



# **Transylvania County Schools**

## **School Improvement Plan 2016-2018**

Brevard Elementary School

April Gaydosh, Principal

Courtney Hagenau, School Improvement Chair

# School Improvement Plan

## A Continuous Improvement Strategic Plan

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# School Improvement Plan

## A Continuous Improvement Strategic Plan

### Mission, Vision, Motto, Goals, and Values

*Adopted October 20, 2014 by a unanimous vote of the Transylvania County Board of Education*

**Mission Statement:** The mission of Transylvania County Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators, and the community.

**Vision Statement:** Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

**Motto:** Teaching Everyone Takes Everyone

#### Goals:

1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.
2. Every Transylvania County Schools student, every day has excellent educators.
3. Every Transylvania County Schools student is healthy, safe, and responsible.

#### Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.
- All educators, students, and parents deserve respect.
- Minds and hearts are the focus of education.

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### Brevard Elementary School

#### Mission

Brevard Elementary School will be a model for educational excellence. It will be a place where a foundation is created for good citizenship and a lifelong love of learning.

#### Belief Statements

- Children achieve more when parents, teachers, and children all share the responsibility.
  - Schools should be a caring, loving, and safe environment for everyone.
  - Children should leave our school prepared for the next level of learning.
  - A positive atmosphere is needed in order to boost student and staff morale.
    - All students, parents, and staff deserve respect.
- All students and staff should feel successful and be recognized for their achievements.
- A complete education includes the arts, physical education, and instruction in technology.
  - High expectations should be set for every child.
- Education is one of the most important jobs a child has to do when growing up.
- Parents should be supportive and involved in all aspects of their child's education.

**Motto:** Reach ALL Teach ALL

#### School Improvement Team Membership

Principal	April Gaydosh
School Improvement Chair/3rd grade Teacher	Courtney Hagenau
Assistant Principal	Melonie Harris
Instructional Coach	Barbara Grimm
Instructional Support Representative	Megan Crewe/Carol Martin
Parent Representative	Gretchen Greene
Parent Representative	John Wayne Hardison
Parent Representative	Araceli Marin
K Teacher	Alexis Brigman
1st grade Teacher	Samantha Ray
2nd grade Teacher	Marlene Cronin
4th grade Teacher	Kelsey Perley
5th grade Teacher	Annette Merrill
Specialists	Nancy Frady, Charlene Cali

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### **School Data and Summary Analysis**

#### **Strengths**

By all measures, Brevard Elementary has a great deal to celebrate in its mission to prepare each student for success. Based on data in EVAAS (Education Value-Added Assessment System), during the 2015-16 school year, Brevard Elementary School achieved expected growth. Based on the school composite, all academic areas indicated a positive trend in proficiency from 2013 to present. As a school, Brevard Elementary is continuing to track Reading 3-D data for all K-3<sup>rd</sup> grade students. This data has proven to be an effective point of departure for teachers as they plan for daily core instruction and intervention groups. Through the use of new options offered in the 2016-17 school year, teachers are also now able to set individual student goals.

Based on Teacher Working Conditions data from 2016, 94.7 % of Brevard Elementary staff respondents agreed, "Overall, my school is a good place to work and learn." This is an increase from 75% two years ago. The administrative team in coordination with the School Improvement Team have made teacher leadership and capacity a priority. As the school continues to grow within the current framework, teacher capacity, morale, and efficacy will continue to rise. This is evidenced by built-in time for weekly collaboration; both efficient distributive decision making and clear lines of communication among the School Improvement Team, the subcommittees called Focus Teams, and grade-level or department teams; alignment between building and county-level leaders' expectations for major initiatives, including embedded intervention and support for both struggling and advanced learners; and ongoing efforts to create and build teacher capacity.

Brevard Elementary School made significant investments to instructional support for students and teachers during the 2014-2016 School Improvement Plan cycle. The value of these efforts is suggested in two closely related beliefs shared by teachers, captured by the results of the ASCD *School Improvement Tool Survey* conducted in May 2016. Based on results teachers believe that each student has access to personalized learning and each student is academically challenged. Because staff members understand and are committed to continuous quality improvement, these shared beliefs establish a base-line from which they work and commit to academic growth for every student. Brevard Elementary can be characterized as having a positive school culture. The School Improvement Team's spring survey of Brevard Elementary students indicates that, whether in grades K-2 or 3-5, a large majority of students feel safe at school and feel that adults at school care for them. In addition to safety, teachers are continuing to provide more enrichment opportunities for students outside of regular academic classes, both during and after the school day.

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#### **Gaps or Opportunities for Improvement**

Based on EVAAS (the Education Value-Added Assessment System) growth data, Brevard Elementary School teachers do an effective job intervening and providing support for our lowest achieving students. The data indicates however that our average and high performing students are not growing at the same rate. Brevard Elementary teachers will continue to grow in targeting individualized instructional needs across all levels of achievement as well as building their core instructional base. These approaches can be flexible and should be based on specific learning targets.

Through the structures of Professional Learning Communities and focus teams teachers are moving into teacher-leadership roles, willing to work collaboratively to make instructional decisions with implications beyond their individual classrooms. However, such leadership work requires continued growth and

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development in leadership and team management to strengthen skills, interdependency with teams, and commitment to the shared goals of the school.

Brevard Elementary School will to continue to work in the area of parent/community involvement. Participation has increased but has been inconsistent. The Organization of Parents and Teachers is an active organization at the school but has a small membership at meetings. In contrast, parent/family participation has been increasing over the past year at special events like picnics, seasonal celebrations, and awards ceremonies, Title One events, Open House, and Kindergarten Registration events. We value our parent relationships as an important component of students' education and growth. By continuing to build this partnership, there is not only the potential for increase in individual student performance but also how our school is performing as a whole. Administration and teachers are striving every day to get good news out in a variety of ways in an effort to tell wonderful success stories and keep parents informed. The school will continue to search for more flexible and in some cases multiple pathways to reach out to families for partnering and to support.

### **Missing Data/Procedure to Gather Needed Data to Make Improvements**

Teachers believe that some of the most useful data collected comes in the form of formative assessments throughout the school year. Reading 3D benchmarks and progress monitoring, Quarterly assessments, teacher-made pre and post assessments, informal checks for understanding, and observations provide timely information about student learning and allow teachers to adjust skill-based intervention group and core instruction to meet the students' needs in an ongoing way. In an effort to be reflective and to include all stakeholder feedback, over the 2015-16 school year the School Improvement Team has collected a variety of data across multiple areas to make informed growth decisions.

### **Improvement Priorities for the School**

There are three identified areas for growth based on the data collected by the School Improvement Team. The first goal and priority focuses on student growth and the continued development of targeted core instruction. There are smart goals and action steps aligned to teachers and administrators working together aligning professional development and initiatives directly to student needs. The second priority and school improvement goal centers around the development of stronger professional learning communities and distributive leadership. These efforts will be centered on strengthening teacher leadership, building teams, and continuing to shape our shared school-wide goals. The third priority for Brevard Elementary has a community and parent partnership focus. As a school, Brevard Elementary school teachers and staff will need to continue seeking flexible ways in which to connect with students' families and our community.

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<b>School Name:</b> Brevard Elementary School	<b>Year:</b> 2016- 2018	<b>Principal:</b> April Gaydosh	<b>SIT Chair:</b> Courtney Hagenau
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P	PLAN: Identify the gap and the approach
<p><b>Overall SMART Goal (Two year projection):</b></p> <p>By 2018, at least 90% of students will meet or exceed individualized projected growth annually in Reading (K-grade 5) and Math (grades 3-5).</p>	
<p><b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b></p>	
<p>In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)</p> <p>Brevard Elementary School made significant investments to instructional support for students and teachers during the 2014-2016 School Improvement Plan cycle. The value of these efforts is suggested in two closely related beliefs shared by BES faculty, captured by the results of the ASCD <i>School Improvement Tool Survey</i> conducted in May 2016: (<b>Attachment 1</b>)</p> <ul style="list-style-type: none"> <li>• Support: “Each student has access to personalized learning and is supported by qualified, caring adults.”</li> <li>• Challenge: “Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.”</li> </ul> <p>2015/16 End-of-Grade test data suggest that these efforts have been modestly successful. (<b>Attachments 2 and 3</b>)</p> <ul style="list-style-type: none"> <li>• Average student performance on EOG Reading has remained constant or increased in all grades except 3rd</li> <li>• School performance across grades on EOG Reading has remained constant, while on EOG Math and EOG Science it has increased</li> <li>• Taking all EOG testing across all grades together, grade-level proficiency has not only remained above the state average but has improved more than the state average.</li> <li>• Taking all EOG testing for all students across all grades together, BES students tend to meet the expected growth levels predicted by the Education Value-Added Assessment System</li> </ul> <p>However, Brevard Elementary School does not believe that academic success outweighs other parts of students’ lives. According to the ASCD Survey, the school holds other beliefs about school and students as almost equally important:</p> <ul style="list-style-type: none"> <li>• Engagement: “Each student is actively engaged in learning and is connected to the school and broader community.”</li> <li>• Sustainability: “Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach’s long term success.”</li> </ul>	

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In contrast with these beliefs about our school's vision for students is the staff perception, captured in the ASCD survey, of the following characteristics as potential areas for growth:

- School Climate and Culture: "Students entering school feel safe, engaged, and connected and see school as a place where they can learn and contribute to the world around them. They receive coordinated and continuous support to strengthen their social and emotional skills and enhance positive character traits."
- Family and Community Engagement: "Families, community members and organizations, and educators collaborate on shared decisions, actions, and outcomes for children."

The school needs to continue to work in the area of parent/community involvement. Participation has increased but has been inconsistent. The Organization of Parents and Teachers is an active organization at the school but has a small attendance at meetings. In contrast, parent/family participation has been increasing over the past year at special events like picnics, seasonal celebrations, and awards ceremonies, Title One events, Open House, and Kindergarten Registration events.

Further anecdotal observations come from student responses about reading and homework in the School Improvement Team survey of BES students conducted in April 2016. (**Attachment 4**) While K-2 students indicated that parents/families generally read with them, some K-2 students state they are inconsistently completing homework. These young students' perceptions are mirrored in Reading 3-D End of Year reading proficiency scores: with the exception of Kindergarten in 2015-2016, with an average of 70% of Brevard Elementary School students reaching grade level proficiency in reading comprehension. (**Attachment 5**)

When students become more independent as readers in grades 3-5, they feel like they more consistently complete homework. These responses suggest that students *feel* more academically successful when they become more independent, but a cohort view of End of Grade Reading and Math show a decline in achievement scores.

Taken together, all these data suggest that Brevard Elementary School should continue to maintain its focus on student academic growth and movement toward increased achievement. In addition to targeted and differentiated instruction, student success will also be attained through a strong connection between school, home, and community. (Goal 2)

Further, an additional supporting component is the increased impact of BES teacher leaders and support staff. (Goal 2)

### Data Analysis. Answer the data analysis questions.

<p><b>1. What is contributing to your success in this area and how do you know?</b></p> <p>Brevard Elementary School teachers have increased focus on differentiating or individualizing classroom instruction, using the flexible framework of guided</p>	<p><b>1. What opportunities for improvement do you notice?</b></p> <p>To maintain its focus on transferable academic achievement for students and building core instruction, Brevard Elementary school has opportunities for growth in two specific areas:</p>	<p><b>3. What seems to be the root cause of the problem and how do you know?</b></p> <p>Based on EVAAS, the Education Value-Added Assessment System, growth data, Brevard Elementary School teachers do an effective job intervening and providing support for our lowest achieving</p>
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<p>reading and math in dedicated 90 minute instructional blocks.</p> <p>Whenever possible Exceptional Children teachers and our full-time AIG teacher support exceptional children in regular classroom settings so that they can learn alongside their peers. Starting in fall 2016,</p> <p>In addition to these instructional support roles, in 2014-2015 Brevard Elementary School began using an Instructional Coach to guide regular education teachers in discerning and responding to students' academic needs. The Instructional Coach supports beginning teachers, facilitates data team meetings, and conducts professional development through directed coaching cycles. The school also employs one full-time and one half-time Reading Specialist that both work directly with targeted student small groups.</p>	<ul style="list-style-type: none"> <li>continuing to seek more effectiveness and targeted focus for instruction</li> <li>increasing and improving opportunities for parents/families to support and extend students' academic experiences</li> </ul> <p>The longitudinal view of student performance on EOG Reading and Math tests suggest the following 2 areas for growth:</p> <ul style="list-style-type: none"> <li>more communication across grade levels to provide students with consistent, effective instruction as they advance</li> <li>more communication with parents/families about how to support literacy growth and other academic skills</li> </ul>	<p>students. The data indicates however that our average and high performing students are not growing at the same rate.</p> <p>Brevard Elementary teachers will continue to grow in targeting individualized instructional needs across <b>all</b> levels of achievement as well as building their core instructional base. These approaches can be flexible and should be based on specific learning targets.</p>
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### Target SMART Goal (One year projection):

- A. By December 2017, all school-wide events having an academic focus will be attended by at least 50% of students' families.
- B. Through the 2017 calendar year, Brevard Elementary staff focus teams will collaborate to create shared resource folders for vertical alignment of instructional best practices (i.e. use of technology, academic vocabulary).
- C. By December 2017, teachers will be given access to at least three professional development opportunities for Math support, and three for Reading, to include peer observation and learning walks.
- D. By June 2017, each focus team will identify at least 2 opportunities for growth in school-wide core instructional practices with corresponding action steps.

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**What will you do during cycle 1 to address the root cause identified in #3 (Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

Target Goal A:

- Focus Teams will collaborate with parents to plan and provide Title 1 and other events that are helpful and engaging for families.
- Focus Teams, OPT, teachers, and administration will ensure that effective communication methods are developed and consistently used in an effort to provide access to information for all stakeholders.

Target Goal B/D:

- A spring vertical alignment meeting will be scheduled, during which grade level staff and instructional coach will meet to address specific needs related to developing shared resource folders.
- Instructional Coach will organize and supply shared resource folders with tools for school-wide instructional practice

Target Goal C:

- Administration will survey staff to determine offerings for differentiated professional development opportunities in Math and Reading, which may include a variety of formats or delivery methods. The instructional coach will work with teachers to provide peer observation opportunities.

D	DO: Develop and Implement Deployment Plan				
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	Survey parents regarding their children’s academics, how the school can offer support, how to make events more accessible, etc. The team, along with school administration and stakeholders, will create a Communications Plan based on relevant data and findings.	Chair of Family and Community Partnerships Focus Team in collaboration with other staff teams and administration	Survey data Completed Communication Plan	1/1/17	12/1/17
2	Family attendance at all school-wide events will be recorded.	Focus Team (assigned to that event) in collaboration with School Administration	Attendance records (shared online)	1/1/17	12/1/17

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3	Establish resources for school-wide communications including: connection to translation resources, communication with teachers on location of forms/resources, and furthered collaboration with El Centro and various other like organizations	Focus Team and Community Partnerships/ Guidance Counselors	TBD	1/1/17	12/1/17
4	Instructional Coach will organize and supply shared resource folders with tools for school-wide instructional practice.	Instructional Coach	Shared Folders Created	1/1/17	12/1/17
5	Focus Teams will identify specific shared resources or professional development approaches that will support school-wide best practices.	Chairs of Focus Teams	Focus Team agendas and meeting notes	1/1/17	12/1/17
6	Administration will survey staff to determine offerings for “differentiated professional development” opportunities in Math and Reading, which may include a variety of formats or delivery methods. The instructional coach will work with teachers to provide peer observation opportunities, where desired.	Instructional Coach in collaboration with Administration	Staff survey; Professional development event plans or agendas; Teacher feedback forms after each offering	1/1/17	12/1/17

#### Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

- Title 1 funding for school-wide events; Academic support resources/tools for families to use at home
- Professional development resources to respond to needs expressed by school staff

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

Title 1 budget for instructional resources and outlined professional development needs.

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

No funding issues are expected, but there are possibilities to work with partnering elementary schools in the county to share professional development costs if needs are similar.

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**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

1. Opportunity for staff to collaborate and make decisions for shared academic resource folders, particularly to create common academic vocabulary school-wide. This may be a time for discussing, sharing, and/or supplementing the resource folders and common best practices in literacy and math.
2. Spring vertical alignment meeting
3. Peer observations
4. At least three professional development opportunities for Math support, and three for Reading, to include peer observation. These may include online, book, or other delivery formats.

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:**

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

- Parent survey data
- Family event attendance records
- Completion and use of shared instructional resource folders
- Teacher feedback forms following each professional development offering

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**

- Observation of Title 1 event offerings and family engagement/participation
- Staff feedback regarding usefulness of shared academic resource folders and tools
- Walk Through data- Staff follow-through with implementing recommended practices
- Differentiated professional development offerings reflect staff needs identified by survey

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**

- End of year family survey, to determine effectiveness of school-wide events having academic focus and increased attendance.
- PLC teams will offer the school improvement team feedback in May/June regarding the effectiveness of shared resource folders and professional development offerings.

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<b>S</b>	<b>Study – Analysis of data after implementing an approach</b>	
<b>At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:</b>		
<p><b>1. What worked and how do you know?</b></p> <p>Teachers were surveyed on professional needs and differentiated professional development was provided to teachers in areas identified. Our teachers and staff decided, in a school-wide vote, to move forward with an arts integration model. The school was chosen to receive the initial entrance grant and teachers participated in a week long professional development opportunity in the summer of 2017. Teachers believe that an arts integrated creative approach to teaching coupled with targeting instruction based on solid formative data, will move the school toward exceeding growth in future school years.</p>	<p><b>1. What didn't work and how do you know?</b></p> <p>Brevard Elementary met growth for the 2016-17 school year, however we did not meet our goal of 90%. Growth is calculated by the North Carolina Department of Public Instruction, based on Reading 3-D data and End of Grade testing results. Based on EVAAS school accountability value-added reports from the 2016-17 school year, as a school, Brevard Elementary is not growing our lowest and highest achieving students at the same rate that average students are growing. As a School Improvement Team we believe that this deficit correlates strongly to inconsistencies in differentiation based on formative assessment data. Based on Teacher feedback and general data entry, we were not able to consistently collect formative assessment data on student performance. This was evidenced through teacher struggles with using benchmarking data, which was not as targeted and standards specific as we wanted, for reteaching and remediation purposes.</p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes <u>X</u> No</b></p>
<b>Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?</b>		
<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>		<p><u>X</u> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above.</p>

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	<input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</b>
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4. What is your focus for cycle 2 (Identify key approach or strategy)? All staff will receive ongoing support and training as we work toward full implementation of the A+ arts integration model. In addition, teachers will make strategic instructional decisions based on quality formative assessment data.

Step # Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
Implement three Benchmark assessments in both English Language Arts and Math for 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades.	Grade level teams  School Administration	-Based on new county Benchmark assessments given at three points over the course of the year, individual score projections for both English Language Arts and Math end of grade tests will be produced. Teachers will set individualized goals based on these with the intent to exceed and beat projections.	08/28/17	06/15/18
Ongoing coaching and professional development will be offered to support arts integration, core curriculum instruction, and data analysis, through PLCs, shared resources, instructional walkthroughs, and other professional development opportunities.	A+ Program Professional Development Team  Instructional Coach	Evidence of professional development occurring as well as lesson plans with documentation of differentiated instructional approaches. Lesson plans, photographic documentation, and minutes from PLC meetings to be posted to the Google Drive.	08/28/17	06/15/18

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Create and implement Communications Plan	Admin Team with SIT feedback	The finalized version of the communication plan will be completed and shared via website and Google Drive. The School Improvement Team will monitor the fidelity of the execution of the plan.	08/28/17	06/15/18
Develop instructional resource folders on shared Drive, which teachers across grade levels may access	Instructional Coach  K-5 Teachers  ELA and Math Focus Teams	Shared Google Drive folders	08/28/17	06/15/18
Focus Teams will identify instructional best practices to recommend for school-wide implementation.	Focus Teams	Focus Team meeting minutes  Reports/Notes from School Improvement Team minutes	08/28/17	06/15/18

### Implementation Plan Quality Check:

#### What resources/budget needs do you have for cycle 2?

The county office will provide benchmark online assessment tools.  
Grant funding will pay for professional development opportunities in Spring and Fall 2018.

#### If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

n/a

#### If funding is not available, list the steps from the implementation plan that will address the funding gap.

n/a

#### What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?

The A+ program will provide two on-site full day professional development sessions in Spring 2018 (grant funded) and three full day professional development sessions in Summer 2018 (grant provided)

#### Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

<b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b> -Evidence of Benchmark assessments and completion of a Remediation Plan based on data results.	<b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</b> -Progress Monitoring results that are inconsistently documented -Lesson plans that do not detail individualized instruction or arts integration components.	<b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</b> The team will look for growth in Benchmark testing with
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<ul style="list-style-type: none"><li>-Evidence of goal setting for individual students based on Benchmark projection results.</li><li>-Progress Monitoring results as evidenced through the Reading 3-D online platform.</li><li>-Lesson plan documentation with details of both arts integration and individualized instruction</li><li>-PLC agenda and minutes</li></ul>		<p>individual students as we move through the three tests over the school year.</p> <p>We will also look at the final End of Grade test scores in comparison to projected scores to determine if goals were met with individual teachers and grade level teams.</p>
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<b>School Name:</b> Brevard Elementary School	<b>Year:</b> 2016- 2018	<b>Principal:</b> April Gaydosh	<b>SIT Chair:</b> Courtney Hagenau
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P	PLAN: Identify the gap and the approach
<p><b>Overall SMART Goal (Two year projection):</b></p> <p>By June 2018, 100% of professional learning teams will collaborate weekly or bi-weekly to identify student needs in order to deliver individualized, standards-driven instruction for every child.</p>	
<p><b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b></p>	
<p>In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)</p> <p>According to the 2016 NC <i>Teacher Working Conditions</i> survey, 94.7% of Brevard Elementary School (BES) respondents agreed, “Overall, my school is a good place to work and learn.” a remarkable increase from 75% two years ago. This change in climate includes improved perceptions of both administrative and teacher leadership at Brevard Elementary School. (<b>Attachment 6</b>)</p> <p><i>Initial figure reflects 2014 and second reflects 2016</i></p> <ul style="list-style-type: none"> <li>• In this school we take steps to solve problems. 66.7% → 91.9%</li> <li>• Teachers are effective leaders in this school. 69.2% → 89.5%</li> <li>• The school improvement team provides effective leadership at this school. 69.2% → 83.3%</li> <li>• There is an atmosphere of trust and mutual respect in this school. 52.6 → 81.1%</li> <li>• The faculty has an effective process for making group decisions to solve problems. 48.7% → 81.1%</li> <li>• The school leadership consistently supports teachers. 65.8% → 80.6%</li> <li>• The school leadership makes a sustained effort to address teacher concerns about:             <ul style="list-style-type: none"> <li>○ Professional development 82.1% → 97.4%</li> <li>○ Teacher leadership 73.7% → 88.2%</li> <li>○ Leadership issues 69.4% → 87.1%</li> <li>○ New teacher support 72.4% → 86.7%</li> </ul> </li> </ul> <p>Nevertheless, within this generally positive climate, this survey and the NC Dept. of Education’s Comprehensive Needs Assessment Rubric indicate some opportunities for growth. The ASCD survey reveals that while the faculty believe, “Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment,” they also believe that combining their efforts is more effective: “Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach’s long term success.”</p> <p>Three opportunities for growth were revealed by the ASCD survey center around instructional decision-making:</p> <ul style="list-style-type: none"> <li>• Leadership: “Leaders act as visionaries, influencers, learners, and instructional guides to ensure school policies and practices to support a whole child approach.”</li> </ul>	

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- Curriculum & Instruction: “Students develop critical thinking and reasoning skills, problem-solving competencies, technology proficiency, and content knowledge through evidence-based, relevant, differentiated instructional pedagogy and comprehensive curriculum.”
- Assessment: “Assessment is varied and timely; conducted to adjust teaching-learning activities to maximize student progress in all areas; and generates meaningful, useful data for decision making.”

The *Comprehensive Needs Assessment* indicated that many important dimensions of school programming are well established or “embedded” in Brevard Elementary School. However, there were four key areas of school programming that were “emerging”: (**Attachment 7**)

- Instruction: Student Support--student support services
- Professional Capacity--quality of professional development
- Professional Capacity--talent recruitment & retention
- Planning & Operational Effectiveness--resource allocation

Based on these data sources, faculty desire more administrative attention on instructional leadership as well as a desire for more professional power to respond to student needs. In addition, The *Teacher Working Conditions* survey suggests that administrators and teachers would like to continue to grow in the following areas:

*Initial figures reflect 2014 opinion and second reflect 2016.*

- Teachers have an appropriate level of influence on decision making in this school. 47.4% → 66.7%
- Teachers are recognized as educational experts. 47.5% → 76.3%
- Teachers are trusted to make sound professional decisions about instruction. 42.5% → 70.3%
- Teachers are relied upon to make decisions about educational issues. 35.9% → 71.1%
- Teachers feel comfortable raising issues and concerns that are important to them. 59% → 78.4%

Together, these data suggest that Brevard Elementary School should continue building a comprehensive professional development program to increase the instructional leadership capacity of its staff. Key elements of this program should include efficient Professional Learning Communities (PLCs) and increased collaboration with the School Improvement Team (SIT), to facilitate collaborative decision-making.

### Data Analysis. Answer the data analysis questions.

#### 1. What is contributing to your success in this area and how do you know?

School administration and the School Improvement Team at Brevard Elementary have made teacher growth and leadership a priority. Reflective questions are being created to use consistently in pre- and post-observation conferences with teachers, empowering teachers to steer their professional growth plans

#### 1. What opportunities for improvement do you notice?

Brevard Elementary School has teacher-leaders chairing every professional learning community and focus team. As a school, teams will continue to build consistency in the posting of shared agendas and notes as well as member attendance and participation at meetings. These activities provide avenues for cross-team collaboration and

#### 3. What seems to be the root cause of the problem and how do you know?

Professional Learning Community and Focus Team leaders are stepping up into teacher-leadership, willing to work collaboratively to make instructional decisions with implications beyond their individual classrooms. However, such leadership work requires continued growth and

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<p>with data from their performance evaluations.</p> <p>Distributive leadership is an area where the school has grown over the past year. Every teacher serves within respective grade level or department Professional Learning Community, meeting regularly to discuss student needs, curriculum/lesson planning, and assessment data.</p> <p>Focus teams were created at the summer 2016 School Improvement Team retreat. Every teacher serves on a focus team that meets monthly. Each of the six focus teams has goals and objectives that are directly aligned to our School Improvement Plan goals. <b>(Attachment 8)</b> Functioning interdependently, teacher-led teams have successfully planned Title One Nights, planned “Fifth Quarter” interventions, recommended books for faculty book-study, and used a variety of data to write the goals and target SMART goals for the School Improvement Plan (SIP). The administration embraced these SIP Goals by adopting the motto “Reach ALL Teach ALL” to guide professional development efforts for the 2016-2017 school year.</p>	<p>accountability, monitoring, and support.</p> <p>Teacher leadership will continue to be supported through targeted training and professional development opportunities.</p> <p>Through increased teacher leadership and strengthening communication, Brevard Elementary has the opportunity to grow in shared school-wide decision making.</p>	<p>development of leaders to strengthen skills, interdependency with the team, and commitment to the shared goals of the school.</p>
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### Target SMART Goal (One year projection):

- a. During the 2017 calendar year, grade level teams will meet weekly to discuss student data, curriculum alignment, lesson plans, and/or individual student needs.
- b. During the 2017 calendar year, 100% of Professional Learning Community meetings will include an agenda and minutes with next steps so that key decisions and timely data discussions can be completed.

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c. During the 2017 calendar year, options for professional development opportunities will be provided based on teacher feedback and school/student data.

**What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

The “Grade Level Chairs” Focus Team will regularly collaborate to identify common needs among Professional Learning Communities and communicate these needs to administrators, Instructional Coach, and other instructional support staff who will provide targeted support to those teachers and PLCs.

<b>D</b>					
<b>DO: Develop and Implement Deployment Plan</b>					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1	The Instructional Coach and administration will meet with the Grade Level Chairs Focus Team monthly in an effort to build capacity, respond to team members’ needs, and offer support resources.	Instructional Coach/ School Administration	Grade Level Chairs Focus Team agenda, notes, and shared resources folder.	1/1/17	12/1/17
2	Grade level chairs will collaborate on the progress of grade level professional learning communities.	Instructional Coach	Continue use of a document/ template for quarterly use in PLC data discussions; Review and revision of document (where needed) throughout the 2016-2017 school year.	1/1/17	12/1/17
3	On Early Release Days, the school will offer professional development for evidence-based, instructional decision-making that could include but are not limited to topics such as: formative assessment, whole	School Administration, Focus Teams, Instructional Coach	Pre and Post Teacher Surveys Professional Development offerings Input from Focus Teams	1/1/17	12/1/17

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	child approach, and/or differentiated instruction.				
4	Resources will be developed to guide and support teachers in collecting formative assessment data and responding with appropriate instruction.	Grade Level PLCs in collaboration with Focus Teams	Resources on the Google Drive in the Hive	1/1/17	12/1/17
5	At least once each quarter throughout the 2016-2017 school year, teams will post notes outlining student Reading or Math performance data analysis, and how this formative data is being used to inform core instruction and individualized instructional planning.	Grade Level Chairs in collaboration with Instructional Coach	Posted Notes to the Google Drive with noted action steps for instruction	1/1/17	12/1/17
6	Teacher representatives will contribute to or participate in Tier Team meetings when analysis of student performance data suggests student(s) need more intensive intervention than the classroom teacher and PLC can provide through differentiation.	BES teachers	Tier Team correspondence and meeting agendas	1/1/17	12/1/17

### Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

- Title 1 funding for school-wide events; Academic support resources/tools for families to use at home
- Professional development resources to respond to needs expressed by school staff

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

Title 1 budget for instructional resources and outlined professional development needs.

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

No funding issues are expected, but there are possibilities to work with partnering elementary schools in the county to share professional development costs if needs are similar.

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**What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?**

Monthly professional development during Grade Level Chair Focus Team meetings.  
Professional development sessions to be offered on Teacher workdays and specifically early release days (topics TBD)

**Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:**

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

- Feedback from PLC leaders
- Use of common template for meeting plans and data discussions
- Connections made from data to lesson plan construction/implementation)

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)**

- Poor attendance of meetings
- Inconsistency in agendas and minutes (posted to the Google Drive, "Hive")

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)**

- Discuss and feedback from PLC leaders
- Data from beginning and end of year assessment in Reading and Math, to provide evidence of growth. (EOG and EVAAS data)

**S**

**Study – Analysis of data after implementing an approach**

**At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:**

**1. What worked and how do you know?**

Grade Level PLCs have met weekly to discuss lesson planning, student needs, and instructional practices. This is evidenced by agendas and minutes from grade level teams. The instructional coach also attends most meetings for assistance.

A common template was created and teachers met, took minutes, and posted to the Google Drive.

**1. What didn't work and how do you know?**

Not all grade level teams are consistently collecting, discussing, and acting on student formative data.

They are not consistently sharing lesson plans and instructional strategies that target specific standards across the group.

Based on PLC agendas and meeting notes, some discussion time is spent on non-instructional topics such as field trips, support

**3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? \_\_\_Yes XNo**

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	staff services, after school clubs, and organizational processes. When teams do include instructional items such as Personal Education Plans, there are few detailed notes to serve as evidence that specific students, needs, strategies, or learning goals were discussed.	
<b>Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select "check" to check the box)?</b>		
<input type="checkbox"/> Target goal has been met and is changed to a new target goal. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.		<input checked="" type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</b>			
4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.				
<ul style="list-style-type: none"> <li>● Analysis of formative assessment data from key assessments, and strategic interventions implemented</li> <li>● Charting new pathways for school-wide collaboration for arts integration</li> </ul>				
<b>Step #</b> Cycle 2 List the specific steps your team will complete during the second cycle.	<b>Person(s)</b> responsible for completion of the step.	<b>Measure/Indicator</b> (How will you know if the step is completed correctly?)	<b>Start Date</b>	<b>End Date</b>
1. Instructional Coach will work with grade level chairs to plan for targeted discussion in grade level meetings. Discussion and planning will be focused on data collection and	Instructional Coach  Grade Level Chairs  Teachers	Completed PLC discussion guides/templates will show evidence of rich, student-centered discussion.	08/28/17	06/15/18

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use, targeted instructional practices, and student needs. Protocols will be established for use of a common PLC template. Minutes will be reviewed by the administrative team on a bi-weekly basis and feedback will be provided to the team via Google Doc notes.	Admin team	The production of common assessments across grade levels will be evidence of common planning.		
2. Teachers will plan for differentiated instruction based on individual student needs. This will include instructional approaches and choices in materials based on learning targets.	Instructional Coach  Administration (tracking)	At minimum, teachers will be required to show evidence of differentiated instructional practices and approaches in their lesson plans through use of student groupings and listing of instructional materials. Teachers will also work to develop data tracking procedures and be available to show evidence of this in post conferences and parent/teacher meetings.	08/28/17	06/15/18
3. Avenues for collaboration will be established to support ongoing arts integration. This will include: common planning time for specials and classroom teachers to meet, and Google Drive shared documents. Specials teachers will co-plan with classroom teachers to provide arts integrated lesson planning in both settings.	Classroom Teachers  Specials Teachers  Instructional Coach	Lesson plan or unit templates completed through the partnership of classroom and specials teachers.  Specials teachers will attend, at minimum, one grade level meeting per month.  A+ lesson plans will be collected and archived in a shared Google Drive folder for instructional review and sharing.	08/28/17	06/15/18

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4. Focus teams will initiate and direct necessary actions for school improvement, based on goals defined within the School Improvement Plan. This may include providing resources for staff, gathering and/or monitoring data, and recommending school-wide initiatives.	Focus teams  School admin	Focus team and School Improvement Team agendas and minutes	08/28/17	06/15/18
5. A remediation plan will be produced after each of the three benchmark tests, by each grade level (2-5). These plans will include specific steps that teachers will take in response to standards specific results.	Grade level teams  School Administration	Plans will be turned in to school administration and posted in the google drive for review. Follow up meetings with the instructional coach will provide suggestions and targeted plans for providing individualized instruction for these students by standard skill.	08/28/17	06/15/18
6. Progress Monitoring data in Reading 3-D will be tracked and teachers will respond to data with targeted small group instruction based on the specific reading skills that are identified.	K-3 Teachers  Instructional Coach (monitoring)	Evidence of progress monitoring to be tracked in the mClass Reading 3-d program. Lesson plans will be created and shared with specific student groupings and targeted activities.	08/28/17	06/15/18
7. A common online space (using Facebook or Google) will be created for A+ celebrations, support, shared ideas, and ongoing professional development.	Principal	Staff postings of relevant content to support arts integration	08/28/17	06/15/18
8. The CASE21 "item bank" program will be piloted by grades 4-5 for use in developing quality formative assessments.	Grades 4-5 Teachers	Common formative assessments created and referenced in PLC notes	08/28/17	06/15/18

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9. To prepare for active engagement in the Tier Team process, teachers will utilize a common data collection template.	K-5 Teachers	Data collection templates included in students' "Tier Team folders"	08/28/17	06/15/18
<b>Implementation Plan Quality Check:</b>				
<b>What resources/budget needs do you have for cycle 2? n/a</b>  <b>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?</b>  <b>If funding is not available, list the steps from the implementation plan that will address the funding gap.</b>				
<b>What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?</b>				
Professional development in the area of research based interventions will be provided to teachers during the 2017-18 school year over the course of 2 faculty meetings. Sessions to be planned and given by instructional coach and MTSS/Tier Team.				
<b>Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions</b>				
<b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b> -co-planning templates for arts integration -online postings to share and collaborate for arts integration -common formative assessments evident in grades 4-5 PLC notes -post-CASE21 benchmark data analysis form posted on Drive by grades 2-5 PLC teams -Tier Team data collection forms added to student data folders -Focus Teams and PLC meeting agendas and minutes posted in shared drive -Observational evidence of guided reading and math groups	<b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</b> -inconsistent use of templates, or failure to post detailed notes from each PLC meeting -inconsistent use of CASE21 test item bank to create formative assessments -inconsistent execution of guided math and guided reading approaches		<b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</b> -formative assessment data (Mclass, Benchmark, CASE21) -content and quality of templates and notes posted	

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<b>School Name:</b> Brevard Elementary School	<b>Year:</b> 2016- 2018	<b>Principal:</b> April Gaydosh	<b>SIT Chair:</b> Courtney Hagenau
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P	PLAN: Identify the gap and the approach
<p><b>Overall SMART Goal (Two year projection):</b></p> <p>By June 2018, at least 90% of BES students will feel safe and be equipped to resolve social and emotional challenges, with support from school staff, families, and community resources.</p>	
<p><b>Data Analysis. Answer the question below using any data and/or information you have about your performance.</b></p>	
<p>In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please attach it.)</p> <p>Based on preliminary student achievement data released during the summer, Transylvania County Schools ranked 13th out of 115 school districts in North Carolina in 2015-2016, up from 16th the previous year.</p> <p>However, the Public School Forum of North Carolina's Center for Afterschool Programs (NC CAP)'s 2016 <i>Roadmap of Need</i> shows a surprising context for students' testing success. The <i>Roadmap</i> ranks Transylvania County as: <b>(Attachment 9)</b></p> <ul style="list-style-type: none"> <li>35th in Health, based on factors including teen pregnancy, obesity, child fatalities, and food insecurity</li> <li>32nd in Youth Behavior/Safety, based on juvenile delinquency/detention, suspensions, children in custody of the Department of Social Services, and child abuse &amp; neglect</li> <li>26th in Education, when graduation rates and other testing measures including the ACT are added</li> <li>24th in Economic Development, based on median household income, childhood poverty, adults with college degrees, single parent households, and unemployment</li> </ul> <p>Transylvania County Students are more successful on academic testing than might otherwise be expected, but the Brevard Elementary School staff is aware that their students face physical, social, and economic need.</p> <p>The School Improvement Team's spring survey of Brevard Elementary students shows that a large majority of K-5 students feel safe at school and cared for by school staff. <b>(Attachment 10)</b> Students' perceptions of how their peers treat them, however, is mixed, indicating that Brevard Elementary school should continue its efforts to consistently implement Positive Behavior Interventions and Supports with increased fidelity.</p> <p>When the ASCD <i>School Improvement Tool Survey</i> asked whether "Each student is actively engaged in learning and is connected to the school and broader community," teachers responses show that they perceive more student need for engagement and community connection. The following were potential areas for focus and growth:</p> <ul style="list-style-type: none"> <li>"Each student enters school healthy and learns about and practices a healthy lifestyle"</li> <li>"Each student learns in an environment that is physically and emotionally safe for students and adults."</li> </ul>	

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Similarly, North Carolina Department of Education's *Comprehensive Needs Assessment Rubric* shows that faculty have a mixed perception of Community Engagement in the school. While some faculty see that the school has well established or "embedded" programming to build and sustain community engagement, this is considered "emerging".

The ASCD survey results suggest kinds of community engagement Brevard Elementary School should prioritize in its programming to better meet students' needs:

- School Climate & Culture: "Students entering school feel safe, engaged, and connected and see school as a place where they can learn and contribute to the world around them. They receive coordinated and continuous support to strengthen their social and emotional skills and enhance positive character traits."
- Family and Community Engagement: "Families, community members and organizations, and educators collaborate on shared decisions, actions, and outcomes for children."
- Nutrition Environment & Services: "[The school] provides access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. It offers students a learning laboratory for classroom nutrition and health education, and it serves as a resource for linkages with nutrition-related community services."
- Physical Environment: "A healthy and safe school environment includes the physical and aesthetic surroundings ... [including] the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting."

### Data Analysis. Answer the data analysis questions.

#### 1. What is contributing to your success in this area and how do you know?

Brevard Elementary has improved classroom learning climates by systematically teaching school-wide positive behaviors. The school has a motto of "Earning Their Stripes" increasing the focus on positive expectations. The school has also implemented universal systems for hallway, cafeteria, and playground behavior. In addition there are school-wide procedures for voice levels in areas of the building (levels 0-3).

The following have been put in place from Fall 2015 to present:

#### 1. What opportunities for improvement do you notice?

Brevard Elementary can improve communication with families about what services and resources are available, and how these can be accessed.

There can be stronger connections between school and family through continuing to build on online presence (via social media/website) and association with community partnerships/events.

As a school, the Whole Child focus team that now is responsible PBIS planning and fidelity checks can build a stronger infrastructure for

#### 3. What seems to be the root cause of the problem and how do you know?

Multiple factors impact the holistic health and safety of each individual. Some students have distinct needs resulting from family socioeconomic status, health history, history of trauma, or lack of social-emotional education. Brevard Elementary School should continue to pursue more flexible ways to reach out to families for partnering and to support.

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<ul style="list-style-type: none"> <li>● <b>School mascot BeeZ.</b> The bee mascot costume was purchased in the summer of 2015 and the mascot's name was selected from a student contest. BeeZ appears at many school events, gives hugs in the hallways when he visits, and participates with students in community events such as the Christmas parade and White Squirrel Festival.</li> <li>● <b>Bee-themed names.</b> Collaborative/shared electronic resources are located in the "Beehive" on Google Drive, and the teacher workroom is called The Hive. Bee imagery and word-play have been incorporated into rotating and permanent displays created by committees or students.</li> <li>● <b>Consistent logos on new outdoor signage and all official correspondence, webpages, posters, etc.,</b> The Brevard Elementary bee logo was commissioned and is reproducible through the purchasing of its copyright.</li> <li>● <b>Playground improvements:</b> In Fall 2015 work was completed for 2 picnic shelters on the K-1st grade playground, the existing mural on the 2nd-5th grade playground was expanded and updated in the summer of 2016, and new shredded wood playground mulch replaced ground-tire mulch in the Fall of 2016.</li> </ul>	<p>implementation of our current systems for Positive Behavior Intervention System (PBIS) practices school-wide.</p> <p>Grade levels will work to continue developing and monitor expectations for playground and bathroom procedures to ensure that those are safe spaces.</p> <p>Brevard Elementary can continue to strengthen the relationship between student discipline and behavior support. There are opportunities to improve the process for student referrals and tracking in an effort to provide more effective follow up interventions from administrators and school counselors.</p>	
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### Target SMART Goal (One year projection):

- a. For each of the school-wide events in the 2017 calendar year, families will have convenient access to a resource table, staffed by BES staff.
- b. Throughout the 2017 calendar year, staff will consistently implement PBIS "priority strategies" as determined by the Whole Child Focus Team.
- c. Throughout the 2017 calendar year, an administrative process will be in place for students who are identified with discipline in the office to be tracked for post incident interventions, communication with home, and follow up interventions.

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**What will you do during cycle 1 to address the root cause identified in #3(Identify key approach or strategy you will implement during cycle 1 to move toward achieving your target goal.)?**

- a. Develop materials to offer families when they visit the resource table at school-wide events.
- b. Invite community partners to staff title one events to share resources.
- c. Communicate PBIS “priority strategies” to all staff, and offer regular accountability for implementation.
- d. Front office administration, along with counselors, will establish a system and track students for discipline and interventions.

<b>D</b>					
<b>DO: Develop and Implement Deployment Plan</b>					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Establish a schedule for setup and staffing of the resource table for the remainder of school-wide events.	Whole Child Focus Team and Family/Community Partnerships Focus Team	Resource table will be set up at all events.	1/1/17	12/1/17
2.	Materials offered at the resource table will be accessible in language, format, and type of information provided.	Whole Child Focus Team, in collaboration with school support services staff, community organizations, and Family/Community Partnerships Focus Team	Materials offered at resource table will be appropriate to meet family needs.  Family survey data may be gathered in collaboration with Family/Community Partnerships Focus Team.	1/1/17	12/1/17
3.	PBIS “priority strategies” will be determined, and an appropriate measure of accountability set in place and implemented.	Whole Child Focus Team and administration	PBIS priority strategies and expectations clearly communicated to staff, and evidence of accountability measure is available.	1/1/17	12/1/17
4	Establish a process for administrators and counselors to intervene with students	Administration and School Counselors	Creation of the google form and implementation/use.	1/1/17	12/1/17

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	who have been brought to the office for discipline.				
<b>Implementation Plan Quality Check:</b>					
<p>What resources/budget needs do you have for the first cycle?</p> <ul style="list-style-type: none"> <li>Title 1 funding for school-wide events; Academic support resources/tools for families to use at home</li> <li>Professional development resources to respond to needs expressed by school staff</li> </ul> <p>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? Title 1 budget for instructional resources and outlined professional development needs.</p> <p>If funding is not available, identify the steps from the implementation plan that will address the funding gap. No funding issues are expected, but there are possibilities to work with community partnerships with established resources.</p>					
<p><b>What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?</b></p> <p>Professional Development will be offered in the form of information and best practices for implementation of PBIS, given during monthly grade level meetings.</p>					
<b>Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:</b>					
<p><b>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</b></p> <ul style="list-style-type: none"> <li>Schedule for staffing of resource table</li> <li>Table is visible at each school event, with helpful materials provided to families.</li> <li>Accountability measure indicates successful implementation of PBIS priority strategies.</li> </ul>		<p><b>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</b></p> <ul style="list-style-type: none"> <li>Inconsistencies in Informal survey data from families regarding effectiveness of the resource table</li> <li>Potential for a negative result from accountability measures of PBIS practices being implemented</li> <li>Inconsistencies in use of a discipline/intervention system</li> </ul>		<p><b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b></p> <ul style="list-style-type: none"> <li>Data indicating how school services are being tapped into by students and families</li> <li>Number of office behavior referrals</li> <li>Student surveys to measure holistic health and safety</li> <li>Informal feedback from families about the level of support offered</li> </ul>	

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<h1 style="font-size: 2em; margin: 0;">S</h1>	<h2 style="margin: 0;">Study – Analysis of data after implementing an approach</h2>	
<b>At the end of cycle 1, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:</b>		
<p><b>1. What worked and how do you know?</b></p> <p>A student survey was produced and given in the Spring of 2017.</p> <p>PBIS “priority strategies” have been developed and implemented school-wide. The Whole Child focus team agenda and meeting notes indicate successful monitoring of systemic practices, including positive rewards and office referral procedures. Further, there is ongoing discussion regarding integration of our “A+ Pledge” into student behavior reflection sheets to be used school-wide.</p> <p>An ESL teacher has been available for translation needs at all title one events in the 2016-17 school year. All but two events included a resource table from El Centro</p>	<p><b>2. What didn’t work and how do you know?</b></p> <p>A parent resource table and staffing for the table have not yet been implemented. While the Whole Child/Community Partnerships Focus Team did conduct a parent survey, the team has not yet analyzed and responded to data in determining resources needed.</p>	<p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes <u>X</u>No</b></p>
<b>Reflect on the answers in box 1 and 2 above for cycle 1 and check which option best describes what you will do in your plan for cycle 2 (double click the box and select “check” to check the box)?</b>		
<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>		<p><input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn’t work as identified in #2 above.</p> <p>X Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>

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<b>A</b>	<b>Act – Revise or continue with implementation plan based on data analysis.</b>			
4. What is your focus for cycle 2 (Identify key approach or strategy)? Strengthening a positive school culture through consistent, clear communication of behavior expectations and discipline protocol.				
<b>Step #</b> Cycle 2 List the specific steps your team will complete during the second cycle.	<b>Person(s)</b> responsible for completion of the step.	<b>Measure/Indicator</b> (How will you know if the step is completed correctly?)	<b>Start Date</b>	<b>End Date</b>
From the student survey data in Spring 2017, it was determined that increased supervision is needed during bathroom breaks and recess. Procedures for bathroom and recess times will be established monitored.	PBIS/Whole Child Focus Team  Teachers  School admin (tracking)		08/28/17	06/15/18
1. PBIS strategies will be redefined by the appropriate Focus Team, and communicated clearly to the staff for implementation. This will include a revised discipline referral protocol, (aligned to the daily school pledge) as well as protocol for individual student consequences for negative behavior choices.	Whole Child Focus Team  School admin	Document for staff use created, including procedures for disciplinary action, and “priority strategies” for staff to support consistently.	08/28/17	06/15/18
2. A quarterly flyer and/or email will be sent to families, sharing available school and community resources.	School counselor	Quarterly flyer and/or email. to families	08/28/17	6/15/18
3. Positive behavior expectations and identity/motivational phrases will be posted visibly in key school locations, to improve the overall school culture of confidence, consideration for others, and pride in our school.	School Improvement Team	Creation of a simplified, positive, student-friendly, and engaging poster summarizing our beliefs and expectations, to be posted in school hallways/classrooms.	08/28/17	6/15/18
<b>Implementation Plan Quality Check:</b>				
<b>What resources/budget needs do you have for cycle 2?</b> Funds for banners and posters for school hallway display <b>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?</b>				

# School Improvement Plan

## A Continuous Improvement Strategic Plan

**If funding is not available, list the steps from the implementation plan that will address the funding gap.**

N/A

**What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?**

-Review of updated PBIS standards for school staff and students

**Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions**

**A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)**

-Revised PBIS protocol document for staff  
 -Quarterly flyer and/or email for families  
 -school culture/beliefs/expectations banners and posters visible in key locations throughout the school

**B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)**

-observation of teachers not adhering to discipline or referral protocol  
 -family resource flyer sent less frequently than quarterly

**C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)**

-number of discipline referrals  
 -number of counselor referrals  
 -end of year student survey

# School Improvement Plan

## A Continuous Improvement Strategic Plan

### Attachment 1: ASCD School Improvement Tool Survey, conducted 2016

<https://drive.google.com/file/d/0BxR6Ysgl3u81MzNoU3FBZTd0Zmk0WTlZZ2hjMUNfTFV4U1I3/view?usp=sharing>

### Attachment 2: BES EOG Reading and Math performance history, by cohort

[https://drive.google.com/file/d/1RIZv9K0AegtVafR6dtr8IQ0xIMuYvgQYWK0iBj\\_d3rNA9hhIWY6e4k2wAinxCmJy64pggecYYs1kjoMh/view?usp=sharing](https://drive.google.com/file/d/1RIZv9K0AegtVafR6dtr8IQ0xIMuYvgQYWK0iBj_d3rNA9hhIWY6e4k2wAinxCmJy64pggecYYs1kjoMh/view?usp=sharing)

### Attachment 3: Brevard Elementary School End-of-Grade testing data, summarized in two slides

[https://drive.google.com/open?id=1eYxFDmolw4a\\_93WqthV5QQFEFufHLxjWu5uFyDGIxcWojTtS8IQKqrCmEp8IB6sWoezcsul\\_pKrqOwa](https://drive.google.com/open?id=1eYxFDmolw4a_93WqthV5QQFEFufHLxjWu5uFyDGIxcWojTtS8IQKqrCmEp8IB6sWoezcsul_pKrqOwa)

### Attachment 4: SIT Student Survey, reading & homework responses (conducted 2016)

[https://drive.google.com/file/d/1oP6M3OCSILwqVMVTqyvnpzn93cnyEOWb9TdeLqYOXMT-ePYiM2hrbdlyo6-gbyEffT7fQ7Lyo\\_z6bhZL/view?usp=sharing](https://drive.google.com/file/d/1oP6M3OCSILwqVMVTqyvnpzn93cnyEOWb9TdeLqYOXMT-ePYiM2hrbdlyo6-gbyEffT7fQ7Lyo_z6bhZL/view?usp=sharing)

### Attachment 5: BES 2016-17 End of Year Reading 3D Reading Comprehension

<https://drive.google.com/file/d/11UijzRjRq1UT6YnAeucyclf0b33Rk8GZOUWHnbE73uVs2rulNoNz20lqoFPC7rZ9xBllSizrwNfoLxm3/view?usp=sharing>

### Attachment 6: NC Teacher Working Conditions Survey, conducted 2016

<https://ncteachingconditions.org/results/report/429/135170>

### Attachment 7: 2016 Comprehensive Needs Assessment (CNA) Rubric: BES Results

<https://docs.google.com/document/d/1r2JyvpDGKWllpQbuq6E6-MkKau9bXR-L9O4sQFSsJMo/edit?usp=sharing>

- NCDPI Comprehensive Needs Assessment materials, July 2015  
<http://www.ncpublicschools.org/docs/schooltransformation/assessments/training/school-rubric.pdf>

### Attachment 8: School Improvement Team subcommittees: Focus Teams

[https://drive.google.com/file/d/1sy9c9w6094HkVDhJHFmkjoGYgWp5o7iBQhorKMjnYl8j7M7JHjXpUdGCYAm3GT8UUCL3Qyrto\\_sN\\_vgVA/view?usp=sharing](https://drive.google.com/file/d/1sy9c9w6094HkVDhJHFmkjoGYgWp5o7iBQhorKMjnYl8j7M7JHjXpUdGCYAm3GT8UUCL3Qyrto_sN_vgVA/view?usp=sharing)

### Attachment 9: NC CAP 2016 Roadmap of Need, summary

[https://drive.google.com/file/d/1HmpXPdBqW9sJmK8HFILtsP07MyR2urFqoiidKp-6-L4JHzz21r\\_QvFTWXWm9JeAd2BHp-vAUqSFzO3xa/view?usp=sharing](https://drive.google.com/file/d/1HmpXPdBqW9sJmK8HFILtsP07MyR2urFqoiidKp-6-L4JHzz21r_QvFTWXWm9JeAd2BHp-vAUqSFzO3xa/view?usp=sharing)

### Attachment 10: BES SIT Student Survey, perceptions of safety (conducted 2016)

[https://drive.google.com/file/d/116jWf1Bc7cAz42OJbKOUfeErKfNT2NIRA8lwsC-aT4XR6n\\_egyCNkbNbbnAHMOQAXttVM5PodcD9lpDc/view?usp=sharing](https://drive.google.com/file/d/116jWf1Bc7cAz42OJbKOUfeErKfNT2NIRA8lwsC-aT4XR6n_egyCNkbNbbnAHMOQAXttVM5PodcD9lpDc/view?usp=sharing)

# School Improvement Plan

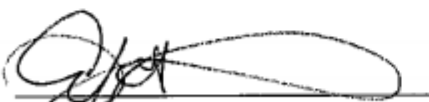
## A Continuous Improvement Strategic Plan

### School Improvement Plan Assurances Sheet

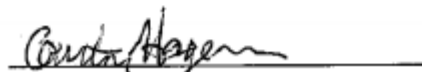
School: Brevard Elementary School

Please complete the following assurance items, sign, date, and attach to the School Improvement Plan for your school.

V		Requirement
✓	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27.
✓	2	The members of the School Improvement Team and their position titled are included with this plan.
✓	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way.
✓	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan.
✓	5	Instructional objectives address growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy.
✓	6	Professional development has been included in this plan
✓	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
n/a	8	Waivers have been included in this plan (if applicable, see Gibbs).
✓	9	Financial flexibility and budget information have been included in this plan.
✓	10	<p>All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on <u>12/8/16</u>. (Date)</p> <p>The results of the vote were as follows:</p> <p style="text-align: center;"><u>33</u> For      <u>1</u> Against      <u>     </u> Abstain</p>
✓		For Title I Schools Only (Elementary)
✓		This plan reflects the requirements for Title I School-wide Schools

  
Signature of the Principal

12/8/16  
Date

  
Signature of School Improvement Team Chairperson(s)

12/8/16  
Date

# **School Improvement Plan**

## **A Continuous Improvement Strategic Plan**

### **Year 2 Update Addendum Information**

#### **School Professional Development Plan (2017-2018):**

##### **A+ Arts Integration**

###### July 17-21:

We are in our implementation year of the NCDPI/Arts Council A+ arts integration program. Teachers participated in a week long professional development in the summer of 2017 in Raleigh with all content driven toward basic arts exposure and best practices for integrating the arts into math, english language arts, and science. The 5 teachers who could not attend this session, participated in an alternate professional learning day in Raleigh on October 18th. We had 100% participation by teachers/staff with both of these sessions.

###### Early Release/Full Day:

Sept 20th: (½ day) Technology training - MobyMax 2-5/ Power School Pro K-2/EC Goal Writing

Oct.18th: (½ day) Curriculum Mapping- 2nd quarter (Arts/Tech Integration)

Oct.27th: (½ day AM) Music/Instruments in the Classroom Best Practices- Sarah Moser  
Gallery Walk- Use of Interactive Gallery- Nancy Frady

Jan.16th: (full day) on site PD- provided by A+ Schools

This training will consist of A+ arts integration hands-on sessions provided by fellows from around North Carolina.

March 7th: (½ day) Curriculum Mapping- 3rd/4th quarters (Arts/Tech Integration)

March 23rd: (full day) on site PD- provided by A+ Schools

This training will consist of A+ arts integration hands-on sessions provided by fellows from around North Carolina.

May 2nd: (½ day) EOY prep sessions (remediation/enrichment planning)

In addition to scheduled professional development, teachers are involved in ongoing professional development and support through coaching with instructional strategies, data best practices, and technology integration. This is provided by our Instructional Coach, Instructional Technology Facilitator, and AIG teacher in weekly PLC meetings and scheduled one-on-one sessions.

##### **School Assessment Activities:**

- All 3rd grade students are required to participate in the Beginning of Grade Reading Test. BES students will take the assessment on September 13, 2017. This is an online assessment.
- All students in 3rd-5th grades will take the End of Grade test in Reading and Math. Students in 5th grade will also take the EOG in Science. All BES students will take these tests online using chromebooks. The testing window is during the last 10 days of the school year.
- mClass and DIBELS Reading Assessments are administered three times per year to all students in grades K-3 and to students in 4th and 5th grades who have not demonstrated proficiency in reading. Progress monitoring will be done between benchmarking based on data using a systematic approach. Tier plans reflect the level of support being provided for students.
- Te21 Benchmarks will be administered to all students in grades 2-5 in both reading and math in the fall and again in the spring. (Fall window is October 30-November 9 and spring is TBD). These assessments will be given online using chromebooks.

## **School Improvement Plan**

### **A Continuous Improvement Strategic Plan**

- Teachers in grades K-2 are learning best practices in developing formative assessments to inform standards based grading requirements. Training will be provided throughout the year to learn best practices with the instructional coach and teachers will begin to utilize PowerTeacher Pro to catalogue ongoing assessment data.
- Grade level teams will work with the Instructional Coach to review assessment data and develop/adjust instructional plans after each testing window (BOY, MOY, and EOY). Personalized Education Plans will also be reviewed and shared with the instructional coach throughout the instructional cycle to help with fidelity in tier referrals and student growth.

#### **School Homework Plan/Philosophy:**

BES teachers will follow and implement the District Policy 3135-R regarding homework. Homework will be assigned as needed to students as practice in order to reinforce concepts, content, or skills that have already been introduced or taught. All teachers were provided with information and training regarding these guidelines during the opening day staff meeting.

# School Improvement Plan

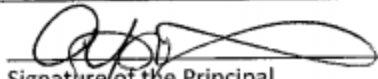
## A Continuous Improvement Strategic Plan

### Transylvania County Schools School Improvement Plan Assurances Year 2 Update (2017-2018 School Year)


School: Brevard Elementary School

Please complete the following assurance items, sign, date, and attach to the updated School Improvement Plan for your school.

✓		Requirement
✓	1	The SIP meets all of the requirements set forth in <u>North Carolina General Statute 115C-105.27</u> and <u>BOE Policy 3430</u>
✓	2	Current members of the School Improvement Team and their position titled are included with this plan (note changes or updates from original membership from 2016-17).
✓	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way. An evaluation of progress is evidenced.
✓	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan. An evaluation of progress is evidenced.
✓	5	Instructional objectives address student growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy. An evaluation of progress is evidenced.
✓	6	Professional development information has been included in this plan.
✓	7	Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
	8	<del>Waivers have been included in this plan (if applicable, see Gibbs).</del>
✓	9	SIT and/or other Teacher Leaders have had meaningful consultation in developing the school's budget. Financial flexibility and budget information have been included in this SIP, if necessary based on goals.
✓	10	<i>No vote is required as this is year 2 of an approved plan. However, a presentation to SIT as well as the school's staff to provide an update on the plan's progress must be held.</i> Indicate date(s) of presentation to SIT: <u>10/9/2017</u> Indicate date(s) of presentation to school staff: <u>12/4/2017</u>
		For Title I Schools Only (Elementary)
✓		This plan supports the requirements for Title I School-wide Schools

  
Signature of the Principal

12/1/2017  
Date

  
Signature of School Improvement Team Chairperson(s)

12/4/17  
Date