

Transylvania County Schools
2012-2014 School Improvement Plan
Section 6 Mid-Point Report

School: Brevard Elementary

Principal: Kate Lalor

Date: December 16, 2013

Current School Improvement Team Members:

Beth Aspray, Co-Chair

Cindy Koerber, Co-Chair

Sarah Baldwin, Teacher

Scott Blankenship, Parent

Jennifer Cunniff, Teacher

Vicki Denton, Teacher

Ami Fish, Counselor

Elizabeth Gentle, Parent

Pam Granger-Gale, Teacher

Christine Hackler-Moorman, Parent

JoEllen Hamilton, Lead Teacher

Melonie Harris, Assistant Principal

Kate Lalor, Principal

Ursula Leahy, Teacher

Carol Martin, Teacher

Annette Merrill, Teacher

Michelle Ridenour, Teacher

Patti Stahl, Teacher

Debbie Thompson, Teacher Assistant

Mission and Vision

Mission Statement:

At Brevard Elementary School we are here to learn and work together.

Introduction: General Comments

Brevard Elementary is a wonderful school with approximately 515 kindergarten through fifth grade students. We are the most ethnically diverse elementary school in the county. In addition, we house the Ballyhoo Day Treatment program and the classroom for the most severely handicapped students in the county. About 69% of our students currently receive free or reduced-price lunch. We are a school-wide Title I program.

Our faculty includes 40 highly-qualified teachers, including 10 with National Board Certification. Twenty-eight per cent of our teachers hold advanced degrees. School psychologists, speech therapists, occupational therapists, and preschool Exceptional Children's service providers are also a part of our faculty. A mainstay of our instructional program is our 23 teaching assistants.

In 2011 - 2012, Brevard Elementary was designated a School of Distinction. In 2012 - 2013, was a Title One Reward School, designated as among the top ten percent of Title I schools in the state.

On October 21st, we began a long-planned construction project to move the administrative offices to the front of the school building. The office area will have windows allowing a clear view of the front parking lot. Visitors will be "buzzed in" through the front doors and all other exterior doors will remain locked.

Other new initiatives this year include new state software for managing student data (PowerSchool and PowerTeacher), faculty evaluations (N.C. Educator Evaluation System), and standards-based instructional resources (SchoolNet). Our K - 3 teachers are using a new assessment tool, Reading 3D, for measuring student growth in reading.

Our professional development opportunities this year will include training in the development of Professional Learning Communities/Teams and implementation of PLT's at Brevard Elementary. In addition, we are learning to use the new technology-based programs and participating in professional development related to strengthening instruction, particularly in the area of literacy.

Progress Report and Summary of Results

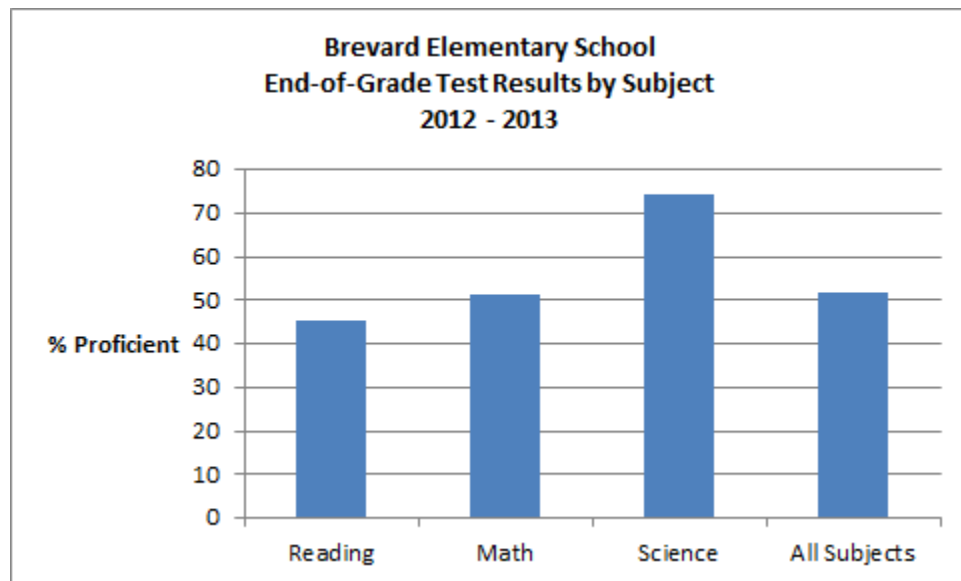
Goal 1: Globally Competitive Students

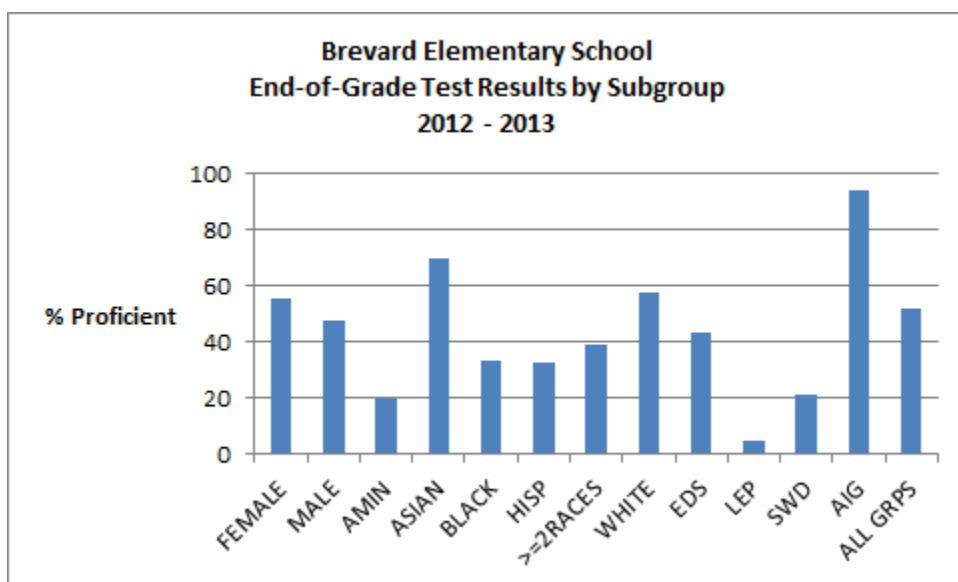
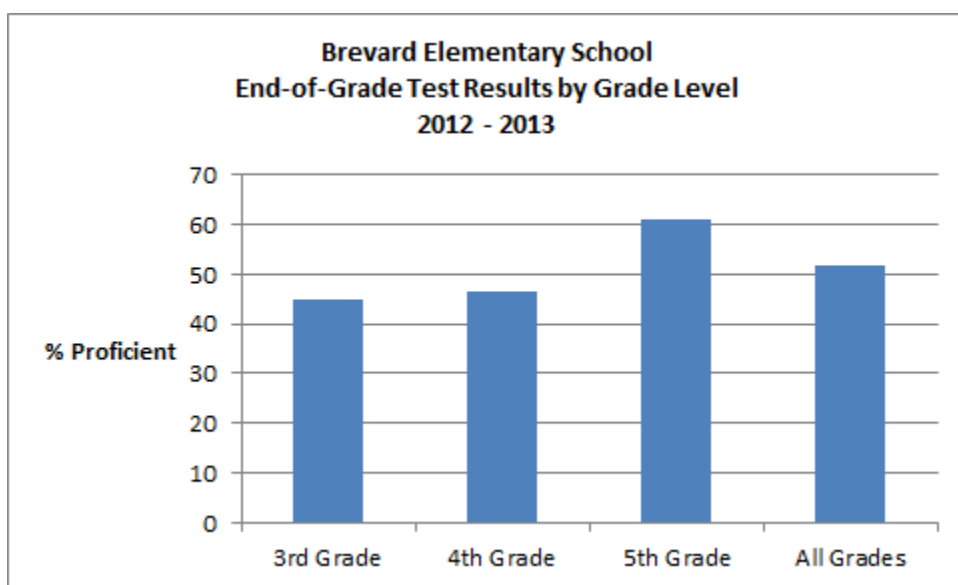
Goal: Maintain status as a reward school and increase performance composite in reading to 83% and the math composite to 89%. In addition, 80% or more of K-2 students will exceed all AIMSweb targets.

Brevard Elementary has maintained status as a Title I Reward School.

At the end of the 2012 - 2013 school year, students in grades three through five to End-of-Grade tests tied curriculum standards adopted by the State Board of Education adopted in 2010. These Common Core State Standards in English Language Arts and Mathematics and Essential Standards in Science are designed to insure that all students are on track for success in college and career when they graduate from high school.

These assessments are more rigorous and difficult than in previous years and the bar for rating grade-level proficiency has been raised. As anticipated statewide and locally, student scores are low. Brevard Elementary School met expected growth for the 2012 - 2013 school year and, in science, Brevard Elementary School exceeded the state average by 30 percentage points.





2012 - 2013 Proficiency Rates in Reading as Measured by AIMSWeb

	K	1	2	3	4	5
Letter Naming Fluency	71%					
Letter Sound Fluency	88%					
Phoneme Sound Fluency	95%					
Reading Fluency (R-CBM)		78%	78%	61%	53%	66%
Decoding (Nonsense Word Fluency)		79%				
Comprehension (MAZE)			67%	64%	60%	63%

2012 - 2013 Proficiency Rates in Math as Measured by AIMSWeb

	K	1	2	3	4	5
Math Computation		81%	72%	85%	56%	69%
Math Concepts and Applications			85%	69%	41%	36%
Missing Number Measure	86%	83%				
Quantity Discrimination	83%	84%				
Number Identification	79%	82%				
Oral Counting	85%	90%				

Additional Sources of Data:

In addition to state End-of Grade Tests and AIMSWeb assessments, Brevard Elementary uses several programs for monitoring student growth.

- Students in kindergarten through third grade are assessed at the beginning of the year and twice in each succeeding quarter in reading fluency and comprehension using Reading 3D. (Reading 3D has replaced AIMSWeb reading assessments at these grade levels.) Students whose assessments indicate they need additional support and interventions are assessed (progress monitored) more frequently.
- Students in first through fifth grades take STAR reading assessments at least three times per year.
- Students in third through fifth grades, at teacher discretion, take STAR Math assessments.
- Students in third grade take a Beginning of Grade state test in reading.

What The Data Tells Us

While this is a lot of assessing, the information we derive from these processes provides us with vital information in targeting specific areas of student need which are addressed through intervention or enrichment. Regular assessments tell us right away if the instruction we are providing is increasing student academic growth.

In addition to our commitment to preparing our students for success in college, careers, and the world, North Carolina's Read to Achieve Comprehensive K - 12 Reading Plan has created an even stronger focus on literacy instruction at Brevard Elementary School. Among the steps we have taken are:

- Protection of a 90 minute uninterrupted literacy block for all K - 5 students
- Protection of 90 minutes of math instruction at all grade levels
- Direct instruction in SRA Reading Mastery or Corrective Reading, a research-based reading program, for every student at every grade level
- Direct instruction in Connecting Math Concepts at third and fourth grade
- Exceptional Children's teachers provide reading instruction in additional research-based instructional programs including RAVE-O, Wilson Language, Letterland, and Edmark Reading.

- Student participation in First and Math and IXL online instructional resources in math
- Professional development in the use of Reading 3D as a tool for targeting instruction based on student needs
- Professional development in Math Foundations for all teachers
- Professional development in instructional methods to support quality literacy instruction, including 7 Keys to Comprehension and Guided Reading
- Continued development of expertise in the implementation of the Common Core Curriculum Standards
- Professional Development in the implementation of Read to Achieve

As the 2013 - 2014 school year progresses, we will continue to monitor student growth, look for ways to encourage parent involvement in strengthening reading skills, further develop Professional Learning Teams, and provide literacy-focused professional development.

Goal 2: 21st Century Professionals

Goal: BES staff will maintain 100% participation in high quality professional development and STF23 90% of staff will agree there are adequate opportunities for staff development in technology.

As a result of School Improvement Plan actions steps, some teachers now have Smart-Arm Technology in their classrooms and have been trained in its use. We have also begun the three to five year process of fully implementing Positive Behavioral Interventions and Supports (PBIS). Teacher Assistants participate in Lunch and Learn and quarterly meetings to develop skills and understanding of new initiatives.

During the fall semester of the 2013 - 2014 school year, teachers have received training in PowerSchool, Reading 3D, SRA Reading Mastery, and Professional Learning Communities/Teams. Our Professional Learning Teams meet at least every three weeks to address issues related to student growth.

As we fully implement the Common Core and N.C. Essential Standards, our Professional Learning Teams will work together to plan specific pacing timeframes for teaching standards at each grade level and on developing lessons and resources collaboratively. This sharing of responsibilities, resources, skills, and knowledge will produce excellent resources for teachers to use instructionally. This collaboration will also be a more efficient use of limited planning time. During December, teachers will each have a half-day sub in order to allow for grade level collaborative planning for the third quarter.

With a strong focus on literacy, our teachers and assistants will receive training in Guided Reading Instruction on November 6th and teachers will have a half-day of training in The 7 Keys to Comprehension in late November.

In making further plans for school-based professional development, we will be responsive to needs identified by on-going assessment of student growth and the needs expressed by Professional Learning Teams.

Goal 3: Healthy, Responsible Students

Goal: STF 30 Student behavior on the school bus is safe and orderly will increase from 54% to 64%.

Brevard Elementary has met and exceeded this goal with a positive response of 90% on the end-of-year survey. This has been accomplished by posting bus rules, announcing awards on The Daily Buzz for individual good behavior and posting photographs and names of those award winners in the front hall of the school. Along with the individual awards, a graph representing positive behavior on every school bus is displayed and a Bus of the Quarter Award is given. During the 2013 - 2014 school year, we will continue these steps.

Our PBIS Team will complete our school matrix and institute a universal reward system this year as we move toward full implementation of PBIS, a three to five year process which involves clear behavioral expectations for all areas within the school, as well as a universal reward system for following expectations. The Priority Three Team also plans to present PBIS Module I training to all staff by the end of the 2014 - 2015 school year.

Goal 4: Leadership

Goal: PRN30 My child's school does a good job recognizing student accomplishments will increase from 82% to 90% or higher.

At the end of the 2012 -2013 school year, 84% of parents responded positively to the item regarding recognition of student accomplishments.

We will continue to have awards assemblies at which we give awards from teachers, the school counselor, and principal. The awards are also posted in the front hall. Positive student behavior is recognized with caterpillar pieces, forming an ever-growing caterpillar, winding its way along the walls at Brevard Elementary.

Clearly, this is an area where we want to develop plans to do a better job of recognizing successes. Our Priority Four Work Group is developing plans to implement or continue the following:

- Slide shows at assemblies highlighting students' achievements
- Recognition of student birthdays on The Daily Buzz
- Creation of positive messages on the marquee at the front entrance to the school
- Ice cream parties for honor roll students at the end of each quarter
- A school newsletter highlighting achievements

Goal 5: 21st Century Systems

No current goal in SIP cycle.

Reflections and Lessons Learned

As we work to address goals in the areas of student achievement, professional development, student behavior, and student recognition, we do so at a unique moment in the history of public education in North Carolina. New initiatives, standards, and resources have arrived simultaneously. The implementation Common Core/Essential Standards will help us maintain focus on learning that prepares students to be ready for college, careers, and success in the world. The high expectations represented in new, more rigorous, re-normed state tests will also, ultimately, serve our students well. The introduction of classroom-based tools for formative and summative assessment, like Reading 3D, provide a valuable resource for differentiating instruction. All of these changes raise the bar and make additional demands on students and teachers. Together, these initiatives have the potential to create a sea change in public schooling.

Other major changes this year include PowerSchool, a brand new online tool for managing all student data. This means that teachers are learning new systems for keeping attendance and, at grades three through five, gradebooks and report cards. Ultimately, PowerSchool will allow parents to access their children's grades online. All Kindergarten through second grade teachers are using a brand new standards-based report cards. All grade levels have, or are refining, pacing guides in all subject areas. In addition, for the first time all students at Brevard Elementary are participating in SRA Reading Mastery or Corrective Reading, a research-based reading program. A new principal and assistant principal, a construction project, and Read to Achieve are also a part of the landscape at Brevard Elementary School.

As with any change there are growing pains and stress. As we couple the stress of change with the stress of higher expectations, we need to be mindful of providing appropriate support to students, families, and teachers. Thoughtful implementation of Professional Learning Teams will allow teachers to make use of their expertise to chart the course for initiatives in their classrooms. Purposeful abandonment of requirements or activities that no longer serve our needs is essential. Thinking creatively about how to best use our resources is vital. Creating opportunities for teachers to plan collaboratively will provide for sharing of knowledge and the support of a professional community.

Our successes in all areas are evidence of these necessities. Brevard Elementary's status as a Title I Reward School, meeting school-wide expected growth on End-of-Grade Tests, and significant improvements in students' behavior on school buses are examples of what committed, collaborating adults can accomplish on behalf of children. We will bring this same spirit of determination and caring to our efforts in increasing student proficiency in reading and math, strengthening our efforts in the area of student recognition, and providing professional development opportunities that best serve our teachers' needs.

Next Steps

For the remainder of the 2013 - 2014 school year, the Brevard Elementary faculty will continue to use steps in place to work to increase student achievement and growth as measured by

AIMSWeb, Reading 3D, STAR Reading and Math, and state End-of Grade Tests. We will collaborate on designing professional development opportunities to support our efforts. We will continue implementation of PBIS. We will implement changes to increase and enhance recognition of students' successes.

In the fall of 2014, the Brevard Elementary School Improvement Team will have the opportunity to create a new plan for school improvement. Our work in the area of developing Professional Learning Teams this year will be the bedrock of that effort. Our goals, driven by assessment and survey results, will be tackled by faculty members examining data, current practices, research, and resources. The power of collaborative problem-solving and decision making will allow us to move forward together, providing the best learning environment for our students.