how to prepare students to read at grade level by the time they enter second grade.) Through the implementation of Reading 3-D, K-2 whole and small group instruction, supplemental reading programs, and Study Island will guide our instruction and assessment of students through this process.
Delivery:	This purpose will be achieved through one-on-one tutoring, small group tutoring, instructional technology support and after school review sessions. The tutorial program provides intensive review sessions for EOG tested areas. Staff members will work after school.
Students Served:	Students in grades K-5 will receive remediation in the content areas of English Language Arts, Math and Science. Remediation for students in grades K-2 will be determined through data obtained from 3-D Reading Assessment, Math Performance Assessments and Teacher Recommendation. Remediation for students in grades 3-5 will be determined using data obtained from SchoolNet, End of Grade Assessments and Teacher Recommendation.

Budget Amount

AMOUNT

Total Allocation:	Allocation of Remediation Funds - 069 (\$27,597.80)	\$27,597.80
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Budget Breakdown

AMOUNT

Personnel:	Remediation Tutor for grades 3-5	\$26,850.00
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Materials & Supplies:	Miscellaneous school supplies for students (paper, pencils, dry eraser markers, graph paper)	\$747.80
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Transportation:		
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AMOUNT

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Grand Total:		\$27,597.80
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Monitoring & Evaluating Tools: *Indicate Yes or No by selecting Y or N from drop-down*

Y	PEP
Y	Student Activity Log
	Other (If yes, specify in the box below):

Title II Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School:	Howard Hall Classical Elementary School
Year:	2014-2015

Description of the Plan

Purpose:	The purpose of this plan is to provide a detailed description of staff development expenditures.
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Budget Amount

Total Allocation:	<u>AMOUNT</u>
	\$1,370.00

Budget Breakdown

Briefly describe the title of and purpose for the staff development:

Staff Development
1

Implementation of Positive Behavior Intervention Support Initiative.

Description

AMOUNT

Personnel:

Training materials:

Reinforcement Items, Behavior related curriculum,
Posters, and Similar Items

\$300.00

Registration/Fees:

Travel:

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow up activities

Total for staff development 1:
This cell will automatically total for you

\$300.00

Budget Breakdown

Briefly describe the title of and purpose for the staff development:

Staff Development
2

Instructional Planning and Data Days The purpose of the staff development is to allow teacher time to analyze various types of data to improve targeted teaching, remediation groups, and differentiation. This staff development will take place during the regular school day.

	<u>Description</u>	<u>AMOUNT</u>
Personnel:	5 Subs X \$98 for two data day sessions	\$830.00
Training materials:		
Registration/Fees:		
<u>Travel:</u>		
Mileage/Airfare:		
Lodging/Meals:	Refreshments for four quarterly data days	240
Consulting Services:		
Follow up activities		
	Total for staff development 2: This cell will automatically total for you	\$1,070.00

District Wide Components

Duty Free Lunch	Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.	Yes
Duty free planning time	Please describe approximately how much planning time your teachers have during a week: 3 hours and 30 minutes to include grade level planning time	
PBIS school	Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.	No
PBIS rating from previous year	Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:	
Parental Involvement	Please describe your parental involvement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.): August- (Open House, Kindergarten Parent Breakfast) September (Grandparent's Luncheon, Back to School Dance, PTA Curriculum Night) October (Reading Rocks Walk-a-Thon, Walk to School Day, Red Ribbon Week, Book Fair, Parent-Teacher Conferences) November (Fall Festival, Student Council Elections) December (Holiday Shop, PTA Meeting, Winter Musicals, Winter Break Celebrations) January (Spelling Bee), February (Civic Oration, Career Day, Black History Program), March (Week of the Young Child, Did You Know District Event), April (Beginner's Day, Curriculum Meetings), May (Super Fitness Day, Field Day, Spring Musicals), June (Grade Level Celebrations) School Improvement Team meets once a month open to all parents to attend, Success Days to award student's achievement are held quarterly, Field trips for each grade level are planned one per 9 weeks with one trip being an out of town trip.	

Safe and Orderly schools	<p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.</p>
Review of the SIP plan and notification of changes	<p>As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.</p>