

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

Pisgah Forest Elementary School
Merriman Nichols, Principal
Ashley Witt, SIP Chair

Executive Summary

Description of the School

Pisgah Forest Elementary School is one of four elementary schools within the Transylvania County Schools district. It is located in Brevard, North Carolina in an area that was previously an area of industry for the county. Over the past three years, Pisgah Forest Elementary has maintained an upward trend in enrollment. Currently, PFE has 564 enrolled students in grades K-5, split among 27 classrooms. 23% of our students are categorized as minority, with Hispanic/Latino students comprising 12.4% of our student population. 62.8% of our students receive free or reduced lunch. 11% of our students are enrolled in the Backpack Buddies program which provides weekly food to students with food insecure families. Over the past three years, our population has become increasingly transient and more frequently experiencing economic challenges like food insecurity, job loss, and poverty. In this school year, we have gained an additional school counseling position that serves PFE eight hours per week. Meridian Behavioral Services also provides in-school counseling services. We have a social worker on site eight hours each week and an AIG teacher 20 hours per week. An Instructional Technology Facilitator is based at PFE always. A school nurse serves our school one day each week. A Reading Specialist serves PFE students 20 hours/week. We currently have 12 instructional assistants to serve PFE. PFE has a full-time School Resource Officer and an administrative team that consists of a principal, assistant principal, and instructional coach.

Mission, Vision, and Purpose

Mission

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

Vision

Preparing for Future Educational Success

The PBIS program structures consistent expectations for all PFE students across settings. Guided Math and Reading allow for further individualization and differentiation for students. Genius Time is built into the daily schedule for interventions for some students and enrichment for other students. STEAM activities are being incorporated in Media Center rotations and after school enrichment opportunities.

Notable Achievements and Areas for Improvement

Areas of strength include an increase in the number of third grade students passing the BOG Reading test at the Beginning of 3rd grade. 4th Grade Reading and Math EOG scores are a strength. MClass growth in 2nd grade is also an area of strength for the school. The school has put effort and resources into improving instructional practices and curriculum resources in the school. The school has adopted a Guided Reading approach across all classrooms K-5, adopted a consistent, research-based phonics curriculum, implemented standardized intervention support and

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

protocols for RtI time and increased staffing capacity to include a full-time Assistant Principal and a full-time Instructional Coach.

Areas for improvement for the school include 5th Grade Math and Reading EOG scores, 3rd grade Math scores and mClass growth in 1st grade. Future plans to address these areas of need include adoption of Guided Math practices across K-5 to support more individualized math instruction for students, growth of our extended planning and other collaborative structures to allow for sharing of best practices, and an increased use of instructional coaching and peer coaching to grow classroom practice.

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

Goal Performance and Data Analysis

District Strategic Plan Goal: Goals 1 & 2	School Goal 1: Improve phonics instruction in Kindergarten, 1st, and 2nd grades to grade level skills as measured by M-class benchmark goals. Currently, entry level proficiency in M-Class is as follows: 1 st – 58%, 2 nd – 41%, and 3 rd – 52%. Over the next two years, we would like to see entry level reading proficiency to increase to at least 80%.
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What data is needed to complete a review of the goal? **Current DIBELS data**

DIBELS Composites		Cohorts over Time		
Composite Scores	BOY 13-14	BOY 14-15	BOY 15-16	
5 th Grade				
4 th Grade			77%	
3 rd Grade	66%	72%	78%	
2 nd Grade	76%	77%	75%	
1 st Grade	57%	63%	64%	
Kindergarten	55%	44%	48%	

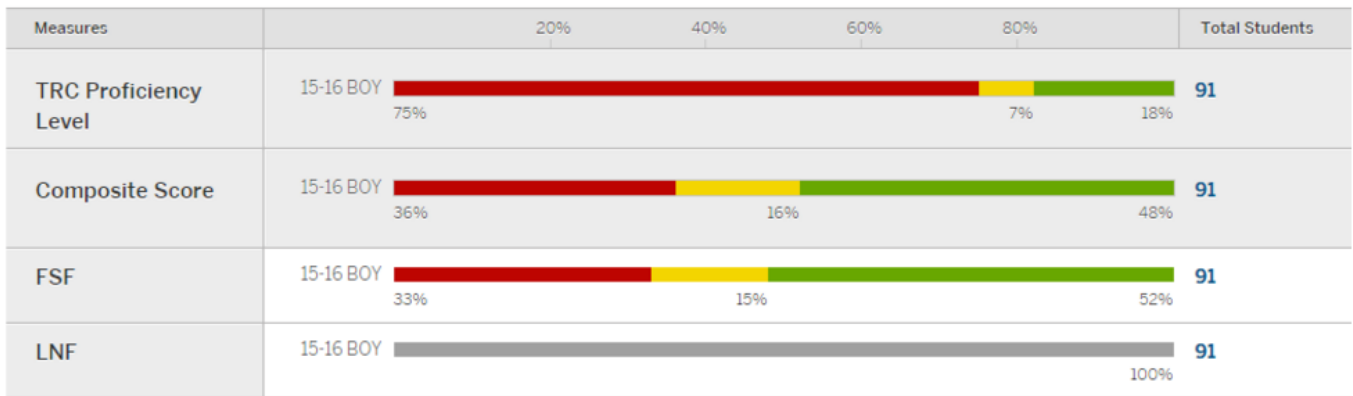
This table compares BOY DIBELS composite scores over multiple years.

- Look horizontally across a grade level to examine grade level outcomes over time.
- Look diagonally, up to the right to see cohort growth over time.

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

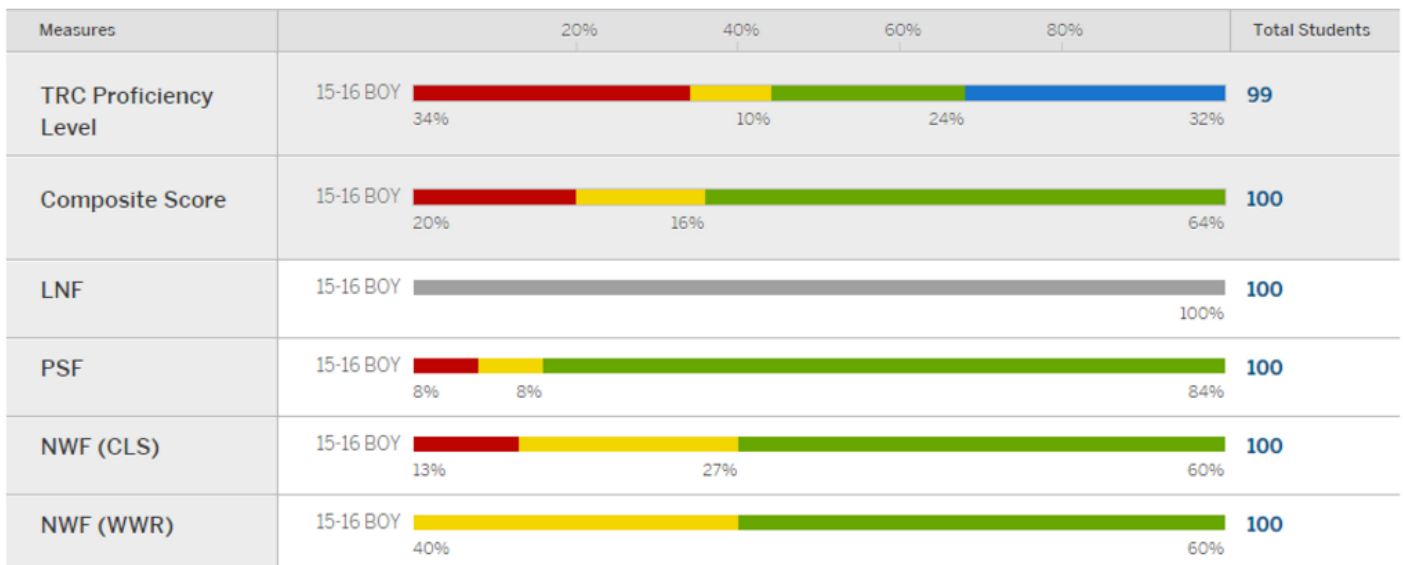
Kindergarten

mClass: 3D Measure Breakdown



1st Grade

mClass: 3D Measure Breakdown



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

2nd Grade

mClass: 3D Measure Breakdown

Measures	20%	40%	60%	80%	Total Students
TRC Proficiency Level	15-16 BOY 42% 25% 25% 8%				77
Composite Score	15-16 BOY 17% 8% 75%				77
NWF (CLS)	15-16 BOY 13% 17% 70%				77
NWF (WWR)	15-16 BOY 17% 10% 73%				77
DORF (Fluency)	15-16 BOY 18% 18% 64%				77
DORF (Accuracy)	15-16 BOY 8% 19% 73%				77
DORF (Retell)	15-16 BOY 3% 6% 91%				68

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

-OR-

Is the goal in-progress or not yet addressed:

If in progress, note status: **This year's data would reflect Letterland instruction, which was used last school year.**

If not yet addressed, explain why and your plan for starting: **This is our first year implementing Open Court instruction as a county-wide program.**

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

How are we doing over time (trend)?

DIBELS Composites Cohorts over Time

Composite Scores	BOY 13-14	BOY 14-15	BOY 15-16
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- Look horizontally across a grade level to examine grade level outcomes over time.
- Look diagonally, up to the right to see cohort growth over time.

The chart above shows the Beginning of Year DIBELS Composite scores over the past three years. Comparing Beginning of Year data over multiple years allows us to see cohort strength over time. The following are observation of this data:

1. Kindergarten students have consistently come to us with 44%-55% of students meeting the expected benchmarks for the beginning of K.
2. All cohorts in grades K-3 show growth between BOY 2014 and BOY 2015, with the strongest growth of 20% more students proficient in the current 1st grade cohort, followed by 12% more students proficient in the current 2nd grade cohort.

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

How are we doing compared to like schools (competitive)? _____

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

1. **All lower grade classroom teachers have received OpenCourt training.**
2. **OpenCourt materials have been purchased by the county for all needed PFE classrooms, except EC and ELL materials.**
3. **Fidelity checks are in progress.**
4. **SmartBoards have been installed in all K-5 classrooms, as planned.**

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

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

Goals have shifted due to new program

3. What other data do we need?

Goals have shifted due to new program

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

Goals have shifted due to new program

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

- 1. Change all verbage which refers to "Letterland" to "OpenCourt".**
- 2. Change responsible parties from PFE administration to county administration and OpenCourt representatives.**

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.

We primarily drew data to review this goal, but we also met as a School Improvement Team (which represents all areas of our staff, including specials, EC, teacher assistants - as well as a parent representative) to conduct a mid-point review.

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

Goal Performance and Data Analysis

District Strategic Plan Goal: Goal 1	School Goal 2: Focus on common core reading standards for instruction in an effort to improve reading performance in grades 3-5 and to focus RTI instruction on the lowest skill yet to be mastered by each student in reading
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What data is needed to complete a review of the goal?

Updated EOG Reading Data/Scores from 2014-2015

3rd Grade: 55.8% (CCR), 70.2% (GLP)

4th Grade: 63.1% (CCR), 71.4% (GLP)

5th Grade: 50% (CCR), 61.4% (GLP)

Improvement of 11 points for BOG scores for 2014-2015 to 2015-2016

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

-OR-

Is the goal in-progress or not yet addressed:

If in progress, note status: **Goal is in progress.**

If not yet addressed, explain why and your plan for starting:

How are we doing over time (trend)?

BOG scores for upcoming 3rd grade class shows growth over last year.

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

Varies by grade. Last year's 4th grade cohort is a strength.

How are we doing compared to like schools (competitive)?

Similar scores to BES. Fluctuate back and forth, dependent on grade level. There is still room for improvement.

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

Improvements/strengths in 4th grade reading, 4th grade science, and current year 3rd grade BOGs.

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

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

3rd and 5th grade ELA EOG scores are areas for improvement.

3. What other data do we need?

We need time/opportunities to analyze MClass data and EVAAS. We also need increased time for uninterrupted instructions (less assessment).

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

Schedule dedicated time to analyzed benchmark results when needed. Determine possibilities of using Reading Specialist to support 3-5 students.

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

- 1. Change "SchoolNet" on Strategy 1, Action Step 4 to "County Benchmark".**
- 2. Strategy 3, Action Step 1 is not currently feasible due to change in AIG schedule at county level.**
- 3. Strategy 3, Action Step 2 is proving challenging due to limited time constraints of school day.**
- 4. Strategy 3, Action Step 3 should be removed because Accelerated Reader has been discontinued at PFE due to staff sentiment of lack of alignment with Common Core.**

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.

It is simple to include staff, but it is an area of improvement to include more parents in our committee. This is something we are currently working on.

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

Goal Performance and Data Analysis

District Strategic Plan Goal: Goals 1 & 2	School Goal: To increase math proficiency in grades 3-5, as demonstrated by EOG scores.
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What data is needed to complete a review of the goal?

2014-2015 EOG scores for Grades 3-5 at PFE

3rd: 57.7% (CCR), 70.2% (GLP)

4th: 65.5% (CCR), 73.8% (GLP)

5th: 62.9% (CCR), 75.7% (GLP)

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

Is the goal in-progress or not yet addressed:

If in progress, note status: **In progress. Some improvement.**

If not yet addressed, explain why and your plan for starting: **n/a**

How are we doing over time (trend)?

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

How are we doing compared to like schools (competitive)? **Slightly above like schools (BES, Hillendale)**

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

- 1. MobyMax has been purchased.**
- 2. Study Island has been purchased.**
- 3. GoMath has been purchased (in placed of Saddler as initially stated).**
- 4. Study Island training was provided for PFE staff on 9/16 half day.**

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

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

We could potentially use MobyMax BOY, MOY, and EOY placement tests to track progress alongside SchoolNet/county-created benchmarks.

3. What other data do we need?

Benchmark scores and MobyMax assessment scores.

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

Use data to determine which students need more intervention in math - and which skills need to be focused on during such intervention.

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

- 1. Incorporate MobyMath assessment data.**
- 2. Update Strategy 1, Step 7 to indicate GoMath was adopted.**

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.

Continue to need improvement in obtaining feedback from stakeholders.

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

Goal Performance and Data Analysis

District Strategic Plan Goal: Goals 2 & 3	School Goal: To increase student recognition for positive behavior and decrease number of office referrals through more thorough PBIS implementation
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What data is needed to complete a review of the goal?

1. **Duty-free lunch data**
2. **Class Bead Counts**
3. **Officer Referral Data**
4. **Class DOJO Reports**
5. **PD Data about training**
6. **Minutes from PBIS Meetings**

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

-OR-

Is the goal in-progress or not yet addressed:

If in progress, note status: **Goals in progress. Check Strategy 1 & Strategy 4.**

If not yet addressed, explain why and your plan for starting: **n/a**

How are we doing over time (trend)? **Plateaued in 2014-2015 school year. Made plans to increase 2015-2016.**

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

How are we doing compared to like schools (competitive)? **Unknown**

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

1. **Ticket system approved**
2. **More opportunities provided for student recognition during assemblies (car rider, bus rider awards)**
3. **Class DOJO reports**

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

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

Strategies 1 and 4 are areas for improvement. The lack of data shows this need.

3. What other data do we need?

- **Strategy 1 - Need to find data about Teacher Training for Module 1 & 2**
- **Office referrals data remains same (not shared).**

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

All teachers on PBIS Committee receive Module 2 training through district.

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

Change target goal to data that is measurable by classroom teachers rather than discipline referrals to office.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.

PBIS Committee met at beginning of school year to review data, make plans, etc. so this assessment is based on that meeting. PBIS Committee (and SIT as a whole) need to involve parents and other stakeholders better. A potential parent survey could help.