



School Improvement Plan
2016-2018

Pisgah Forest Elementary School
Tonya Treadway, Principal
Kristi Clark, School Improvement Chair

Transylvania County Schools
Strategic Plan
Mission, Vision, Motto, Goals, and Values

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.

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

Committee Position	Name
Principal	Tonya Treadway
Teacher Representative, Chair	Kristi Clark
Parent Representative	Kim Brown
Teacher Representative	Emily Fields
Teacher Representative	Binky Cole
Teacher Representative	Rebecca Dinsdale
Teacher Representative	Josh Thaxton
Teacher Representative	Brooke Snipes
Specials	Tammy Ducker

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 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 21st century learners.

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School Improvement Plan

A Continuous Improvement Strategic Plan

School Name: Pisgah Forest Elementary	Year: 2016	Principal: Tonya Treadway	SIT Chair: Kristi Clark
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P PLAN: Identify the gap and the approach

Overall SMART Goal (Two year projection):

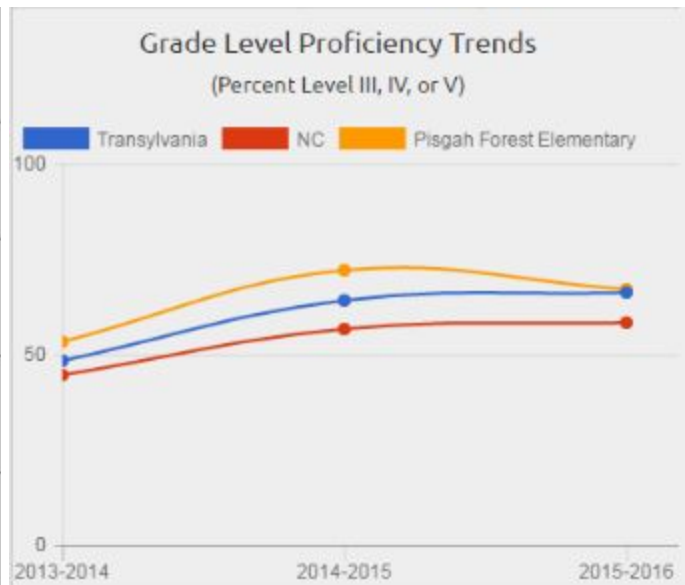
Academic achievement at Pisgah Forest Elementary will increase as students meet or exceed individual growth goals using grade appropriate classroom data, district assessments, and/or state assessments.

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.

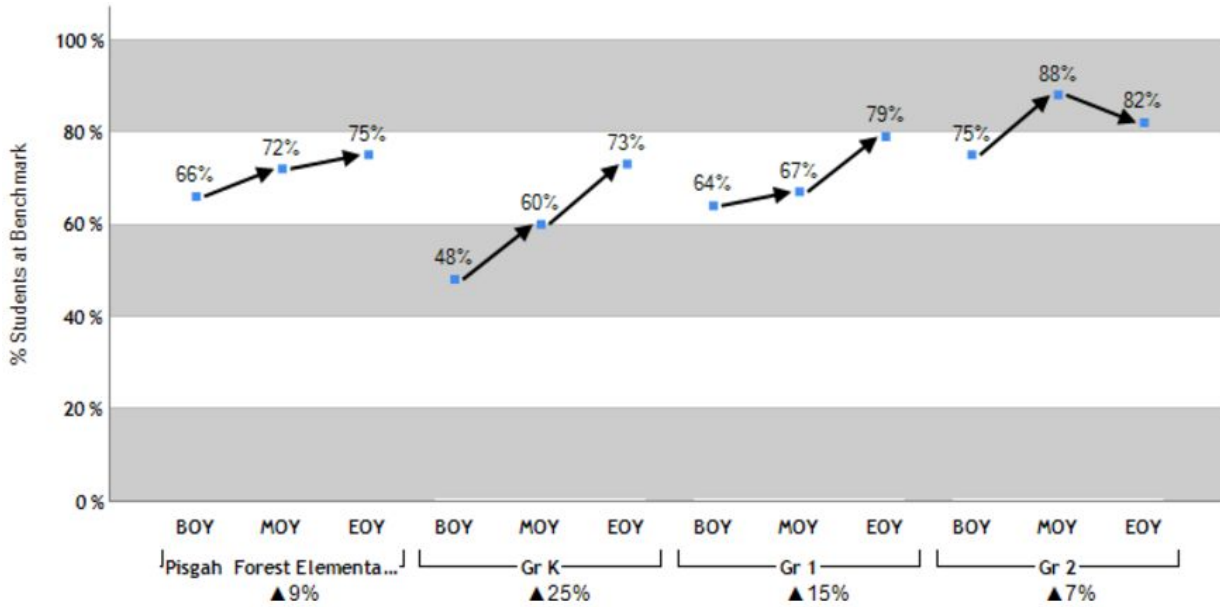
	14-15	15-16
Composite	71	65
<i>Reading</i>	70	69
<i>Math</i>	72	63
<i>Science</i>	82.9	63.3



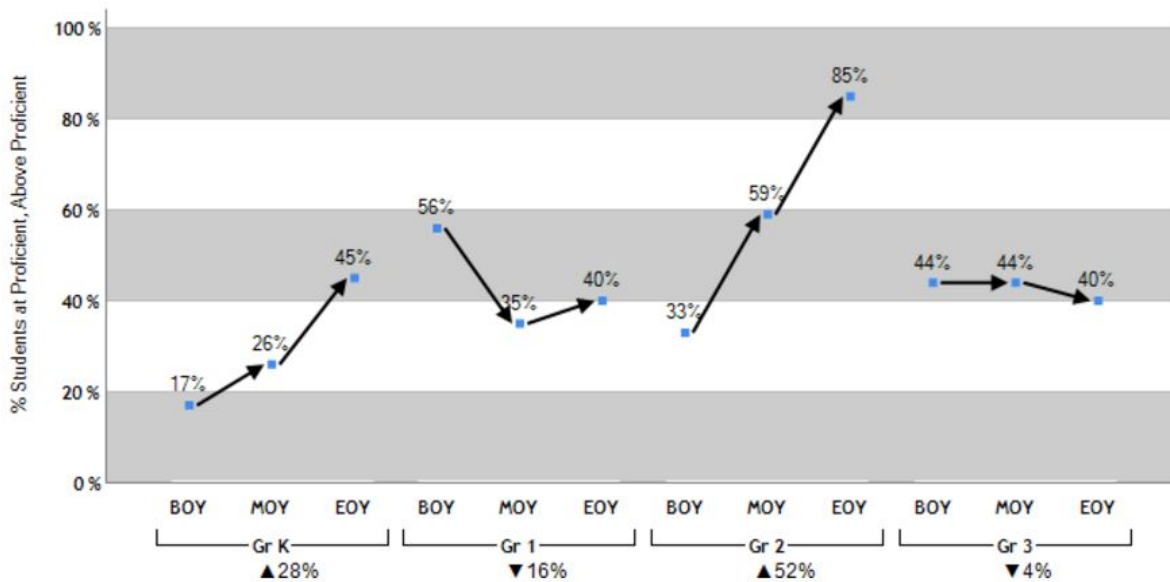
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Additionally, the data review completed by the SIT in the spring of 2016 revealed similar trends with m-Class data for students in grades K-3.

K - 2 Composite Scores - % of Students Proficient:



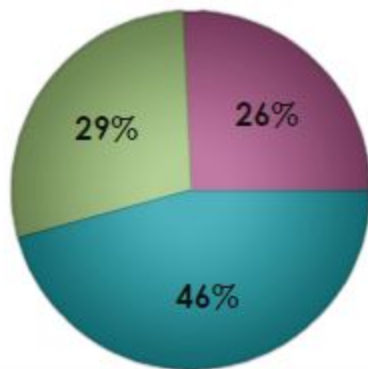
K-3 TRC Scores - % of Students Proficient:



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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

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

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 positively associated with the

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all teachers. The organizational structure of 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.

appropriately. Implementation of the MTSS framework over the next three years will enable the 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. 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.

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. 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.

At PFE we also need to focus on high quality core instruction 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 all students in the classroom.

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.

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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.

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D					
DO: Develop and Implement Deployment Plan					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	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/ Administration/ 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 with 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

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.

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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:

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)
EOG test scores and mClass Progress Monitoring data	Professional development feedback/surveys	EVAAS Data
Benchmark Data/anecdotal notes	Committee notes	mClass Data
Professional Development Rosters	Master Schedule	Benchmark Data
Flexible grouping data and meeting notes	TA schedule	Tier Plans/Notes
Tier Team Plans/Notes	PFE Activities Calendar Staff Newsletters	

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Read to Achieve Portfolios AIG Plans (Differentiated Education Plans) Grade level data spreadsheet June 2017	mClass Progress Monitoring data Flexible grouping data and meeting notes	
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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:		
1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No
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. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.		<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

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.				
Step #	Person(s) responsible for	Measure/Indicator	Start Date	End Date

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Cycle 2 List the specific steps your team will complete during the second cycle.	completion of the step.	(How will you know if the step is completed correctly?)		

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.

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

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)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)
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S Study – Analysis of data after implementing an approach

At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No
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		From whom do you need assistance?
Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.		
A	Act – Continue with the Target Goal or revise the Target Goal for next year.	
<input type="checkbox"/> Overall goal has been met and School Improvement Plan focus will change for next year.		
Or...		
<input type="checkbox"/> Target goal has been met and is changed to a new target goal.		
<input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.		
<input type="checkbox"/> Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.		

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P	PLAN: Identify the gap and the approach
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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.

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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.

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DO: Develop and Implement Deployment Plan					
Step #	Cycle 1 List the specific steps your team will complete during the first cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
1.	Communicate with local organizations to develop interest and potential support for art projects/sponsorship in hallways and other shared spaces.	Administration School Climate Committee 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 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 School Climate Committee Parent/Community Involvement Committee	Grant proposals Project Proposals/Timelines	October 1, 2016	July 30, 2017
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

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*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 School Climate committee 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 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 instruction 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.

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	B. List the information or measures the team will use to determine if the approach wasn't	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)
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School Improvement Plan

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<p>implemented/completed ? (Completion Data)</p> <p>The hallway will be updated with new artwork, quotes, and murals by July 2018.</p> <p>The gym and cafeteria will be repainted by July 2017 using the school colors.</p> <p>Grant proposals will be submitted for playground building projects by July 2017.</p> <p>Outdoor Classroom project will be presented to the school board for approval on Dec. 19th.</p> <p>The Sculpture Garden project will be completed by July 2017 given the approval of the MOU by both TCS and Brevard College.</p>	<p>implemented correctly? (Fidelity of implementation data.)</p> <ul style="list-style-type: none"> ● Committee meetings ● Project completion ● Grants awarded ● Approval of project proposals 	<ul style="list-style-type: none"> ● Survey data ● School climate data on NCTWCS ● Volunteer rates and participation ● Stakeholder feedback from SIT meetings
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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>1. What worked and how do you know?</p>	<p>2. What didn't work and how do you know?</p>	<p>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No</p>

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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. <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.	<input type="checkbox"/> Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 above. <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
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A	Act – Revise or continue with implementation plan based on data analysis.
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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.

Step # Cycle 2 List the specific steps your team will complete during the second cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date

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.

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

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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)	B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)	C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)
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S	Study – Analysis of data after implementing an approach
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At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?	2. What didn't work and how do you know?	3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance?
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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- Overall goal has been met and School Improvement Plan focus will change for next year.
- Or...
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.
- Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

School Improvement Plan Assurances Sheet

School: Pisgah Forest Elementary School

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

v		Requirement
	1	The SIP meets all of the requirements set forth in North Carolina General Statute 115C-105.27.
	2	The members of the School Improvement Team and their position titled are included with this plan.
	3	All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way.
	4	Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan.
	5	Instructional objectives address growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy.
	6	Professional development has been included in this plan
v	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	<p>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>. (Date)</p> <p>The results of the vote were as follows:</p> <p style="text-align: center;"><u>29</u> For <u>0</u> Against <u>0</u> Abstain</p>
This plan reflects the requirements for Title I School-wide Schools		

Janey Inadway
Signature of the Principal

12/9/16
Date

Kristi Clark
Signature of School Improvement Team Chairperson(s)

12-9-16
Date