

Transylvania County Schools
Mid-Point School Improvement Plan Review
Fall 2015

Brevard Elementary School
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Executive Summary

Description of the School

Brevard Elementary is a Title One school with a grade range of kindergarten to fifth grade. The student population is approximately 524 students, 43 teachers, and 33 classified employees.

Mission, Vision, and Purpose

Mission Statement: Brevard Elementary School will be a model for educational excellence. It will provide an environment where citizenship and a lifelong love of learning are established.

Vision: Through the collaboration of high quality professionals, Brevard Elementary School will be a joyful learning community for all students and stakeholders.

Brevard Elementary School Belief Statements

- Children achieve more when parents, teachers, and children all share the responsibility of educating them.
- 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.

Notable Achievements and Areas for Improvement

Based on EVAAS data, in school year **2013-2014**, students at all grades, third through fifth, met or exceeded expected growth on all End of Grade tests. In grades, K-2, the achievement level on the Reading 3D TRC assessment was higher than the state average. In kindergarten, students made expected growth and in grades 1 and 2, students exceeded expected growth. All teachers achieved Expected Growth or Exceeded Expected Growth. The Annual Measurable Objectives data indicates that we have met twenty-four of twenty-five targets.

Based on EVAAS data, in school year **2014-2015**, students at all grades, third through fifth, did not meet expected growth on End of Grade tests. This is an area for improvement, and one that will be addressed with strategies under Goal #1 of our School Improvement Plan. In grades, K-2, all students made expected growth on the Reading 3D TRC assessments. All teachers K-3 achieved Expected Growth or Exceeded Expected Growth. In grades 4 and 5 we had teachers that did not meet expected growth. This is an area for improvement, and one that will be addressed with strategies under Goal #1 and #2.

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Additional Information

At Brevard Elementary, our overall achievement score for the 2014-15 school year was a 63. Based on data in EVAAS, in school year 2014-15, overall, our students did not meet expected growth. As a school we understand that this is an opportunity for improvement and, as a staff, are committed to targeting those academic areas. Each of our goals and subsequent improvement strategies are aligned to these areas toward that purpose.

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Goal Performance and Data Analysis

District Strategic Plan Goal: 1

Every Transylvania County Schools student has a personalized education, graduating from high school prepared for work, higher education, and citizenship.

School Goal:

Every Brevard Elementary School student has a personalized education in preparation for graduating from high school prepared for work, higher education, and citizenship.

What data is needed to complete a review of the goal?

- Personalized Education Plans created through our Tier Team (agenda, minutes, documentation)
- Small group instructional plans
- Evidence of differentiated instruction based on lesson plans/assessments
- Reading 3D data meetings (agenda, progress monitoring, data tracking)
- Benchmark assessment data
- SAS school reporting individual student data projections
- walkthrough/observation data

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement)

-OR-

Is the goal in-progress or not yet addressed:

If in progress, note status:

We did not meet our expected growth for the 2014-15 school year, therefore this goal is in progress.

How are we doing over time (trend)?

We are making progress in working toward this goal.

All grade levels have 90 minute ELA blocks built into their schedules, with guided reading being the expectation for at least 60 minutes. Every grade level has a 30 minute Intervention and Enrichment block included in their daily schedule. This time is used to target individual education plan goals for interventions and enrichment. Teacher assistant schedules are split so that each upper grade classroom has assistance during their English Language Arts block to pull small groups.

All grade levels are participating in quarterly benchmarks, aligned to common core standards, and intended to mimic end of grade testing. Data is analyzed during an extended PLC session following each benchmark window, and 3rd-5th grade level participate in a 2-day targeted remediation/enrichment, where students are specifically targeted based on their needs. Lesson plans are now shared with the entire school through use of The Hive (Google Drive) to encourage planning and collaboration.

How are we doing compared to the district/like schools (comparison)?

Based on 2014-15 School Report Card data, our percentage of students who are performing at or above grade level in ELA and Math (level 3) is above both district and state averages. We are below the district and state average (level 3) in 5th grade Science, which is an area of focus for us.

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1. What are the celebrations and the data to support them?

Celebrations include minutes from Data meetings and an increased focus on data and goal setting. Data is collected from Reading 3D and quarterly benchmark data. Benchmark data is collected and disaggregated by standard, later used for remediation and small group instruction. The school has grown in collaboration with El Centro, Rise and Shine, Boys and Girls Club, and the Augustine Literacy project on consistency and effectiveness in instructional support and communication.

2. What are the opportunities for improvement and the data to support them?

There are opportunities for improvement in the areas of collaboration and differentiated instruction. Our EVAAS reports indicate that our students, on average, did not meet expected growth.

3. What other data do we need?

No new data is needed at this time, however our administrative team is working with teachers on developing professional development and dedicated time to discuss individual teacher EVAAS data and how to dissect student reports/projections. Using this data for teacher and student goals setting will be a focus for the 2015-16 school year.

4. What are our next steps as indicated by the data?

Next steps are further implementation and fidelity checks with small group instruction (Guided Reading and Guided Math groups), Reading 3D progress monitoring, and lesson plan curriculum alignment.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?

The instructional coach will be facilitating organized walkthroughs with teachers, targeting differentiated instructional practices. The school's Tier Team has re-organized their structure to encourage greater collaboration and understanding between the team and grade level teachers.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them.

In the summer of 2015, the School Improvement Team formed committees, aligned to the goals for the School Improvement Plan. These committees and their corresponding activities are directly aligned to our goals. A School Improvement team member also sits as a representative on those committees and reports back to the School Improvement team on progress. Similarly, one of our parent representatives, attends OPT (Organization of Parents and Teachers) meetings and reports back and forth as a SIT representative.

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Goal Performance and Data Analysis

District Strategic Plan Goal: 2

Every Transylvania County Schools student, every day, has excellent educators.

School Goal:

At Brevard Elementary School, professional development will support excellent educators every day.

What data is needed to complete a review of the goal?

- Professional Development Logs
- Teacher Evaluation Conferences
- Walkthrough Data
- PLC/Data team agenda/notes
- Committee membership

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement)

-OR-

Is the goal in-progress or not yet addressed:

If in progress, note status:

This goal is currently still in progress.

How are we doing over time (trend)?

We are making significant gains in the area of school climate and professional development.

A Professional Development committee was formed in the summer of 2015. This committee created and distributed a survey to staff regarding professional needs. Those findings are being used to determine professional development for spring 2016. Teachers have also been involved in a county-wide walkthrough initiative, where along with an instructional coach, they have visited comparable classrooms in the county for the purpose of professional growth.

Leadership opportunities have been created throughout the building, encouraging teachers to lead and become more involved. All teachers currently sit on a committee aligned to School Improvement Plan goals. Collaborative professional learning communities have been formed and meet weekly.

How are we doing compared to the district (comparison)?

We are currently on pace with comparable schools in our district. Staff members participate in professional development provided at the county level, and we have seen increased interest in ownership/development of site-based development from teachers.

1. What are the celebrations and the data to support them?

The creation and participation in the 2015-16 Professional Development Survey was a celebration and accomplishment for our school. As an administrative team we were able to make Professional Development decisions and steer money toward areas where teachers feel they need to grow.

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2. What are the opportunities for improvement and the data to support them?

We have not been surveying teachers after professional development sessions. This is an area where we can grow in an effort to collect additional meaningful feedback. We will also work to incorporate Professional Development sharing in spring 2016 staff meetings. Through surveying staff strengths and weaknesses, we will have teachers sharing best practices with peers during monthly meetings.

3. What other data do we need?

Electronic post professional development surveys will be beneficial to help guide future sessions.

4. What are our next steps as indicated by the data?

Our next steps will include polling staff members on strengths and identifying those individuals that can present and monthly meetings. In addition we want to form a committee focused on Title One Nights, in an effort to academically strengthen those offerings.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?

None at this time.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them.

Feedback was obtained through the Professional Development Committee, that meets monthly, and School Improvement Team members. A survey was created and implemented, polling teachers/staff on needs and wants for professional development offerings. The administration team led conferences and discussions during grade level meetings on school-wide trends and academic concerns across grades and levels. Input and ideas for growth were collected during these meetings.

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Goal Performance and Data Analysis

District Strategic Plan Goal: 3

Every Transylvania County Schools student is healthy, safe, and responsible.

School Goal:

Brevard Elementary School will be a learning environment where students are safe, healthy, and responsible and staff work to create a positive, professional, collaborative community.

What data is needed to complete a review of the goal?

- PBIS implementation
- Discipline log/data collection
- School/Home Communication
- Celebrations/Awards
- Opportunities for Involvement/Leadership

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement)

-OR-

Is the goal in-progress or not yet addressed:

If in progress, note status:

This goal is in progress.

How are we doing over time (trend)?

We are making good progress toward this goal. In an effort to increase communication between school and home, the school is completing weekly parent phone calls/emails. A school Facebook and Twitter account were created in an effort to increase outgoing communication. Character traits of the month are communicated and students are awarded from each classroom based on positive behavior. The school resource officer leads classes upon requests and runs a DARE program for 5th grade students in spring semesters. After school and in school clubs/meetings have been implemented including: Chorus, Robotics, Lego League, Safety Patrol, Media Club, and after school tutoring.

How are we doing compared to the district (comparison)?

We are comparable to like schools in our district.

1. What are the celebrations and the data to support them?

Brevard Elementary has formed a strong relationship with the City of Brevard. Together we have formed a Walk to School program, Bike Rodeo, and grade level walking field trips through Pisgah National Forest. The school has combined our PBIS initiative with our school mascot, creating a new "Earning Your Stripes" campaign. New matrices, awards systems, and teacher/student collaborations were formed and are being implemented.

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A school song was written by the music teacher.

2. What are the opportunities for improvement and the data to support them?

An opportunity for improvement is the use of a student survey with fidelity.

3. What other data do we need?

A parent survey will be used to gauge the degree to which parents feel Brevard Elementary School is a safe learning environment. A student survey will also be used to determine perceptions on respect and fairness within the school.

4. What are our next steps as indicated by the data?

As a school we will work to find more opportunities for students to be engaged through club, tutoring, or other extracurricular activities. Informal feedback from teachers indicated that there was a need for increased communication concerning disciplinary incidents and consequences. The committee created a disciplinary referral office form and a system for sharing disciplinary data via Google sheets.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?

None at this time.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them.

Feedback was collected through use of a committee feedback form, completed by the PBIS committee. In the summer of 2015, the School Improvement Team formed committees, aligned to the goals for the School Improvement Plan. These committees and their corresponding activities are directly aligned to our goals. A School Improvement team member also sits as a representative on those committees and reports back to the School Improvement team on progress. Similarly, one of our parent representatives, attends OPT (Organization of Parents and Teachers) meetings and reports back and forth as a SIT representative.