

Comprehensive Plan Report

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

March 30, 2016

Southside Elementary School NCES - 50375001351

Cabot School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 11/14/2015
	Evidence:	Southside has grade level teams of which each has a lead teacher. The lead teacher serves as a liason between administrators and other teachers on the team in matters relating to all. The lead teacher also records minutes of meetings that are held weekly on these teams. We also have other team structures in place in the form of committees that concentrate on certain areas important to our building such as leadership, literacy, spirit, and parent involvement. These committees meet in order to help make decisions that are relevant to their specific area. Southside also has a PTO made up of parents that work with teachers to help provide extra supports which benefit all students. Teams will need to continue to meet and work together in order to accomplish the goals of each. Members of each team/committee need to be reminded of the goals and importance of what they are doing.
	Added date:	

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

Status Tasks completed: 2 of 3 (67%)

Assess	Level of Development:	Initial: Limited Development 10/23/2014
		Objective Met - 09/27/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Minutes of team meetings reflect items of discussion and the method of collaboration. All minutes turned in to administration. Grade level team meetings are held on a weekly basis.

Plan	Assigned to:	Casey Hanna
	How it will look when fully met:	All grade level teams will provide an agenda/minutes that shows what was discussed and how it will benefit the students. Items of discussion will be recorded and the method of collaboration will be recorded. This will allow reflection on how items discussed will affect student or teacher improvements. Weekly minutes are kept in a binder by grade level leaders and then turned into administration and kept together in a binder.
	Target Date:	05/27/2016
	Tasks:	
	1. Principal will require each grade level lead teacher to keep detailed agenda/minutes of weekly meetings.	
	Assigned to:	Casey Hanna
	Added date:	03/04/2015
	Target Completion Date:	09/02/2014
	Comments:	Casey has instructed all grade level leaders to use the provided Grade level Meeting form which records all participants present, methods of collaboration and meeting focuses. These are to be kept in a binder with the leader and a copy made and turned into administration.
	Task Completed:	9/2/2014 12:00:00 AM
	2. Principal will continue to monitor and receive weekly meeting minutes from each team.	
	Assigned to:	Casey Hanna
	Added date:	03/05/2015
	Target Completion Date:	05/27/2016
	Frequency:	weekly
	Comments:	
	Task Completed:	5/29/2015 12:00:00 AM
	3. Principal will continue to monitor and receive weekly minute meetings. These will be kept in a binder.	
	Assigned to:	Casey Hanna
	Added date:	11/30/2015
	Target Completion Date:	05/27/2016
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	67%
	Objective Met:	9/27/2015
	Experience:	9/27/2015 Grade level team lead teachers submitted to the principal a copy of weekly grade level team meetings.
	Sustain:	9/27/2015 The same direction will be given to next year's team leaders to continue to record minutes of team meetings and submit copies to the principal.
	Evidence:	9/27/2015 Casey Hanna, Principal has paper copies of these minutes organized in a binder.

Indicator	ID07 - 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)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/23/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Leadership Team has been developed at Southside Elementary. The Leadership Team consist of grade level leaders from K-4th grade, activity teacher, special education teacher, interventionists, counselor and administration. We have held a limited number of leadership team meetings at this time.	
Plan	Assigned to:	Casey Hanna	
	How it will look when fully met:	Leadership team meetings will be scheduled twice monthly to discuss curriculum/instruction, building needs, team needs and student needs. Objectives in our school's improvement plan will be monitored in order to facilitate communication and coordination among the grade levels. Minutes will be recorded in Indistar. These minutes can then be printed if needed for documentation.	
	Target Date:	05/27/2016	
	Tasks:		
	1. First leadership team meeting was conducted July 15, 2014 11:30-1:30. Norms and expectations were discussed for further meetings in the 2014-2015 school year.		
	Assigned to:	Melissa Hicks	
	Added date:	10/30/2014	
	Target Completion Date:	05/29/2015	
	Frequency:	twice monthly	
	Comments:		
	2. Regular leadership meetings will be planned to address the objectives in our plan.		
	Assigned to:	Casey Hanna	
	Added date:	03/05/2015	
	Target Completion Date:	04/30/2015	
	Frequency:	twice monthly	
	Comments:		
	3. Principal will notify team members of date and time of meetings.		
	Assigned to:	Casey Hanna	
	Added date:	11/30/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	twice monthly	

		Comments:	
		4. Process manager will make a meeting agenda in Indistar based on information received from principal.	
		Assigned to:	Melissa Hicks
		Added date:	11/30/2015
		Target Completion Date:	05/27/2016
		Frequency:	twice monthly
		Comments:	
		5. Process Manager will take meeting minutes and record in Indistar.	
		Assigned to:	Melissa Hicks
		Added date:	11/30/2015
		Target Completion Date:	05/27/2016
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:		0%

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/23/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal does regular classroom walkthroughs, attends grade level meetings, and conducts Kid Talks for each grade level. Administrative staff completes formal and informal observations on all certified staff members as indicated by the Track system for Teacher Excellence and Support System (TESS) using Charlotte Danielson's Framework for Teaching.	
Plan	Assigned to:	Casey Hanna	

	How it will look when fully met:	All formal and informal observations and PGPs will be uploaded into Bloomboard. All post observation conferences will be documented in Bloomboard system. Completed rating scales on teachers' observations will be documented by principal and assistant principal. Weekly grade level meetings will be conducted to discuss curriculum and instruction. Minutes and sign in sheets will be documented in grade level notebooks. Embedded sessions will be completed by all teachers with discussions of instructional strategies for differentiating instruction. Documentation of attendance will be kept by principal.
	Target Date:	05/27/2016
Tasks:		
	1. All teachers will create and meet with administration to approve professional growth plans, then upload onto Bloomboard.	
	Assigned to:	Lori Bridges
	Added date:	03/08/2015
	Target Completion Date:	09/30/2016
	Frequency:	once a year
	Comments:	Casey and Lori will monitor to be sure that PGPs are uploaded by individual teachers into Bloomboard.
	2. All teachers will meet with administrators for mid-year PGP review in January. Teachers will then update and upload revised PGPs onto Bloomboard.	
	Assigned to:	Lori Bridges
	Added date:	03/08/2015
	Target Completion Date:	01/29/2016
	Frequency:	once a year
	Comments:	Casey and Lori will monitor to see that all uploads have been completed in Bloomboard.
	3. All Formal and Informal observations and PGP's will be uploaded into Bloomboard.	
	Assigned to:	Casey Hanna
	Added date:	10/30/2014
	Target Completion Date:	05/27/2016
	Frequency:	twice a year
	Comments:	All professional growth plans were uploaded into Bloomboard by teachers by the deadline in October. All mid-year PGP conferences will be held and teachers will be given instructions to upload mid year progress.
	4. Post observation conferences will be documented in Bloomboard.	
	Assigned to:	Lori Bridges
	Added date:	10/30/2014
	Target Completion Date:	05/27/2016
	Frequency:	twice a year
	Comments:	
	5. Teachers will attend embedded professional development sessions and monthly Kid Talk meetings with administrators.	

	Assigned to:	Lori Bridges
	Added date:	11/30/2015
	Target Completion Date:	05/26/2017
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	0%

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership Team met for the 2015-2016 school year to determine the direction Southside Elementary wanted to go as far as Professional Development and embedded sessions. After classroom observations and classroom walk through using Bloomboard and the Charlotte Danielson's Framework for Teaching an analysis was completed to determine that differentiated instruction was a focus need for professional development and embedded sessions. Teachers for the 2015-2016 are completing the requirements for professional development and embedded sessions.	
Plan	Assigned to:	Lori Bridges	
	How it will look when fully met:	All staff members will attend professional development based on the needs assessed by administrators. These trainings will be done during a common time for each grade level to be sure all are able to attend and receive the benefit. Attendance at the trainings will be documented on sign in sheets kept by administration.	
	Target Date:	03/25/2016	
	Tasks:		
	1. Administrators will provide regular trainings throughout the year to see that teachers are receiving beneficial professional development during common plan times.		
	Assigned to:	Lori Bridges	
	Added date:	03/30/2016	
	Target Completion Date:	03/25/2016	
	Frequency:	monthly	

		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Classroom observations are made by the administration staff using Bloomboard and Charlotte Danielson's Framework for Teaching. The administrative staff provides information to discuss with each teacher on how to determine their professional development needs. Professional development is provided as a whole faculty, or specific to grade level or teacher.	
Plan	Assigned to:	Casey Hanna	
	How it will look when fully met:	Each teacher will provide documentation through shoebox and bloomboard to show progress toward meeting all required professional development. Administrators will give suggestions to staff members as needed to help plan future professional development that may be individualized based on individual needs.	
	Target Date:	05/30/2017	
	Tasks:		
	1. Teachers will discuss their professional development plans for the following year with administrator at the end of each school year.		
	Assigned to:	Casey Hanna	
	Added date:	03/30/2016	
	Target Completion Date:	05/30/2017	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:		0%
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/08/2016	

Evidence:	All staff members are required to individually set goals (PGP) on a yearly basis. PD for that year is targeted for individuals to meet individual goals. There is also a building level goal set each year. The professional development provided to meet this goal as a team is provided through regular embedded sessions during common plan times. Evidence can be provided through individual records of attendance as well as through Bloomboard where teachers are required to reflect on goals. This process begins anew each year. Teachers attain 60 hours per year of professional development as required by state/district. Teachers provide a plan for meeting these required hours for the following year by end of each current school year.
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Added date:	
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School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 11/14/2015
	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:	Our school currently provides extended learning times within the school day to students deemed in need of intervention in the areas of reading and math through 30 minutes blocks with an interventionist who is a certified teacher. These interventionists do ongoing assessments of the students they see. There is regular communication between the classroom teachers and these interventionists. Interventionists also provide end of the year data to district level curriculum specialists for review. Southside provides after school tutoring and test preparation in the weeks preceding standardized testing in the spring semester.
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Plan	Assigned to:	Casey Hanna
	How it will look when fully met:	Classroom teachers along with interventionists will create schedules that will allow students to gain the most benefit from double blocking in areas of need. Data provided by interventionists will show student growth.
	Target Date:	05/26/2017

Tasks:

0. Southside will host an after school program for third and fourth graders called "Adventurer's Camp". The purpose of the program is to provide project based activities that will cause students to use literacy, math and science skills. Students will be nominated by classroom teachers based on need in areas of literacy, math and social needs.

Assigned to:	Lori Bridges
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		Added date:	03/08/2016
		Target Completion Date:	04/22/2016
		Comments:	Lori Bridges recruited teachers who were willing to work the Adventurer's Camp. Students will begin attending on February 29th for three afternoons per week.
Implement	Percent Task Complete:		0%

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator **IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)**

Status **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 03/08/2016
	Evidence:	Administrators in each building work closely with the Director of Personnel to ensure that all certified personnel meet HQT requirements for the position. If the candidate is not HQT but is still the best candidate for the position, the Director of Personnel works with the Director of Professional Development to create a plan for the teacher. The building administrator and the personnel department work together to monitor the teacher's progress on his/her plan.
	Added date:	

Opportunity to Learn

Post-Secondary School Options

Indicator **VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)**

Status Not a priority or interest

Assess	Level of Development:	Initial: No development or Implementation 11/14/2015
		Not a priority or interest

	Explain why not a Priority or Interest:	<p>While this is a very important indicator, it is geared toward high schools. Southside is an elementary school serving children in grades K-4.</p> <p>Parents are notified of the requirements for college and career readiness during Southside's Public Meeting.</p> <p>However, we do begin at a very early age encouraging students to dream of their futures by writing life stories, taking part in career days and learning about different jobs and the level of education required for the jobs of interest. We do encourage students to set short term goals which will hopefully lead to success when they reach high school.</p>
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	Added date:	
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Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)
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Status	Tasks completed: 0 of 1 (0%)
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Assess	Level of Development:	Initial: Limited Development 11/14/2015	
	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:	<p>There are different levels of instructional teams at our school. Curriculum department designees at district level oversee committees of teachers who come together from different elementary schools as a grade level to build units of instruction which are then posted for use by all teachers of that grade level in the district. Southside has teachers to be part of those district level committees in the areas of literacy, math, science and social studies. Each grade level in the building meets regularly and discusses concerns regarding the units of instruction. Each teacher of course has the authority to change lessons to meet the needs of students in any particular classroom. Differentiation is key to teaching any units of instruction.</p>	
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Plan	Assigned to:	Lori Bridges	
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	How it will look when fully met:	<p>District level google sites will be fully up to date in all curriculum areas. Grade level curriculum maps by subject can be printed. Individual teacher lesson plans will also reflect the teaching of the standards-aligned units of instruction.</p>	
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	Target Date:	05/26/2017	
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Tasks:

	<ol style="list-style-type: none"> Teachers from Southside who are on district level curriculum teams will attend meetings and give input.
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		Assigned to:	Lori Bridges
		Added date:	11/30/2015
		Target Completion Date:	05/26/2017
		Comments:	
Implement	Percent Task Complete:		0%

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	ITBS, ACT Aspire, DIBELS, DRA and various math and literacy assessment guide teachers in student progress throughout the school year. Teachers use the assessment data to base their instructions and identify students in need of additional assistance. Kid Talks meetings and individual teachers review the results to make the necessary accommodations for student success. These assessments provide Southside with the data to look for areas of strength and weakness in the curriculum and instructional plans.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/23/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Teacher's plans reflect the teaching of Common Core Standards as guided by the district's approved curriculum (Engage NY, Literacy Units based on balanced literacy, Science and Social Studies activities found on the district google sites). The district assessment schedule provides timelines for assessments including DRA, DSA, DIBELS, LISA, QUALLS. End of module assessment results for math units are recorded for administration.
Plan	Assigned to:	Casey Hanna
	How it will look when fully met:	Lesson Plans will reflect the standards being taught through each lesson. When fully implemented, the school should see increased scores on local and standardized assessments as long as these assessments are aligned with current standards and curriculum. Evidence to show that this objective has been met will include information from the district's data wall for literacy assessments as well as results from standardized testing.
	Target Date:	05/30/2017
	Tasks:	
	1. Teachers will refer to district literacy and math modules in their lesson plans to assure that standards are being taught.	
	Assigned to:	Casey Hanna
	Added date:	03/05/2015
	Target Completion Date:	05/27/2016
	Frequency:	daily
	Comments:	Casey requests that weekly lesson plans be hung outside classroom doors for easier access to monitor this objective and help to insure this task gets completed.
	2. Teachers will assess at given intervals as determined by the district's assessment schedule. This schedule differs for different grade levels within the school. The assessment data will be entered electronically on the district's google document.	
	Assigned to:	Lori Bridges
	Added date:	03/05/2015
	Target Completion Date:	05/27/2016
	Frequency:	monthly
	Comments:	
	3. Teachers will refer regularly to updated district curriculum google sites.	
	Assigned to:	Lori Bridges
	Added date:	11/30/2015
	Target Completion Date:	05/26/2017
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	IIIA35 - Students are engaged and on task.(144)	
Status	Not a priority or interest	
Assess	Level of Development:	Initial: No development or Implementation 10/27/2014

		Not a priority or interest
	Explain why not a Priority or Interest:	For the 2014-2015 school year our primary focus will be Leadership Team and Curriculum and Instruction.
	Added date:	
Family Community Engagement		
Defining the purpose, policies, and practices of a school community		
Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: Limited Development 11/14/2015
	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:	Southside strives to communicate effectively with our families to help ensure continued learning outside of the school day. We have a Parent Center that provides a variety of activities that can be checked out by parents to enrich learning at home in the areas of literacy and math. The activities are organized by grade level. Teachers communicate with parents to keep them aware of what children are learning in class and what activities need to be done at home. Some examples of this would be that students should be reading or being read to at home daily and students need to practice math facts (addition, subtraction and multiplication) at home. At parent-teacher conferences, teachers gave parents a copy of "refrigerator curriculum" which informed them of the most important skills a child will learn in their particular grade. Southside also tries to involve families in reading together through our One Book, One School program that we incorporate each year. This encourages the entire school including families to be actively reading the same book so that meaningful conversations can take place between home and school. Our school also provides an account with ability to sign in at home through Sum Dog to assist children with building math fluency.
Plan	Assigned to:	Casey Hanna

	How it will look when fully met:	All parents will be involved with their child's learning, and this will be evident in the classroom environment. Teachers will keep parents informed and be easily accessible through written, electronic, or face to face communications. Information needed to provide that this objective is met will include: copies of teacher newsletters, refrigerator curriculums, parent center use information, and other communication evidence dealing with One Book, One School reading program or at home use of Sum Dog math program that reinforces math fluency.
	Target Date:	05/26/2017
	Tasks:	
	1. Students will be given sign on information for online programs for use at home and school.	
	Assigned to:	Lori Bridges
	Added date:	11/30/2015
	Target Completion Date:	10/01/2017
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	0%