



# **Transylvania County Schools**

School Improvement Plan  
2016-2018

Pisgah Forest Elementary School  
Tonya Treadway, Principal  
Kristi Clark, 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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### **Pisgah Forest Elementary School**

#### **Vision**

Preparing for Future Educational Success

#### **Mission**

We will work together as a community to prepare PFE students to become independent 21st century thinkers, lifelong learners, and problem solvers.

#### **School Improvement Team Membership**

Tonya Treadway, Administrator

Kristi Clark, Teacher/SIT Chair

Claire Gasperson, Teacher

Laura Hall, Teacher

Jenae Merkle, Teacher

Binky Cole, Teacher

Hannah Souther, Teacher

Whitney Gordon, Teacher

Stefanie Tomlin, Sp.Areas/Support

Emilee Ennis, Parent

Lorie Stroup, Parent

Katie Jackson, Parent

Rosemary Mahinay, Parent

Kim Brown, Parent

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### School Data and Summary Analysis

#### Strengths

All of the teachers at PFES are highly qualified and approximately 25% have earned advanced degrees or have National Board Certification. Behavior expectations are high and are reflected in our survey results and in our lack of acts of crime or violence. We are fully implementing PBIS and expect to see positive behavior trends in our school. Our school's overall district and state survey results are highly positive in most areas. Pisgah Forest Elementary has a strong core group of actively involved parents, including our ROPE (Ranger Organization of Parents and Educators) Organization and classroom volunteers. All 28 classrooms have at least one active classroom volunteer. We also are currently partnering with Brevard College to provide additional student support in the form of mentors. Many classrooms utilize community volunteers as guest classroom readers. Manna Food Bank and Sharing House support our students in the areas of Backpack Buddies food program, clothing, and other school-related needs. In addition to Brevard College, we also utilize Davidson River students who work positively with students to help build community relationships. The school has developed other partnerships over the past few years to support student needs including El Centro, Rise and Shine, and the Boys and Girls Club of Transylvania County. Our family and community involvement committee actively organizes on-campus activities to encourage parents to be involved. Our biggest draw for the community is Boonanza reading night. Other events that support parent and community involvement through Title I include open house/meet the teacher, math curriculum night, STEAM challenge, parent-university, and outdoor education.

According to the NC Teacher Working Conditions Survey, 97% of teachers feel that the school does a good job of encouraging community involvement (Q4.1c). Managing student conduct is managed well based on a 95% approval rating (Q5.1a). School leadership facilitates using data to improve student learning based on an approval rating of 95% (Q7.1e).

Academically, the school has made gains in foundational reading skills based on K-2 Assessment Data. During our last SIP cycle, this was an area of focus with an emphasis on helping minority students make gains in reading.

Text Reading and Comprehension (TRC) measures student proficiency in reading grade-level fiction and non-fiction texts. In grades K-2, student proficiency has grown from 52% to 54%. In Kindergarten, proficiency grew from 51% in 14-15 to 56% in 15-16. In first grade, proficiency changed from 56% in 14-15 to 47% in 15-16. In 2nd grade, proficiency moved from 61% in 14-15 to 65% in 16-17. African American proficiency TRC moved from 57% in 14-15 to 54% in 16-17. For Hispanic students, student performance grew from 38% to 45% between 14-15 and 15-16.

In DIBELS measures of foundational reading skill measures, the percent of proficient students in grades K-2 has grown from 74% in 13-14 to 78% in 15-16. Second grade proficiency has remained above 80% each year since 2013-14. First grade proficiency has remained at 73% and Kindergarten scores have moved from 83% to 74%. Growth for African American students has increased from 63% to 85% proficient in basic reading skills in grade K-2. The percent of Hispanic students who are proficient in basic reading skills was 66% in 13-14 and remained at 66% in 15-16.

#### Gaps or Opportunities for Improvement

There is an opportunity for improvement in the area of standardized testing. Achievement data from EVAAS indicates a significant growth deficit of -6.96 for students in grades 3-5 on standardized tests at the end of the year in the subjects of reading, math, and science. According to the NC School Report Card, PFES earned an achievement score of 67 and a growth score of 55. This calculates to an overall school performance grade of a 65, which is a C on the current state grading scale. This means we did not meet expected student growth and student achievement. Over the next two years, we would like to improve our growth in reading, math, and science. EVAAS will be used by teaching teams to

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disaggregate data and determine projected growth rates for individual students to inform planning for instructional interventions needed to meet or exceed growth.

According to the NC Teacher Working Conditions Survey for 2016, teachers at PFES would like to increase their capacity as leaders within the school, have more input in decision making, and continue to grow as professionals. 24% of teachers felt they had opportunities to provide input on how the school budget would be spent (Q6.2f). The amount of influence they have on decision making in the school was rated at 56% (Q6.5). 72% of teachers felt that professional development was differentiated to meet their individual needs (Q8.1e).

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

A variety of data sources will be used to determine if students are making appropriate gains. Procedures for collecting data will be under review as we implement MTSS (Multi-Tiered System of Support) and learn new ways to bridge the gap between RtI (Response to Intervention) and PBIS (Positive Behavioral Interventions and Supports) processes. In other words, taking careful consideration of all academic data as well as behavioral and emotional assessment information will be a learning goal for the school staff for this SIP cycle.

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

Based on the analysis conducted, the priorities that emerge for the school are those that center on promoting a positive school climate, providing teacher training, and improving teacher retention. Over the next three years, PFES will implement the MTSS framework and focus on high-quality core instruction to ensure that all students in all subgroups make gains in learning. The PBIS initiative will move to the next phase of implementation as training opportunities from the district level come into play. Providing enriched learning opportunities that are designed to engage a diverse population of learners in creative and critical thinking processes is a priority for the school. Understanding the academic, social, and emotional needs of all students will enable the PFES staff to help students make growth as 21<sup>st</sup> century learners.

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|                                       |            |                           |                         |
|---------------------------------------|------------|---------------------------|-------------------------|
| School Name: Pisgah Forest Elementary | Year: 2016 | Principal: Tonya Treadway | SIT Chair: Kristi Clark |
|---------------------------------------|------------|---------------------------|-------------------------|

P

PLAN: Identify the gap and the approach

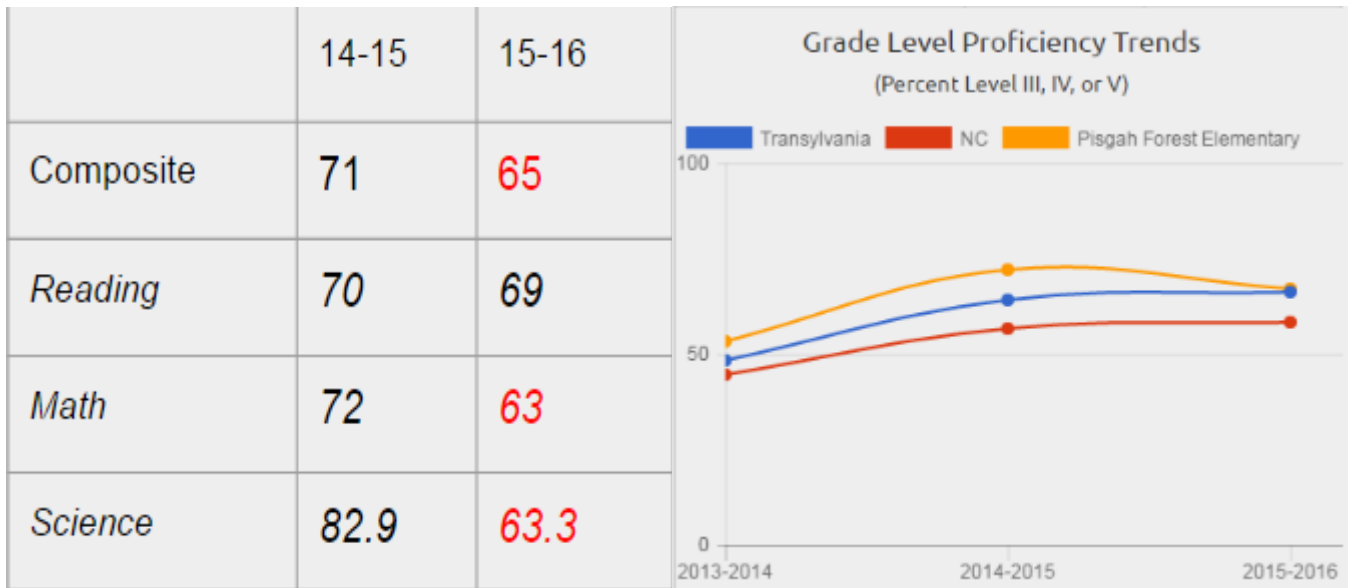
**Overall SMART Goal (Two year projection):**

Academic achievement at Pisgah Forest Elementary will increase as students meet or exceed individual growth goals using grade appropriate classroom data, district assessments, and/or state assessments.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

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.)

Achievement data from EVAAS indicates a significant growth deficit of -6.96 for grades 3-5 on standardized tests at the end of the year in the subjects of reading, math, and science. The graphics below show the composite data for each subject area.

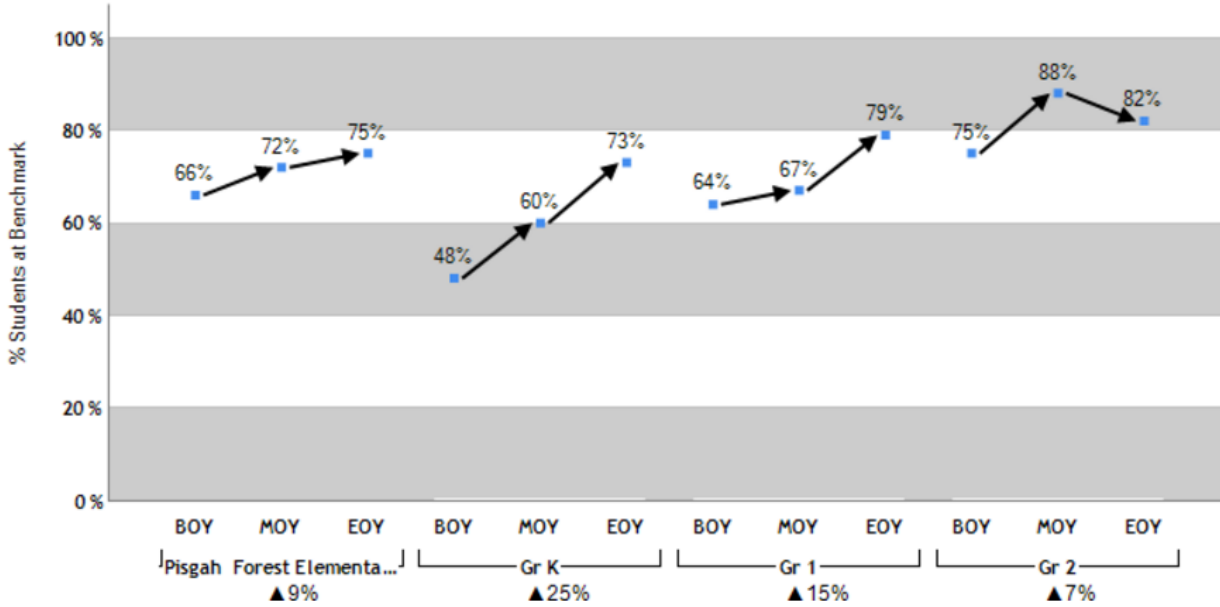


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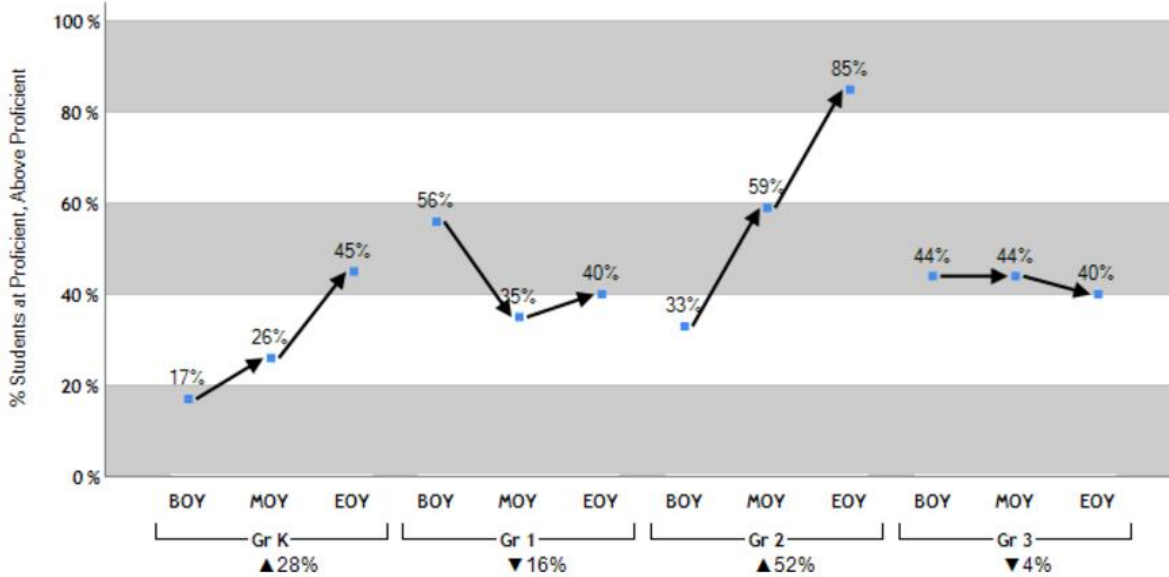
## A Continuous Improvement Strategic Plan

Additionally, the data review completed by the SIT in the spring of 2016 revealed similar trends with m-Class data for students in grades K-3.

### K - 2 Composite Scores - % of Students Proficient:



### K-3 TRC Scores - % of Students Proficient:



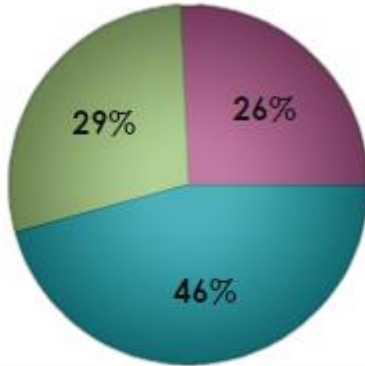


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One contributing factor to the deficits in student achievement is an unusually high teacher turnover rate in the previous years at PFES. The SIT believes this to be relevant to the data due to the need for in-depth training for sustainable student growth in academics. Teacher turnover rate for 2014-2015 school year was 30%. The district rate was 19% and state rate was 14%. In the three years prior, the turnover rate averaged at 5%. The years of teaching experience comprised by the teaching staff are shown in the graphic below:

### Years of Teaching Experience



**Pisgah Forest Elementary**



The current teaching staff reflects even more change. Eight additional staff members have been hired for the 2016-2017 school year, and all but two have less than 10 years experience. This data indicates a definite need for a new teacher support program at the school level, in addition to what the district offers. Strengthening the partnerships between experienced teachers and those just hired will help to train and retain highly qualified staff and positively impact student learning.

It is also worth noting the data from the [NC Teacher Working Conditions Survey](#) which indicates issues with school climate that may have contributed to low student achievement. Throughout the summary comparison report, items that pertain to time, leadership, and decision-making show decline from 2014 to 2016 of nearly 10 percentage points or more. Cultivating a positive school climate should be given careful consideration.

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

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

Reading is one area that we are still making gains, due to the in-depth and ongoing training offered by the Instructional Coach (IC) for all teachers. The organizational structure of

**2. What opportunities for improvement do you notice?**

There are opportunities for growth in math and science. Teachers were recently trained in guided math (summer 2016) and are currently implementing this practice using strategies learned from the research. More data is needed to ensure the appropriate level of rigor is brought to each lesson and to continue to align activities with the standards appropriately. Implementation of the MTSS framework over the next three years will enable the

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

According to nationwide research, teacher retention and improved student achievement are

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|---|---|---|
| <p>guided reading is largely coordinated by the efforts of the IC as a collaborative effort with classroom teachers throughout the year. m-Class data and other classroom assessment data is used to drive the instructional planning process for reading on a school-wide level.</p> | <p>school to streamline processes used to identify student needs and address them in a systematic way. While PFE has made gains in implementing PBIS and RtI, merging these processes and moving to the next level will require ongoing training and improved communication. Working collaboratively within teaching teams and with the Instructional Coach to analyze assessment data to improve core instruction and help all students make academic gains will be an area of focus throughout the year.</p> <p>Science achievement data has decreased as the experiential learning opportunities in science have decreased over the last several years. For this reason, we will increase the number of excursions taken with the Muddy Sneakers program this year in an effort to engage learners with learning content standards. Teachers will also increase the level of culminating instructional opportunities during the pre/post-trip period that accompanies each excursion to maximize learning. Making curriculum based connections within the classroom setting to outdoor learning lessons is an opportunity for improvement.</p> | <p>positively associated with the teaching conditions in a school. For this reason, data from the NC Teacher Working Conditions Survey and data from the NC School Report Card were used to evaluate the root cause of the problem.</p> <p>The combination of instability within the teaching staff and negative school climate are contributing factors to the problem of low student achievement. This is confirmed by data from the NC Report Card and NC Teacher Working Condition Survey.</p> <p>At PFE we also need to focus on <u>high quality core instruction</u> using appropriate instructional resources. Teachers need support designing research-based interventions using appropriate instructional materials. Teachers need to be made aware of what is available to them to use to help reach the needs of <u>all</u> students in the classroom.</p> |
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### Target SMART Goal (One year projection):

Bringing stability to the instructional staff and providing professional development focused on high quality core instruction will enable the school to increase student achievement.

Decreasing teacher turnover by establishing a teacher support program at the school level, that is led by teachers, and meets routinely, to support and collaborate with each other.

### 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.)?

During the first cycle of improvement the administrative team will facilitate discussion that encourages a practice of distributive leadership among the staff. This will help to allow staff members have a voice in decision making as well as bring sustainability to the improvement efforts being put in place. Evidence of this will be seen in leadership roles for SIT committees, Professional Development sessions, the development of a teacher led/teacher support group, and other initiatives throughout the year.

The instructional coach will focus on individual and group professional learning that will expand and refine the understanding about researched-based effective instruction for teachers. Facilitating PLC discussions, establishing a teacher support program, and working with teachers to design student centered lessons that are engaging, supportive, and challenging will support the academic growth of all students. Administration will support this goal by safeguarding the instructional time teachers have with the instructional coach.

Each teacher will participate in the peer observation process for the purpose of increasing his/her instructional capacity. This may take place both on campus or at another school. PFE teachers will strive to reach out and find opportunities to learn from their colleagues, communicate what they have learned, and implement new strategies in their classrooms. Administration will support this effort by providing classroom coverage and/or providing funding for substitute teachers as needed.

In the first year of the district-wide implementation of MTSS, teachers will learn to define high quality core instruction by participating in professional development sessions on early release dates. They will also evaluate systems/processes already in place that can be streamlined to implement the MTSS framework. Identifying high quality core instruction for Tier 1 instruction (an element looked for during peer observations) will allow teachers to eliminate processes that do not support the goals of MTSS.

Teachers in 5th grade have committed to increase student engagement and align teaching practices/assessments with standards with the support of the Muddy Sneakers program. Even though fundraising efforts will be necessary for them to afford the excursions, outdoor/experiential education is valued by stakeholders. Lesson plans will reflect instruction with the intention of meeting specific learning targets that will support academic growth in Science.

## School Improvement Plan

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| D      | <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<br>(How will you know if the step is completed correctly?) | Start Date         | End Date     |
| 1.     | Establish a teacher support program that meets monthly.   | Binky Cole/Stephanie Sizemore (Chairs), All teachers, Administration | Meeting schedule/notes/shared resources                                      | October 1, 2016    | June 9, 2017 |
| 2.     | Teachers will have opportunities to observe other teachers as a tool for learning new methods to improve their instruction (at PFE and other schools) | All teachers/<br>Administration/<br>Instructional Coach              | Observation notes/scheduled dates  | October 1, 2016    | June 9, 2017 |
| 3.     | Begin implementation of MTSS: Teachers will participate in PD requirements associated with MTSS district initiative.                                  | Administration/ All teachers   | Early release days/district training   | August 22, 2016    | June 9, 2017 |
| 4.     | Teachers will work collaboratively with Instructional Coach for ongoing professional development on a daily/weekly basis.                             | Instructional Coach/All-teachers                                     | Notes/shared resources from PLC meetings                                     | August 22, 2016    | June 9, 2017 |
| 5.     | Increase curriculum alignment/student engagement with Outdoor Excursions cooperatively planned with Muddy Sneakers instructors.                       | 5th grade teachers   | Lesson plans/classroom assessments/science journals                          | September 30, 2016 | June 9, 2017 |

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### Implementation Plan Quality Check:

**What resources/budget needs do you have for the first cycle? If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? If funding is not available, identify the steps from the implementation plan that will address the funding gap.**

Instructional Supply Funds and Title I funding will be the main budget sources used to support the efforts of this goal. Affording materials and supplies for on-site professional development, substitute pay, and other training opportunities will require an ongoing budget review by the SIT/school staff. Each month SIT committees will share progress made towards meeting SIP goals. School administration will share monthly budget updates that inform staff and allow for input in fiscal decision-making. Transparency on this level will build trust among stakeholders while enabling the SIT to access funds needed. The Muddy Sneakers program will require additional fundraising efforts. This will be coordinated by the 5th grade teachers and supported by administration. Funding for programming will be deposited and allocated within the PFE School Account (general funds) as a separate line item.

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

- MTSS professional development on early release days
- PLC meetings with Instructional Coach (weekly)
- Guided Math (continued) observations both onsite and offsite

**Determine the measures/data that will be used to determine the effectiveness of the first cycle 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><br><br>EOG test scores and mClass Progress Monitoring data<br><br>Benchmark Data/anecdotal notes<br><br>Professional Development Rosters | <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><br><br><br><br>Professional development feedback/surveys<br><br><br>Committee notes | <b>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</b><br><br>EVAAS Data<br><br>mClass Data<br><br>Benchmark Data<br><br>Tier Plans/Notes |
|---|--|--|
|---|--|--|

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|---|--|--|
| <p>Flexible grouping data and meeting notes</p> <p>Tier Team Plans/Notes</p> <p>Read to Achieve Portfolios</p> <p>AIG Plans (Differentiated Education Plans)</p> <p>Grade level data spreadsheet</p> <p>June 2017</p> | <p>Master Schedule</p> <p>TA schedule</p> <p>PFE Activities Calendar</p> <p>Staff Newsletters</p> <p>mClass Progress Monitoring data</p> <p>Flexible grouping data and meeting notes</p> |  |
|---|--|--|

|  |   |   |
|--|---|---|
| <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>During the first year of this plan PFE made progress towards meeting the goal. Academic gains were made according to EVAAS data using the overall School Accountability Growth Index score. In 2016 the score was -6.96 and in 2016 the was - 2.30 and does not meet expected growth.. The Educator Effectiveness Score (which includes K-2 data in addition to EOG data) is -1.72 and does meet expected growth. While we still have gains to make, our data</p> | <p><b>2. What didn't work and how do you know?</b></p> <p>In the 2016 school year the students in 5th grade were one to one with Chromebooks, however students in grades k-4 shared the computer lab using desktop computers. These resources were heavily sought after by all teachers and limited access made it difficult to develop tech-based projects that engage students with high interest material.</p> | <p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___X_No</b></p> |

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| <p>indicates that we are moving strongly in a positive direction.</p> <p>Emphasizing a sustained focus on developing engaging lessons, participating in meaningful professional development, providing opportunities for teacher collaboration and leadership, and establishing a teacher support group contributed to the growth made in 2016.</p> <p>Drill down data from EVAAS and MClass supports that cohorts of at-risk students made gains and met growth in reading and math using interventions. Implementation of MTSS and teacher collaboration with support of the instructional coach is a critical component of this work.</p> <p>Teacher Turnover: Our turnover rate has decreased from 30% in 2014-15, to 19.4% in 2016-17, to 8.3% for 17-18 school year. We hired 7 teachers for the 2016-17 school year and this year we only had to hire 3.</p> <p>In analyzing our mClass data we observed some differences between the DIBELS (micro-assessments focused on foundational literacy skills) and Text Reading and Comprehension (TRC) scores (a reading assessment which includes a written comprehension assessment). In K-2 grades, proficiency is consistently higher on DIBELS than on TRC and in digging deeper into the assessments, we believe that part of the reason for the lower proficiency on TRC is due to student's writing skills, specifically writing fluency.</p> | <p>Students that struggled with MClass assessments often demonstrate proficiency with the reading but struggle with writing mechanics and fluency which affects their overall proficiency on this assessment. This has a major impact on student achievement scores. The current phonics program does not have a hand writing component that explicitly and systematically teaches letter formation or writing fluency.</p> <p>Students across all grades were taking an excessive amount of assessments that are both time consuming and did not always provide useful data.</p> <ul style="list-style-type: none"> <li>● Limited technology resources</li> <li>● A lack of writing and handwriting block for k-2</li> <li>● A lack of handwriting program for k-2</li> <li>● Benchmark data/testing not correlated with pacing guide and End of Year expectations</li> <li>● Excessive/redundant assessments</li> </ul> <p>A singular focus on standards-based instruction with an overemphasis on isolated skills has led to less engaging instructional practices (work books and segmented, rather than integrated approaches to content). We need to seek out instructional strategies that maintain standards based rigor but allow for greater student engagement (content integrated units, hands-on instructional practices, real-world application of skills).</p> |  |
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| <p>With the district’s addition of the Open Court curriculum for phonics, our school dropped our previous phonics curriculum which had included handwriting and Open Court does not include sufficient handwriting to build student’s writing fluency and then the students writing is very labored when they attempt to do their written comprehension.</p> <p>Other data and areas of growth related to this goal are:</p> <ul style="list-style-type: none"> <li>● Digital data walls for each grade level- planning for student groups, DEP,</li> <li>● 4T class placement based on RTA, AIG student placements</li> <li>● MCLASS results indicated that screening was not necessary for students that have achieved proficiency in 3rd grade.</li> <li>● MCLASS results were also used to determine interventions necessary for small group instruction and provided teachers with immediate data needed to create appropriate reading instruction for each student</li> <li>● Tier Team notes and plans provided needed information to accelerate testing/ placement/ interventions at the beginning of the year</li> </ul> |  |  |
|---|--|--|

**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)?**

|   |  |
|---|--|
| <input type="checkbox"/> Target goal has been met and is changed to a new target goal.<br><br><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. | X 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. |
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# School Improvement Plan

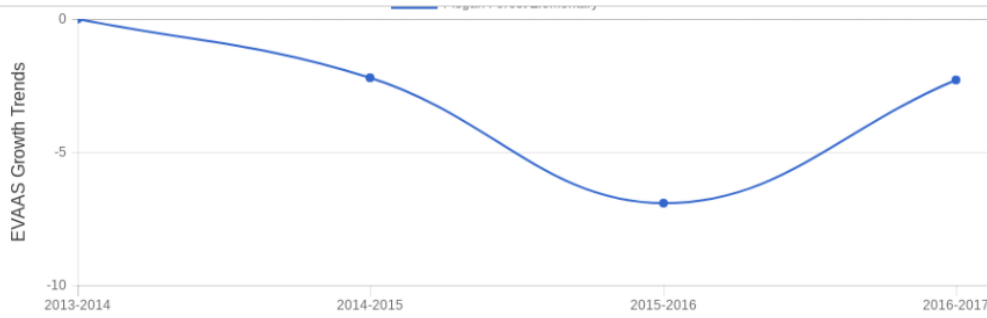
## A Continuous Improvement Strategic Plan

Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

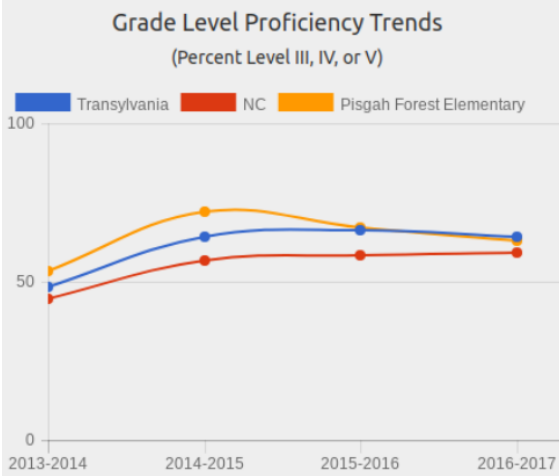
**Report:** Educator Effectiveness Growth  
**Year:** 2017

**School:** Pisgah Forest Elementary  
**District:** Transylvania County Schools

| Educator Effectiveness Growth Estimates |                   |                       |
|---|-------------------|-----------------------|
| Educator Effectiveness Growth Type      | One-Year Estimate |                       |
|   | Index             | Level                 |
| Composite                               | -1.72             | Meets Expected Growth |



### School Performance



|           | 14-15 | 15-16 | 16-17     |
|-----------|-------|-------|-----------|
| Composite | 71    | 65    | <b>64</b> |
| Reading   | 70    | 69    | <b>64</b> |
| Math      | 72    | 63    | <b>66</b> |
| Science   | 82.9  | 63    | <b>66</b> |

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| Select items below to see them above.  |                                |                    |                |  |   |            |   |             |
|--|--------------------------------|--------------------|----------------|--|---|------------|---|-------------|
| <input type="button" value="+ Add All"/> <input type="button" value="✕ Remove All"/> |                                |                    |                |  |   |            |   |             |
| Test/Grade   | Subject                        | School Value Added |                | School Diagnostic - Achievement Groups |   |            |   |             |
|  |                                | 2017               | 3 Year Average | 1 (Lowest)                             | 2 | 3 (Middle) | 4 | 5 (Highest) |
| K-2 Assessment, Kindergarten ✕   | Text Reading and Comprehension | ▼                  | ▼              | ◆                                      | ● | ◆          | ○ | ◆           |
| K-2 Assessment, Grade 1 ✕  | Text Reading and Comprehension | ■                  | ■              | ○                                      | ◆ | ●          | ● | ○           |
| K-2 Assessment, Grade 2 ✕  | Text Reading and Comprehension | ▲                  | ▲              | ●                                      | ● | ●          | ○ | ○           |
| End of Grade, Grade 3 ✕  | Reading                        | ■                  | ■              | ○                                      | ● | ○          | ◆ | ◆           |
| End of Grade, Grade 4 ✕  | Math                           | ▼                  | ▼              | ○                                      | ○ | ○          | ◆ | ○           |
|  | Reading                        | ▼                  | ▼              | ○                                      | ○ | ◆          | ◆ | ○           |
| End of Grade, Grade 5 ✕  | Math                           | ■                  | ▼              | ●                                      | ○ | ○          | ○ | ○           |
|  | Reading                        | ■                  | ■              | ○                                      | ○ | ◆          | ○ | ●           |
|  | Science                        | ▼                  | ▼              | ◆                                      | ◆ | ○          | ◆ | ◆           |

### School Value Added

- ▲ Significant evidence that the school's students made more progress than the Growth Standard
- Evidence that the school's students made progress similar to the Growth Standard
- ▼ Significant evidence that the school's students made less progress than the Growth Standard
- No data currently available

### School Diagnostic

- Moderate evidence that the group exceeded the Growth Standard
- Evidence that the group met the Growth Standard
- ◆ Moderate evidence that the group did not meet the Growth Standard
- Not enough students to generate a growth measure

# School Improvement Plan

## A Continuous Improvement Strategic Plan

| Grade K               |           |          |          |          |                |     |
|-----------------------|-----------|----------|----------|----------|----------------|-----|
| Measures              | 20%       | 40%      | 60%      | 80%      | Total Students |     |
| TRC Proficiency Level | 14-15 EOY | 25 (27%) | 18 (19%) | 15 (16%) | 35 (38%)       | 93  |
|                       | 15-16 EOY | 31 (32%) | 21 (23%) | 20 (22%) | 21 (23%)       | 93  |
|                       | 16-17 EOY | 24 (29%) | 8 (10%)  | 26 (31%) | 25 (30%)       | 83  |
| Composite Score       | 14-15 EOY | 3 (3%)   | 12 (13%) | 32 (34%) | 46 (50%)       | 93  |
|                       | 15-16 EOY | 12 (13%) | 13 (14%) | 35 (38%) | 33 (35%)       | 93  |
|                       | 16-17 EOY | 11 (13%) | 12 (14%) | 33 (40%) | 27 (33%)       | 83  |
| Grade 1               |           |          |          |          |                |     |
| Measures              | 20%       | 40%      | 60%      | 80%      | Total Students |     |
| TRC Proficiency Level | 14-15 EOY | 22 (31%) | 18 (25%) | 25 (34%) | 7 (10%)        | 72  |
|                       | 15-16 EOY | 45 (44%) | 16 (16%) | 24 (23%) | 18 (17%)       | 103 |
|                       | 16-17 EOY | 35 (39%) | 12 (13%) | 30 (33%) | 14 (15%)       | 91  |
| Composite Score       | 14-15 EOY | 10 (14%) | 10 (14%) | 12 (17%) | 40 (55%)       | 72  |
|                       | 15-16 EOY | 14 (14%) | 7 (7%)   | 33 (32%) | 49 (47%)       | 103 |
|                       | 16-17 EOY | 20 (22%) | 14 (15%) | 22 (24%) | 36 (39%)       | 92  |
| Grade 2               |           |          |          |          |                |     |
| Measures              | 20%       | 40%      | 60%      | 80%      | Total Students |     |
| TRC Proficiency Level | 14-15 EOY | 28 (28%) | 16 (16%) | 32 (31%) | 25 (25%)       | 101 |
|                       | 15-16 EOY | 12 (15%) | 31 (40%) | 35 (45%) |                | 78  |
|                       | 16-17 EOY | 30 (33%) | 10 (11%) | 29 (32%) | 22 (24%)       | 91  |
| Composite Score       | 14-15 EOY | 12 (12%) | 6 (6%)   | 14 (14%) | 69 (68%)       | 101 |
|                       | 15-16 EOY | 2 (3%)   | 12 (15%) | 18 (23%) | 46 (59%)       | 78  |
|                       | 16-17 EOY | 14 (15%) | 9 (10%)  | 14 (15%) | 54 (60%)       | 91  |

# School Improvement Plan

## A Continuous Improvement Strategic Plan

**A**

**Act – Revise or continue with implementation plan based on data analysis.**

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.

We will continue to focus on academic achievement at Pisgah Forest Elementary. Specifically, we will increase the number of students who meet or exceed individual growth goals as measured by appropriate classroom data, district assessments, and/or state assessments. Our approach will include improving Tier 1 core instruction by focusing on writing instruction in lower grades, handwriting, and standards-aligned rigorous instruction; and increasing student engagement by using experiential education strategies, project-based learning, and critical thinking skills.

| Step #   | Person(s) responsible for completion of the step.   | Measure/Indicator<br>(How will you know if the step is completed correctly?) | Start Date                              | End Date        |           |
|--|---|--|---|-----------------|-----------|
| Cycle 2 List the specific steps your team will complete during the second cycle. |   |  |   |                 |           |
| 1.   | Continue teacher support program that meets monthly. Add a book study component for 2017-18; all staff choose from one of three books that align with our school improvement goals. | Binky Cole/Stephanie Sizemore (Chairs), All teachers, Administration         | Meeting schedule/notes/shared resources | October 1, 2016 | June 2018 |
| 2.   | Teachers will continue to have opportunities to observe other teachers as a tool for learning new methods to improve their instruction (at PFE and other schools)                   | All teachers/ Administration/ Instructional Coach                            | Observation notes/scheduled dates       | October 1, 2016 | June 2018 |

## School Improvement Plan

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|    |  |  |   |                    |           |
|----|--|--|---|--------------------|-----------|
| 3. | Continue implementation of MTSS by focusing on strong core instruction, including renewed focus on writing and handwriting in lower grades and rigorous, standards-based instruction for all.                        | Administrati on/ All teachers                        | Tier team meeting notes, Grade level data input, development of PEP data or digital data walls, Class Dojo data or other behavior plan data | August 22, 2016    | June 2018 |
| 4. | Teachers will continue to work collaboratively with Instructional Coach for ongoing professional development on a daily/weekly basis.  | Instructional Coach/All- teachers                    | Notes/shared resources from PLC meetings  | August 22, 2016    | June 2018 |
| 5. | Continue to increase curriculum alignment/student engagement with Outdoor Excursions cooperatively planned with Muddy Sneakers instructors. In addition, fifth grade teachers are developing hands-on science units. | 5th grade teachers                                   | Lesson plans/classroom assessments/science journals, shared hands-on science units  | September 30, 2016 | June 2018 |
| 6. | Provide a handwriting program to teachers in k-2 with professional development and materials to support all students.  | Instructional Coach/K-2 teachers                     | Lesson plans, master schedule with specified time for teaching writing, handwriting books   | August 18, 2017    | June 2018 |
| 7. | We will continue to use formative assessment data to improve core instruction and plan intervention and enrichment opportunities for   | Instructional Coach/Assistant Principal/all teachers | Assessment data; testing plan/schedule  | September 5, 2017  | June 2018 |

## School Improvement Plan

### A Continuous Improvement Strategic Plan

|    |  |                                 |   |                                   |           |
|----|--|---------------------------------|---|-----------------------------------|-----------|
|    | students. Teams will routinely work together to review a variety of assessment data to determine needed adjustments to curriculum, instructional methods, or learning environments. This includes CASE 21 Benchmark assessments provided by the school system. |                                 |   |                                   |           |
| 8. | Staff will participate in ongoing professional development focused on Experiential Learning and Outdoor Education throughout the school year.  | Administration/all teachers     | UTOTES Grant from NC Museum of Natural Sciences; Instruction designed with Mountain Roots with Grant from Pisgah Rotary<br><br>Lesson plans/participation in professional development | Sept. 20, Oct. 18, March 7, May 7 | June 2018 |
| 9. | Utilize chromebook technology in grades K-5 to engage students in enriching learning and to differentiate instruction.   | ITF/administration/all teachers | Lesson plans/projects/Google classrooms<br><br>Completion of PD with ITF/Digital Competencies   | August 16, 2017                   | June 2018 |

#### Implementation Plan Quality Check:

**What resources/budget needs do you have for cycle 2? If funding is not available, list the steps from the implementation plan that will address the funding gap. If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?**

We re-evaluated our use of tech subscription programs with an eye towards narrowing in on a few high quality/high utility programs as opposed to having many programs that were all minimally used. Re-allocating those funds will provide us the flexibility needed to purchase materials for project based learning and professional development

# School Improvement Plan

## A Continuous Improvement Strategic Plan

opportunities that will increase our capacity as teachers will improve student achievement. Teachers have input on school budget decisions in team meetings, through finance committee, and in monthly budget review staff meetings. We will use instructional supply funds and professional development funds to support this goal.

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

At our school we have a continuing focus on increasing student engagement providing staff with high quality professional development using on hands on learning strategies. Vigotsky (1978) and Bangs (2011) maintain that an experiential teaching approach increases student performance and long term understanding of key concepts. This will increase their critical thinking skills and promote the educational growth of the whole child.

The professional development for experiential learning will be provided by the staff from the NC State Museum of Natural Sciences and Mountain Roots on the four early release days as well as on-site coaching and programing during the school day.

The professional development for handwriting will also be provided on August 18th by Instructional Coach, Anne Hardy using Wilson writing model which is research based and multisensory approach for learning.

All teachers have the opportunity to attend off-site PD aligned with PDP goals as discussed in their group meetings for training and orientation for NCEES in the beginning of the year.

Professional development will be offered to teams of teachers and individuals to assist them as they integrate technology into their classroom instruction as part of the district one to one initiative. Learning how to use technology to differentiate instruction, enhance instruction with project based learning opportunities, and gain an understanding of the Digital Learning Competencies will be the emphasis of technology PD offered to teachers this year.

Ongoing grade level team meetings will focus on data analysis and planning of rigorous, standards-based instructional planning in response to student data.

### 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)**

**Strong Core Instruction**

- Lesson Plans demonstrate differentiated instruction

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

**Strong Core Instruction**

- incomplete/inadequate lesson plans
- Poor feedback from surveys/lack of implementation

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

**Strong Core Instruction**

- Data and anecdotal notes from peer and school leader observations reflect strong core instruction

# School Improvement Plan

## A Continuous Improvement Strategic Plan

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>● Professional development feedback/surveys</li> <li>● EOG test scores and mClass Progress Monitoring data</li> <li>● Benchmark Data/anecdotal notes</li> <li>● Relevant student work samples</li> <li>● Flexible grouping data and grade level team meeting notes</li> <li>● Tier Team Plans/Notes</li> <li>● Read to Achieve Portfolios</li> <li>● Grade level data spreadsheet "Digital Data Wall"</li> </ul> <p><b><u>Technology Integration</u></b></p> <ul style="list-style-type: none"> <li>● Lesson Plans reflect engaging purposeful use of technology</li> <li>● Usage reports from tech subscription programs (MobyMax, Reading Eggs, Math Seeds, Raz Kids, Class Dojo)</li> <li>● Google Classroom Use</li> <li>● Tech CEUs earned by Staff</li> <li>● Student Projects/Digital Portfolios</li> </ul> <p><b><u>Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>● Lesson Plans reflect hands-on learning strategies</li> <li>● Professional development rosters</li> <li>● Student projects</li> <li>● Photographs</li> <li>● Ranger Station Calendar</li> <li>● Parent Feedback</li> <li>● Community partnerships between each grade level and community groups focused on experiential/outdoor learning</li> </ul> | <ul style="list-style-type: none"> <li>● Growth scores show decline in progress (EOGs, mClass, Benchmarks)</li> <li>● Work samples do not demonstrate critical thinking skills or alignment with standards</li> <li>● Tier 2 data not used to adapt teaching practices/plan flexible student groups</li> <li>● RtA portfolios show lack of progress or target the wrong students</li> <li>● Digital Data walls incomplete and/or not used by teams for planning/instruction</li> </ul> <p><b><u>Technology Integration</u></b></p> <ul style="list-style-type: none"> <li>● Lack of evidence of engaging tech use in teacher lesson plans or "tech as babysitter" practices</li> <li>● Low usage reports from tech subscription programs</li> <li>● Low usage in google classroom</li> <li>● High levels of chromebook student referrals</li> <li>● Lack of tech CEUs earned by staff</li> </ul> <p><b><u>Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>● Lesson plans do not reflect hands-on learning</li> <li>● Professional development not well attended or well received.</li> <li>● Lack of student projects, too many worksheets</li> <li>● Lack of use of the Ranger Station</li> <li>● Negative Parent Feedback</li> <li>● No evidence of completed projects with community partners</li> </ul> | <ul style="list-style-type: none"> <li>● Completion of PD sessions and implementation of instructional strategies (handwriting, PLC trainings with Instructional Coach, peer observations, off-site PD sessions aligned with PDP goals)</li> <li>● Trend data using EVAAS, mClass, Benchmarks (TE21), RtA portfolios, Digital Data Walls</li> <li>● Tier Team Plans/Notes</li> </ul> <p><b><u>Technology Integration</u></b></p> <ul style="list-style-type: none"> <li>● Student projects/portfolios reflect proficiency with technology</li> <li>● Student achievement data from tech subscription programs (MobyMax, Reading Eggs, Math Seeds, Raz Kids, Class Dojo)</li> <li>● Student technology usage reflects age appropriate independence and navigation of technology tools</li> <li>● Increase in student's research skills</li> <li>● Students regularly use inquiry process and technology to ask and answer important questions.</li> </ul> <p><b><u>Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>● EVAAS Data</li> <li>● EOG Scores</li> <li>● mClass Data</li> <li>● Benchmark Data</li> <li>● Minute Meeting Data from Ashley Witt</li> </ul> |
|--|--|---|



# School Improvement Plan

## A Continuous Improvement Strategic Plan

|                                       |            |                           |                         |
|---------------------------------------|------------|---------------------------|-------------------------|
| School Name: Pisgah Forest Elementary | Year: 2016 | Principal: Tonya Treadway | SIT Chair: Kristi Clark |
|---------------------------------------|------------|---------------------------|-------------------------|

|          |  |
|----------|--|
| <b>P</b> | <b>PLAN: Identify the gap and the approach</b> |
|----------|--|

**Overall SMART Goal (Two year projection):**

Create an inclusive, positive and welcoming environment with an encouraging instructional message for the school community.

**Data Analysis. Answer the question below using any data and/or information you have about your performance.**

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.)

We believe that a student learns best in an environment that is inviting, colorful, and visually shows that learning is valued. PFES is in it's 25th year of service to the community and the facility and grounds are in great need of updates and improvements. There is also a desire to use murals, student artwork, and quotes as a restorative tool that shares a message with the learning community about the vision and mission of the school. The opportunity to build community among stakeholders as we work to improve the conditions of the facility will have a positive impact on student achievement.

The inside of the facility could be drastically improved with the addition of student artwork, painting, and consideration of how each space is used/perceived. Some of the areas in the building have never been painted since the building was first constructed 25 years ago, resulting in an aged and worn appearance. Currently, there are only 4 murals in the school and only one of them was painted within the last five years. The walls of most classrooms and the halls are white or pale in color. The shared spaces of the building (cafeteria, gym, lobby) are also in need of updates and improvements. The name of the school is visible on the lighted sign near the road but it is hardly noticeable on the front of the building (grey lettering on brick siding). The exterior of the building is scheduled to be painted in the summer/fall of 2017.

While the grounds of the school provide adequate access to outdoor learning and play, the structures available are inadequate based on the number of students who access them throughout the day. The K-1 playground is in ill-repair and is too small in size for over 100 students to access at recess time. The 2-5 playground is newer however it doesn't accommodate the number of students that use it at any given time in the day. Both playgrounds need to be expanded with the k-1 playground seen as priority for safety reasons. The need for shade structures is also a concern among stakeholders as well as the need to enclose the k-1 playground. The fencing only encloses 2/3 of the space which is very close to the road. Outdoor education is valued by stakeholders and even though programming is in place there is not currently an outdoor classroom structure.

# School Improvement Plan

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

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

The school is having success in some areas where teachers have taken initiative and started to add decorative elements to learning spaces that make them inviting and nurturing to all learners. This is usually inside their classrooms and specific to a theme for a learning unit using monies budgeted for instructional supplies or from their personal accounts.

**2. What opportunities for improvement do you notice?**

Many teachers and community members have expressed an interest in painting, building outdoor classroom spaces, and constructing other art projects in shared spaces on campus that would have a positive impact on the learning environment. Involving parents and community members in painting murals and other art projects increases the partnerships with the school and supports the goals of the school to build relationships with the community. The demographics of the school have changed a great deal since the school opened 25 years ago. The student population is much more diverse and the staff has embraced the understanding for the need to nurture the whole child by designing a learning environment that promotes creativity and supports a growth mindset. Parents and community members of PFES are very supportive of this effort and eager to work collaboratively with the school to revitalize the spaces in and around the facility.

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

Time and budget constraints are the root causes for the poor condition of the building.

**Target SMART Goal (One year projection):**

Create an inclusive, positive learning environment by focusing on the school's hallways and shared spaces during cycle 1. The plan is to make the school campus more welcoming to the community, students, and teachers by adding artwork, quotes, murals, and color to the designated areas.

**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.)?**

In order to address the root cause, we plan on reaching out to community members to volunteer their time and services. The plan is to get the community, former PFES students, and staff invested in improving the school to develop a sense of pride through shared accomplishment. The purpose of campus beautification is to create a more purposeful atmosphere of learning and to improve the overall school climate. Involving all stakeholders will have a positive impact on student achievement as it results in an increased sense of ownership.

## School Improvement Plan

### A Continuous Improvement Strategic Plan

| <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<br>(How will you know if the step is completed correctly?)  | Start Date      | End Date      |
| 1.   | Communicate with local organizations to develop interest and potential support for art projects/sponsorship in hallways and other shared spaces. | Administration<br><br>School Climate Committee<br><br>Parent/Community Relations Committee   | SIT members and committee chairs will report each month to inform group on progress to secure help with ongoing projects with various groups- reflected in committee meeting notes. | October 1, 2016 | July 30, 2018 |
| 2.   | Recruit volunteers and other community organizations to help repaint the cafeteria and gym as weekend projects.                                  | Administration<br><br>TC Maintenance Dept.   | Supplies ordered/secured through maintenance dept. (Sherwin Williams acct.) and communications to recruit volunteers (parent messenger system)                                      | October 1, 2016 | July 30, 2017 |
| 3.   | Research grants that could support the projects for campus improvement projects (murals, outdoor classroom project, etc...)                      | Administration<br><br>School Climate Committee<br><br>Parent/Community Involvement Committee | Grant proposals<br><br>Project Proposals/Timelines  | October 1, 2016 | July 30, 2017 |

## School Improvement Plan

### A Continuous Improvement Strategic Plan

|     |  |   |  |                  |                          |
|-----|--|---|--|------------------|--------------------------|
| 4.  | Communicate with teachers to determine what interests they have for various school beautification projects using shared file and survey tools.                         | School Climate Committee  | Shared documents in committee files  | October 1, 2016  | January 1, 2017          |
| *5. | Develop a partnership with Brevard College to create a "sculpture garden" using art that is donated to be on display on school campus for a designated period of time. | Administration<br><br>School Climate committee<br><br>Brevard College contact (Kyle Lusk) | Communication documentation of progression of project as well as the art actually being on display.      | October 28, 2016 | *pending approval of MOU |
| *6. | Outdoor Education Initiative "No Child Left Inside"  | Administration<br><br>Parent/Community Relations Committee                                | Completion of each step outlined on project proposal for building of outdoor classroom and amphitheater. | October 1, 2016  | *Pending Board Approval  |

#### Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle? If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? If funding is not available, identify the steps from the implementation plan that will address the funding gap.

The resources and budget needs for the first cycle of this SIP goal includes capital outlay funds as well as instructional supply funds. Some of the expenditures for paint and supplies can be shared with the maintenance department as they fall under the category of facility improvements. Projects that involve creating student artwork and community outreach will use instructional supply funds. PFES Administration and SIT will be working with community volunteers to secure funding for major projects such as the outdoor classroom and playground projects. Grant writing and fundraising are both options for consideration. However, we may need to reach out to corporate sponsors to bring these projects to fruition due to the high percentage of at-risk students that attend PFES (about 60% free and reduced lunch recipients).

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

We are exploring opportunities to do site-based professional development for outdoor education.

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**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)**

The hallway will be updated with new artwork, quotes, and murals by July 2018.

The gym and cafeteria will be repainted by July

2017 using the school colors.

Grant proposals will be submitted for playground building projects by July 2017.

Outdoor Classroom project will be presented to the school board for approval on Dec. 19th.

The Sculpture Garden project will be completed by July 2017 given the approval of the MOU by both TCS and Brevard College.

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

- Committee meetings
- Project completion
- Grants awarded
- Approval of project proposals

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

- Survey data
- School climate data on NCTWCS
- Volunteer rates and participation
- Stakeholder feedback from SIT meetings

# School Improvement Plan

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**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:**

|   |  |   |
|---|--|---|
| <p><b>1. What worked and how do you know?</b></p> <p>Reaching out to community members was the most beneficial to us (see attached <a href="#">list of sponsors</a>). The strong relationships with our school community enabled us to successfully build an outdoor classroom with time and resources donated. Our outdoor classroom was completed in the spring and we were able to have an opening ceremony and name this space The Ranger Station. This space was ready to begin use for the school year 17-18.</p> <p>Former PFES students and staff continue to be invested in improving the school and work together with us to develop a sense of pride through shared accomplishment. For example, we now have a new mural in the hallway at our 3-5 bathrooms thanks to 3 BHS students. This effort was led by former PFE student Julia Lusk. The work was free to the school and the paint/supplies were provided by TCS.</p> <p>The Sculpture Garden project was completed with the approval of the MOU by both TCS and Brevard College.</p> <p>The hallway was updated with new artwork, quotes, painted in school colors on the main hall, and one mural was added.</p> <p>The gym and cafeteria were repainted using the school colors. Brevard High School baseball players</p> | <p><b>2. What didn't work and how do you know?</b></p> <p>We still need to write/submit grant proposals for the K-1 playground. SIT has developed a finance committee to assist with evaluating the school budget and with researching/writing grants.</p> <p>We would like to continue to add artwork/murals to the school entrance as resources and time allow.</p> <p>The need to continue to make upgrades the the school facility is largely a funding issue beyond what the SIP can address without extensive capital outlay expenditures. Finance committee will review those monthly and administration will follow up with these needs appropriately.</p> | <p><b>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___X_No</b></p> |
|---|--|---|

# School Improvement Plan

## A Continuous Improvement Strategic Plan

|  |  |   |
|--|--|---|
| worked to repaint the gym. All work was completed through volunteer support and paint/supplies were provided by TCS.   |  |   |
| <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.<br><br><input checked="" 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 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.<br><br><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> |   |            |          |
| <p>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.</p> <p>During cycle 1 we were able to focus on the overall appearance of the school building. We were able to accomplish most of our goals in order to brighten up the look of PFE. We recognize the need to continue improving our facility, however, for cycle 2 the focus of the goal will emphasize the need to use the outdoor classroom effectively for optimal student success. Professional development will be a critical part of this phase of improvement.</p> <p>Also, our K-1 playground is in dire need of an upgrade. This cycle, we will focus on starting fundraising options with the support and collaboration of our community in order to launch this effort.</p> |  |   |            |          |
| Step #  | Person(s) responsible for completion of the step.                                | Measure/Indicator (How will you know if the step is completed correctly?) | Start Date | End Date |
| Cycle 2 List the specific steps your team will complete during the second cycle.  |  |   |            |          |

## School Improvement Plan

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|   |   |   |                |           |
|---|---|---|----------------|-----------|
| Research grants that could support the projects for campus improvement projects (murals, interactive artwork, landscape architecture, sensory room, etc...) | Administration<br><br>School Climate Committee<br><br>Parent/Community Involvement Committee      | Grant proposals<br><br>Project Proposals/Timelines                                      | September 2017 | June 2018 |
| Create a committee for grant research and writing.  | Administration<br><br>School Finance Committee  | Grant Proposals<br><br>Project Proposals/Timelines                                      | September 2017 | June 2018 |
| Outdoor education professional development  | Administration<br><br>Teachers<br><br>UTOTES Staff<br><br>Mountain Roots<br><br>Community Members | UTOTES training finished<br><br>Use of outdoor classroom with quality lessons           | September 2017 | June 2018 |
| Collaborate with ROPE to plan Spring Fundraiser for K-1 playground project.   | ROPE Board Representatives<br><br>Administration<br><br>Finance Committee                         | Proposals and project leader<br><br>Funds Raised and noted as line item in PFE accounts | September 2017 | June 2018 |



# School Improvement Plan

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|  |  |  |  |  |
|--|--|--|--|--|
|  | Family/Community Involvement Committee | Research requirements K-1 playground (NC Policy/Statutes ADA)- saved in TEAM Drive |  |  |
|--|--|--|--|--|

**Implementation Plan Quality Check:**

**What resources/budget needs do you have for cycle 2? If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? If funding is not available, list the steps from the implementation plan that will address the funding gap.**

We have a year-long grant through the NC Museum of Natural Sciences for the “Using the Outdoors to Teach Experiential Sciences” (UTOTES) program. PFE is responsible for a small portion of the funding for the UTOTES professional development which will be paid through the instructional supply budget, these funds provide hands on science materials for the teachers and students to utilize after they complete each training session. Mountain Roots PD is partially funded through school funds (Fund 2) as well as a grant awarded by the Pisgah Forest Rotary to support this program when they work specifically with PFES. As stated in the action steps the finance committee established during this cycle will evaluate the needs of the school, inform decision making, drive the planning for this phase of our SIP and work collaboratively with community members to create sustainability with raising funds for a long term project such as improving our K-1 playground. Those funds are managed through our general account with each project marked as a separate line item.

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

The professional development that supports the school’s No Child Left Inside Initiative use of the outdoor classroom space is taking place throughout this school year in collaboration with NC State Museum of Natural Sciences through the UTOTES grant (Using the Outdoors to Teach Experiential Science) with 1st-5th grades. Mountain Roots will work within the same goals to support teaching integrated curriculum units for experiential learning with kindergarten/specials areas teachers. Both of these programs are partially grant funded and partially school funded.

The school finance committee will work throughout the year to proposals and begin fundraising for an expansion to our k-1 playground. Pricing is yet to be determined.

**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</b> | <b>B. List the information or measures the team will use to determine if the approach wasn’t implemented</b> | <b>C. List the information or measures the team will use to determine what worked and</b> |
|---|--|---|

# School Improvement Plan

## A Continuous Improvement Strategic Plan

| <b>was implemented/completed? (Completion Data)</b>   | <b>correctly? (Fidelity of implementation.)</b>  | <b>what didn't work? (Impact Data)</b>  |
|---|--|---|
| <p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>Teachers attend professional development sessions on four early release days with UTOTES or Mountain Roots. They will implement experiential learning strategies in their lessons to increase student engagement.</li> <li>Teachers will sign-up to use the outdoor classroom using the Ranger Station google calendar.</li> <li>They also submit lesson plans through planbook.edu which are shared within their teams and reviewed routinely by the administrative team.</li> <li>Each grade level will participate in their chosen <a href="#">Grade Level Experiential Learning Projects</a></li> </ul> <p><b><u>Facility Updates</u></b></p> <p>Build a team that can support a playground improvement and expansion effort to increase the safety of the school campus and the capacity of the K-1 playground for student and community use.</p> <ul style="list-style-type: none"> <li>One major fundraiser will take place this spring and profits will be deposited into the school accounts.</li> <li>Work with school district to address safety issues on playgrounds (perimeter fencing, tree trimming, erosion control over tree roots, etc)</li> </ul> <p>The Ranger Den- Explore affordable options to appropriately equip and establish a positive “take a break space” for students with specific needs.</p> <ul style="list-style-type: none"> <li>Research and provide staff with information with best practices and recommendations on how students can benefit from its use.</li> </ul> | <p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>Feedback from PD surveys/reflection notes</li> <li>Sign-in sheets from PD sessions</li> <li>Materials provided from instructors/organizations (UTOTES)</li> <li>Experiential learning lesson plans implemented and observed</li> <li>Google calendar with usage of Outdoor classroom</li> </ul> <p><b><u>Facility Updates</u></b></p> <ul style="list-style-type: none"> <li>Did we build an initial fund to begin planning the project? Finance committee will help organize for the K-1 playground improvements.</li> <li>Committee meeting minutes</li> <li>ROPE meeting minutes <ul style="list-style-type: none"> <li>Sign out sheet for the ranger den equipment.</li> <li>Individual behavior plans that include using the ranger den.</li> <li>Evidence of artwork on walls and social media accounts.</li> <li>Contacts with local artists and project proposals shared with SIT members.</li> </ul> </li> </ul> | <p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>CEU credits earned for professional development sessions</li> <li>School social media engagement regarding experiential learning efforts (#HandsOnMindsOn; #NoChildLeftInside)</li> <li>Staff feedback surveys from professional development.</li> </ul> <p><b><u>Facility Updates</u></b></p> <ul style="list-style-type: none"> <li>Funds raised/in general account</li> <li>Committee meeting minutes reflect</li> <li>ROPE meeting minutes</li> <li>Clear guidelines for using the ranger den.</li> <li>Positive and negatives of using the ranger den on student’s behavior plan.</li> <li>Addition of artwork and other school beautification projects throughout the school.</li> </ul> |

# School Improvement Plan

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|  |  |  |
|--|--|--|
| <p>Continue to add artwork to the campus through collaboration with local artists, organizations, and businesses.</p> <ul style="list-style-type: none"><li>● Advertise opportunities for volunteers to participate in helping with this effort through school based social media.</li><li>● Reaching out to local artists to participate in school beautification projects.</li><li>● Engage current staff and students in adding to art installations at school.</li></ul> |  |  |
|--|--|--|

# School Improvement Plan

## A Continuous Improvement Strategic Plan

### School Improvement Plan Assurances Sheet

School: Pineah Forest Elementary School

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

| √   | 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).   |
| 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  | All eligible staff members were given the opportunity to vote on the School Improvement Plan by means of secret ballot on <u>12/6/16</u> .<br>(Date)<br>The results of the vote were as follows:<br><u>29</u> For <u>0</u> Against <u>0</u> Abstain |
|   |   |
| This plan reflects the requirements for Title I School-wide Schools |   |

Imya Inadway  
Signature of the Principal

12/9/16  
Date

Kristi Clark  
Signature of School Improvement Team Chairperson(s)

12-9-16  
Date

# School Improvement Plan

## A Continuous Improvement Strategic Plan

### Year 2 Update Addendum Information

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

##### Outdoor/Experiential Learning

We have a year-long grant through the NC Museum of Natural Sciences for the “Using the Outdoors to Teach Experiential Sciences” (UTOTES) program. Initiated in 1991, this award-winning teacher education program has reached thousands of educators across North Carolina. UTOTES seeks to change the way teachers teach by having them:

- Increase use of the outdoors as a learning environment
- Learn group process skills to use in their teaching
- Integrate the curriculum through the use of science as a content area
- Participate in strategies that model an inquiry-based and/or experiential method of teaching

|                        |   |
|------------------------|---|
| June 29, 2017:         | Initial site visit                                    |
| September 20, 2017 PM: | Using Your School Grounds as a Learning Environment   |
| October 18, 2017 PM:   | Local Educational Resources for Experiential Learning |
| March 7, 2017:         | Nature in Winter                                      |
| May 2, 2017 AM:        | Create a Place for Wildlife and Learning              |
| May 2, 2017 PM:        | The Magic of Spring                                   |

In addition, Kindergarten and Specials Areas teachers work working together with Mountain Roots to focus on experiential learning for young students. A portion of funding for professional development series came from a Pisgah Forest Rotary Grant.

|                        |  |
|------------------------|--|
| September 20, 2017 PM: | Experiential Learning 101                  |
| October 13, 2017 AM:   | Modeling Experiential Education Programing |
| October 18, 2017 PM:   | Experiential Unit Planning                 |
| March 7, 2017:         | TBD based on teacher needs                 |
| May 2, 2017 AM:        | TBD based on teacher needs                 |

##### Additional Training for Staff :

###### Multisensory Handwriting

Presenter: Anne Hardy  
Audience: K-2 teachers  
When: August 2017  
Target: Improved handwriting fluency for all students.

###### Meaningful Teaching with Technology

Presenter: Cathy Zandecki & other TCS IT Staff  
Audience: All Staff  
When: Ongoing throughout the year  
Target: Increased engagement and meaningful use of technology to support student learning utilizing Google Chromebooks/Google Suite Apps. Introduce Digital Learning Competencies through Breakout EDU and Google Expedition Cart Training.

###### Engaging and Effective Core Instruction

Presenter: Anne Hardy, Tonya Treadway, Missy Ellenberger  
Audience: All Staff  
When: Grade Level Meetings Throughout the Year  
Target: Continuous focus on evaluating and improving the effectiveness of core instruction as part of our ongoing efforts to implement a MTSS framework.

# **School Improvement Plan**

## **A Continuous Improvement Strategic Plan**

### **Individualized Professional Development Opportunities:**

Select Teachers will attend the following training to support their Professional Development Plans:

- Co Teaching Training w/ Rick Welsh
- STEAM & Literacy w/ Science House
- NC Science Teachers Association Conference & Science Literacy Workshop
- Site Visits to Regional Schools
- NC Association of Elementary Educators Conference

### **School Assessment Activities:**

- All 3rd grade students are required by to participate in the Beginning of Grade Reading Test. PFE students will take this assessment on September 13, 2017. This is a paper/pencil assessment.
- All students in grades 3-5 will take the End Of Grade test in Reading and Math and 5th grade students will take the End of Grade test in Science. All PFE students will take EOG's online using Chromebooks. The testing window is during the last 10 days of the school calendar.
- 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 is done between benchmarks 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). This assessment will be given online using Chromebooks.
- Benchmark Data Review and Tier 1 Planning with 2nd - 5th Grade will take place on November 16th.
- 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.
- Teams work with the Instructional Coach to review Assessment Data and develop/adjust instructional plans after each testing window (BOY, MOY, EOY). Personalized Education Plans are also reviewed and shared with the Instructional coach throughout the instructional cycle to insure that progress monitoring has been implemented and maintained and to provide guidance in the Tier team referral process as needed.

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

PFE 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 (August 17, 2017). These guidelines were shared with teachers in Google classroom as well.

# School Improvement Plan

## A Continuous Improvement Strategic Plan

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

School: Pisgah Forest Elementary

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.<br>(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><br>Indicate date(s) of presentation to SIT: <u>11/6/17</u><br>Indicate date(s) of presentation to school staff: <u>11/13/17</u> |
|   |    | <b>For Title I Schools Only (Elementary)</b>   |
| ✓ |    | This plan supports the requirements for Title I School-wide Schools  |

Imaya Inadway  
Signature of the Principal

11/17/17  
Date

Kyoti Clark  
Signature of School Improvement Team Chairperson(s)

11-17-17  
Date