

**School Plan for Improvement**

|  |   |   |                        |
|--|---|---|------------------------|
| <b>District Name:</b>  | <b>School Name:</b>   | <b>School Code:</b>                       | <b>Year:</b>           |
| New Hanover County   | Snipes Academy of Arts and Design   | 650384                                    | 2015-2016              |
| <b>Principal Name (or Designee)</b>  | Cindy Talbert   | <b>Principal Name (or Designee) Email</b> | cindy.talbert@nhcs.net |
| <b>School Mission</b>  | "To be the best and the brightest in all that we do!"   |   |                        |
| <b>School Vision</b>   | Snipes Academy of Arts and Design is the preferred educational institution in New Hanover County providing a complete integration of the arts in all educational areas. Our school is a safe and positive place to learn and work. We thrive academically, socially and artistically and are successful 21st Century Learners as a true magnet school, we have a diversses population with a cross section of cultures. |   |                        |
| <b>Data Analysis:</b> Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data) |   |   |                        |

### School Plan for Improvement

Snipes Academy of Arts and Design serves students in grades K-5. The school is situated in a middle to upper class neighborhood; however, the school's designated attendance zone is located in a section of New Hanover County's highest crime area. Snipes Academy of Arts and Design is a magnet school with a focus on the arts. Snipes Academy of Arts and Design is 100% Free and Reduced lunch. Student Attendance data has remained relatively stable.

Teacher Attendance Data: 2012-13 (95%) 2013-14 (94.5%) 2014-15 (94.1%)  
 Teacher attendance was impacted due to the following reasons during the 2014-2015 school year: two teachers with high risk pregnancies, one teacher had gall bladder surgery with complications, one teacher had a death in the family, and two teachers had significant others with serious medical conditions.

Teacher Attendance Data: 2012-13 (96%) 2013-14 (96%) 2014-15 (95%)

The teacher turnover rate impacts school performance and steps are taken to lessen the impact through instructional support, new teacher orientation, strengthening PLC's and increasing teacher leadership as well as solidifying processes and procedures within the school. There are currently 13 beginning teachers in the building and 5 National Board Certified teachers. Teacher Turnover Rate is as follows: 2012-13 (23%), 2013-14 (16%), 2014-15 (30%).

The school has a high minority population currently. It is the belief that as the school strengthens their arts magnet program the percentage of non-minority students will increase. Minority/Non-Minority Students Data: 2012-13 (530 students; 484 minority 91%) 2013-14 (477 students; 443 minority 93%) 2014-15 (476 students; 444 minority 93%) ) 2015-16 (469 students; 433 minority 92%)

Teacher Ethnicity Data:

2012-13 49 certified staff 9 minority 18%; 2 males/47 females

2013-14 51 certified staff 9 minority 18%; 2 males/46 females

2014-15 45 certified staff 9 minority 20%; 3 males/42 females

The instructional leadership team at Snipes Academy of Arts and Design meets weekly to review a variety of sources of data in order to monitor the school's progress toward our yearly goals. Summative data is comprised of EOG results for grades 3-5 as well as EVAAS growth data. Progress over the past three years is as follows: Reflecting on our demographic data we have one discernible subgroup (African American population). The subgroup data is approximately 93% of the total student population.

EOG Proficiency 2012-2013: Reading Math Science

Grade 3 20.5% 19.2%

Grade 4 26.5% 15.7%

Grade 5 11% 13.4% 13.4%

EOG Proficiency 2013-2014: Reading Math Science

Grade 3 29.4% 38.8%

Grade 4 26.3% 33.3%

Grade 5 34.9% 27.2% 38%

**School Plan for Improvement**

|  |                                     |  |                   |
|--|-------------------------------------|--|-------------------|
| <b>District Name:</b>  | <b>School Name:</b>                 | <b>School Code:</b>  | <b>Year:</b>      |
| New Hanover County Schools   | Snipes Academy of Arts and Design   | 650384   | 2015-2016         |
| <b>Snipes Academy of Arts and Design will decrease ODR's from 2014-2015 (599 ODR's) to 2015-2016 (449 ODR's) by 25%.</b> |                                     |  |                   |
| <b>GOAL #1:</b><br>(SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)                                     |                                     |  |                   |
|  | SBE Goal Alignment:                 | Goal 5: Every student is healthy, safe, and responsible  |                   |
|  | LEA Goal Alignment:                 | Ensure all students are actively engaged in meaningful learning and experiences.   |                   |
|  | Indistar Indicator: (if applicable) | 105 - All teachers employ effective classroom management. (1721)   |                   |
| <b>Progress:</b>   | Progress Monitoring Status:         |  | Fully Implemented |
| <b>GOAL #2:</b><br>(SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)                                     |                                     |  |                   |
|  | SBE Goal Alignment:                 | Goal 2: Every student has a personalized education.  |                   |
|  | LEA Goal Alignment:                 | Use data to inform and drive decisions regarding curriculum, instruction and assessment.   |                   |
|  | Indistar Indicator: (if applicable) | 102 - All teachers monitor and assess student mastery of standard-based objectives in order to make appropriate curriculum adjustments. (1715) |                   |
| <b>Progress:</b>   | Progress Monitoring Status:         |  | Fully Implemented |
| <b>Snipes Academy of Arts and Design will meet or exceed growth as measured by NCEES EVAAS by June 2016.</b>             |                                     |  |                   |
| <b>GOAL #3:</b><br>(SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)                                     |                                     |  |                   |
|  | SBE Goal Alignment:                 | Goal 3: Every student, every day has excellent educators.  |                   |
|  | LEA Goal Alignment:                 | Have equity at all schools regarding facilities, services and staffing.  |                   |
|  | Indistar Indicator: (if applicable) | F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)               |                   |
| <b>Progress:</b>   | Progress Monitoring Status:         |  | Fully Implemented |

School Plan for Improvement

|  |   |                     |              |
|--|---|---------------------|--------------|
| <b>District Name:</b>  | <b>School Name:</b>   | <b>School Code:</b> | <b>Year:</b> |
| New Hanover County   | Snipes Academy of Arts and Design   | 650384              | 2015-2016    |
| <b>GOAL #1:</b>  | <i>Snipes Academy of Arts and Design will decrease ODR's from 2014-2015 (599 ODR's) to 2015-2016 (449 ODR's) by 25%.</i>  |                     |              |
| <b>Strategy #1:</b><br>Describe the strategy that will support this goal                             | <i>All students will be supported through Positive Behavior Interventions and Support (PBIS) classrooms and effective school-wide classroom management plans daily.</i>   |                     |              |
| <b>Progress:</b>   | Fully Implemented   |                     |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <p><i>A) All students will participate in daily morning meetings designed to promote positive student behaviors and instill a sense of pride in their classroom / school community. B) Clearly posted expectations with consequences and rewards are posted in each classroom with every teacher directly teaching behavior expectations. C) The school will have two PBIS kick off assemblies a year</i></p> <p><b>Evidence:</b><br/>(Identify documents and artifacts)<br/>Posted school-wide PBIS expectations and reinforcements, reduced ODR's and classroom bounces/relocations, teachers will turn into administration their plan for grade level and Teachers, Paraeducators, Counselors, Administration, Indistar School Culture Committee, School Improvement Team</p> <p><b>Person(s) Responsible:</b><br/>Teachers, Paraeducators, Counselors, Administration, Indistar School Culture Committee, School Improvement Team</p> <p><b>Timeline:</b><br/>2015-2016</p> <p><b>Budget Amount:</b> (if applicable)<br/>Budget Source: (if applicable)</p> |                     |              |
| <b>Strategy #2:</b><br>Describe the strategy that will support this goal                             | <p><i>The master schedule will reflect that time has been designated at the beginning and at the end of every day for MindUp and Morning Meeting strategies to be embedded in the daily routine.</i></p> <p><b>Progress Monitoring Status:</b><br/>Fully Implemented</p>  |                     |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <p><i>All classrooms will implement daily morning and afternoon classroom meetings to building a sense of community, MindUP program with implemented with fidelity. Chime time will be utilized at the beginning and end of the day as well as with transitions, enhancement classes and school-wide assemblies.</i></p> <p><b>Evidence:</b><br/>(Identify documents and artifacts)<br/>Schoollink attendance for professional development, reduced ODR's and cool down locations, bounces/relocations, MTSS, Indistar School Culture Committee, Indistar PD Teachers, Paraeducators, Instructional Coaches, Counselors, Administration, Social Worker, NHCS Behavior Specialist</p> <p><b>Person(s) Responsible:</b><br/>Teachers, Paraeducators, Instructional Coaches, Counselors, Administration, Social Worker, NHCS Behavior Specialist</p> <p><b>Timeline:</b><br/>2015 - 2016</p> <p><b>Budget Amount:</b> (if applicable)<br/>Budget Source: (if applicable)</p>   |                     |              |

**School Plan for Improvement**

|  |  |   |  |  |
|--|--|---|--|--|
| <p><b>Strategy #3:</b><br/>Describe the strategy that will support this goal</p>                             | <p><b>All students will participate in the daily MindUP program and will be able to self regulate their behavior and mindfully engage in focused concentration required for academic success while teachers are providing students with a nurturing and structured learning environment through the use of effective classroom management strategies.</b></p>                  |   |  |  |
| <p><b>Progress:</b></p>  | <p>Progress Monitoring Status:</p>   | <p style="text-align: center;">Fully Implemented</p>  |  |  |
| <p><b>Tasks/Action Steps:</b><br/>Describe the action steps that will be taken to support this strategy.</p> | <p><b>PD on MindUP provided at the beginning of the year. MindUP strategies are formally taught during daily morning meetings and integrated throughout instruction and transitions; classroom meetings are held prior to dismissal which include a ten minute debriefing session with chime time. Student perception surveys are collected a minimum of twice a year.</b></p> |   |  |  |
| <p><b>Evidence:</b><br/>(Identify documents and artifacts)</p>   |  | <p>Schoollink rosters for PD, monthly PLC meetings with NHCS behavior support specialist, increased academic achievement and reduction in ODR's and classroom calming</p> |  |  |
| <p><b>Person(s) Responsible:</b></p>   |  | <p>Indistar School Culture Committee, Teachers, Counselors, Administration, School Improvement Team</p>   |  |  |
| <p><b>Timeline:</b></p>  |  | <p style="text-align: center;">2015-2016</p>  |  |  |
| <p><b>Budget Amount:</b> (if applicable)</p>   |  |   |  | <p><b>Budget Source:</b> (if applicable)</p> |

**School Plan for Improvement**

|  |   |   |              |
|--|---|---|--------------|
| <b>District Name:</b>  | <b>School Name:</b>   | <b>School Code:</b>   | <b>Year:</b> |
| New Hanover County   | Snipes Academy of Arts and Design   | 650384  | 2015-2016    |
| <b>GOAL #2:</b>  | <p><i>A) Snipes Academy of Arts and Design will ; increase grade level EOG reading proficiency scores by 20% in each grade level. 3rd Grade 2014-2015 (27%) to 2015-2016 (32.4%). 4th grade 2014-2015 (30.4%) to 2015-2016 (36.4%), 5th grade 2014-2015 (31.4%) to 2015-2016 (37.7%) B) Math Proficiency scores will increase by 20% in each grade level: 3rd Grade 2014-2015 (27.7%) to 2015-2016 (31.4%)</i></p>  |   |              |
| <b>Strategy #1:</b><br>Describe the strategy that will support this goal                             | <p><i>All teachers will collect and analyze student assessment data weekly to adjust instruction and meet the academic needs of student.</i></p>  |   |              |
| <b>Progress:</b>   | Progress Monitoring Status:   | Fully Implemented   |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <p><i>Grade level PLCs are held weekly to analyze data and modify instruction based on student needs. Teachers and students collaborate to set learning target goals that are recorded in student and teacher data notebooks.</i></p>   |   |              |
|  | Evidence:<br>(Identify documents and artifacts)   | <p>Student and Teacher Data notebooks, Lesson Plans, student artifacts, data walls, grade level goal charts, the strategy is reviewed weekly, monthly and after benchmarks, instructional decisions are based on current data</p>   |              |
|  | Person(s) Responsible:  | <p>Teachers, Instructional Coaches, Administration, District SCA Team</p>   |              |
|  | Timeline:   | <p>2015-2016</p>  |              |
|  | Budget Amount: (if applicable)  | <p>Budget Source: (if applicable)</p>   |              |
| <b>Strategy #2:</b><br>Describe the strategy that will support this goal                             | <p><i>All instructional practices will include: learning targets for every lesson; critical thinking skills; global awareness and balanced rigor and relevance.</i></p>   |   |              |
| <b>Progress:</b>   | Progress Monitoring Status:   | Fully Implemented   |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to                        | <p><i>Teachers will design instructional lessons using the common core, current research-based practices, and the NCEES rubric. The Master schedule allows teachers to plan collaboratively and independently on a daily basis. The enhancement team members collaborate to integrate all content areas into the arts. Research-based software is utilized by the students to increase time on task, diagnose deficiencies and improve digital literacy skills. These tasks are monitored through lesson plans and the walk-through instrument.</i></p> |   |              |
|  | Evidence:<br>(Identify documents and artifacts)   | <p>Learning targets posted and in lesson plans, walk-through data with instructional leadership team (administrative team, instructional coaches) looking for these attributes and providing feedback to the teachers, formal observations with feedback, coaching conversations and goal setting with teachers. This strategy is reviewed monthly, quarterly and annually.</p> |              |

**School Plan for Improvement**

|  |   |   |  |                   |
|--|---|---|--|-------------------|
| support this strategy.   |   |   |  |                   |
| <b>Strategy #3:</b><br>Describe the strategy that will support this goal                             | Person(s) Responsible:<br><br>Timeline:<br><br>Budget Amount: (if applicable)   | Teachers, Instructional Coaches (walkthroughs, peer observations) Administrative Team (walkthroughs, formal and informal observations), Peer Observers, Mentors, School Improvement Team, using the state's unpacking documents, planbookedu.com, annual pacing guide, PLC agenda forms | 2015-2016<br><br>Budget Source: (if applicable)  |                   |
| <b>Progress:</b>   | Progress Monitoring Status:<br><br><i>The teachers collaborate with the MTSS Leadership Team to identify and advocate for resources / programs for vertical alignment, data meetings that occur weekly with PLCs and instructional teams, and problem solving sessions to examine pre and</i> | Evidence:<br>(Identify documents and artifacts)   | Research based practices and programs, agendas and meeting minutes, shared data boards, changes in student groups, student intervention plans, | Fully Implemented |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | Person(s) Responsible:<br><br>Timeline:<br><br>Budget Amount: (if applicable)   | MTSS Leadership Team, Teachers, Instructional Coaches, Indistar Instructional Leadership Team, Indistar Curriculum Committee, School Improvement Team   | 2015-2016<br><br>Budget Source: (if applicable)  |                   |

**School Plan for Improvement**

|  |  |  |              |
|--|--|--|--------------|
| <b>District Name:</b>  | <b>School Name:</b>  | <b>School Code:</b>  | <b>Year:</b> |
| New Hanover County   | Snipes Academy of Arts and Design  | 650384   | 2015-2016    |
| <b>GOAL #3:</b>  | <b>Snipes Academy of Arts and Design will meet or exceed growth as measured by NCEES EVAAS by June 2016.</b>   |  |              |
| <b>Strategy #1:</b><br>Describe the strategy that will support this goal                             | <b>Team structures will be established to promote weekly collaboration for unpacking of state standards, ensuring the alignment of learning activities and identifying priority needs.</b>   |  |              |
| <b>Progress:</b>   | Fully Implemented  |  |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <b>The master schedule includes weekly planning for grade level teams and instructional teams. The Indistar PD committee provides needs assessment data to teams to evaluate, analyze and identify next steps. The Instructional Leadership team monitors weekly lesson plans, short cycle assessment results and action plans for next steps.</b>   |  |              |
|  | <b>Evidence:</b><br>(Identify documents and artifacts)   | Indistar Professional Development Committee's Agendas and Minutes, PD calendar, surveys, evaluations, Artisan Teacher Observation Schedule, Walkthrough Google Doc, PLC meeting agendas and minutes, lessons plans, needs assessment, short cycle data, action plans |              |
|  | <b>Person(s) Responsible:</b>  | Instructional Leadership Team, Indistar PD Committee, SIT, Grade Level PLC's, School Improvement Team  |              |
|  | <b>Timeline:</b>   | 2015-2016  |              |
|  | <b>Budget Amount:</b> (if applicable)  | <b>Budget Source:</b> (if applicable)  |              |
| <b>Strategy #2:</b><br>Describe the strategy that will support this goal                             | <b>The administration will create teams that will dig into the Indistar indicators, create tasks, monitor implementation and create an awareness of the Indistar strategies and Wise Ways. These teams will consist of all staff members.</b>  |  |              |
| <b>Progress:</b>   | Fully Implemented  |  |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to                        | <b>Each team will be provided a notebook to organize materials and document tasks related to their indicators from Indistar. The co-chairs will meet monthly with administration to share ideas, strategies discussed and work to be done. Administration will rotate in the Indistar Committee monthly meetings to keep the conversations productive and professional. Indistar minutes are posted on the shared drive for the staff.</b> |  |              |
|  | <b>Evidence:</b><br>(Identify documents and artifacts)   | Indistar Committee Minutes, PD calendar, surveys, evaluations, shared drive  |              |

**School Plan for Improvement**

|  |   |   |  |  |
|--|---|---|--|--|
| support this strategy.<br><br><b>Strategy #3:</b><br>Describe the strategy that will support this goal | Person(s) Responsible:  | Instructional Leadership, Indistar Committee Members, School Improvement Team   |  |  |
|  | Timeline:   | 2015-2016   |  |  |
|  | Budget Amount: (if applicable)  | Budget Source: (if applicable)  |  |  |
|  | <b>Teachers will focus on creating and implementing technology integrated lessons and computer generated data analysis.</b> |   |  |  |
| <b>Progress:</b>   | Progress Monitoring Status:   | Fully Implemented   |  |  |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy.   | <b>Differentiated PD opportunities will be offered on technology integration and data analysis (i.e., iReady, mClass)</b>   |   |  |  |
|  | Evidence: (Identify documents and artifacts)  | PD attendance sheets, increased computer integration lessons, writing and math data demonstrates increasing understanding, walkthrough data analyzed during instructional leadership PLC's (SAM calendar, Walkthrough google doc, NCEES). |  |  |
|  | Person(s) Responsible:  | Technology Facilitator, Administration, Indistar PD Committee, Teacher Leaders, School Improvement Team   |  |  |
|  | Timeline:   | 2015-2016   |  |  |
|  | Budget Amount: (if applicable)  | Budget Source: (if applicable)  |  |  |