

## *Section 6: Implementation of the Plan and Documentation of Results*

### Annual Progress Report on the Implementation of the School Improvement Plan

School Name: Pisgah Forest Elementary School

Principal: Mike Bailey

Submitted On: Monday, October 27, 2008

## I. Introduction

### A. General Comments

The major focus of the School Improvement Team during the 2007-08 school year was to continue to execute and follow the current School Improvement Plan for Pisgah Forest Elementary School. The plan required the attention of the staff to maintain implementation. With the addition of a new administrator for the 2007-08 school year, the faculty was invaluable in supporting and carrying out the School Improvement Plan. Some of the action steps outlined in the plan have been completed while others remain in the implementation phase. The plan was not amended or changed during the school year, but the faculty was instrumental in helping to form the action steps in the current School Improvement Plan.

### B. Globally-Competitive Students

The initial goal of the School Improvement Plan was to have all students in grades 3, 4 and 5 achieve at or above a level III in reading, writing, math and science. Achieving the goal would have resulted in Pisgah Forest Elementary attaining Honor School of Excellence, attaining AYP goals and demonstrating high growth on EOG tests. PFE met all AYP goals, but in math and writing the composite score was 86.7. Reading and science scores were not available at the time of this report. Particular attention will need to be focused on third grade this year, due to heavy teacher retirement at that grade level. Of the five third grade teachers, four of them will be new, or will not have taught third grade for several years. All third grade classrooms will have full time teacher assistants. Fifth grade will have one full time teacher assistant to work exclusively with fifth grade. Fourth grade will have one half-day teacher assistant to work with their grade level, and an academic coach to focus on at-risk students in fourth grade. Second grade will have a half-day teacher assistant in each classroom and some assistance from the academic coach to focus on at-risk students. Adjustments were necessary in action steps due to a lack of funding in Title I and a reduced number of teacher assistants in the building due to the number of positions funded for our school.

Benchmark assessments were used each quarter to determine student progress toward grade level goals in reading, math, and writing for all third, fourth and fifth grade students. The first and second benchmark assessments were online assessments from Study Island and provided immediate feedback to students and teachers. The third assessment was taken from Study Island, but was done with paper and pencil to provide practice with the End of Grade format in reading and math. Writing was assessed with district prompts. The first and second quarter writing assessments were scored at the school level; the third quarter writing was scored at the district level.

Instructional assistants continued to work with Kindergarten through second grade students for the majority of the day, but were specifically assigned to work for one hour per day with fourth or fifth grade students. They worked under the supervision of the fourth and fifth grade teachers to provide small group and individual instruction to students whose benchmark assessments showed skills below grade level skills in reading, math and writing.

### C. 21<sup>st</sup> Century Professionals

All teachers, administrators and staff completed at least one high quality staff development workshop to support reading, writing and math; and teachers will have input into staff development decisions as evidenced by the Stakeholder Satisfaction Surveys. During the 2007-08 school year, PFE teachers worked with the district instructional technology leadership team to plan to provide high quality staff development focused on United Streaming video to enhance and support daily instruction. The workshop included face-to-face start up time and then used Moodle for online collaboration among participating teachers and instructors. Thirty six teachers completed the course. Eight teachers joined Brevard Elementary staff for a Foundations of Reading workshop sponsored by NC DPI. These workshops along with the graduate course work of one of our teachers resulted in PFE reaching the goal of 100% of teachers and administrators completing at least one high quality staff development during the year. In an effort to reach the same goal for 2008-09, PFE applied for and was granted an LEA partnership with NC Teacher Academy to provide high quality, on-site staff development in reading. The focus of the workshop was Informational Text. PFE hosted the workshop and worked collaboratively with Brevard Elementary, Rosman Elementary and TC Henderson Elementary School as participants in the high quality instruction. Twenty-three teachers from PFE completed the week long summer workshop. The teachers will participate in the fall and spring follow-up activities accessed on Blackboard to continue implementation of the workshop. Write From the Beginning training was abandoned as a formalized workshop due to a high percentage of trained staff who continue to implement the program in daily instruction and to a refocus of North Carolina's writing assessment. All teachers will participate in the online writing training provided by NC DPI regarding the paradigm shift and new scoring rubrics with the fourth grade team serving as teacher leaders.

### D. Healthy and Responsible Students

While continuing to focus on the current action steps in the School Improvement plan related to behavior on school buses, a new action step will be added for the 2008-09 school year. As enrollment numbers have increased at Pisgah Forest Elementary School, our specials schedule has been altered. For the past two years, the students at PFE only have scheduled PE classes twice a week. Due to the need for more physical activity and the need to fulfill the state mandate to have 150 minutes of moderate to vigorous activity per week, Pisgah Forest has implemented an activity plan. It is designed to allow for activity time on both PE days and non-PE days. Classroom teachers in conjunction with the PE staff, will monitor students during daily recess time as they walk or run laps around our quarter-mile track. While the BMI data collected on students is comparable to other elementary schools in the county, our numbers are the highest for overweight and obese children. We recognize that there are many factors that affect these statistics and we are committed to giving the children adequate opportunity to increase their fitness levels by allowing for as much guided activity time as possible. K-2 teachers are having their students walk/run a half-mile in 10 minutes or less and 3-5 teachers are having their students walk/run a mile in 15 minutes or less, as part of their 30 minute daily recess. Our staff will participate in a Health Department generated staff development class which will give them ideas on how to continue the opportunity for activity in the classroom on days where weather does not permit outdoor activity. The "Classroom Energizer" program will include a staff wellness opportunity and will focus on how to help our students become healthier individuals.

## E. Leadership

The school goal was to increase the Stakeholder Satisfaction Survey Composite to above the district elementary average of 82.3 regarding decision making authority. The action step regarding the Family Empowerment workshop was completed with the attendance of the lead teacher, a classroom teacher and a parent from PFE. Those steps that are continuing and will be ongoing include working with the community and churches to improve academic assistance for minority students. In the 2007-08 school year PFE students benefitted from tutoring by community adults as part of the Village Keepers program at Glade Creek Church, the program will continue during the 2008-09 school year. In addition to the Village Keepers program, PFE students will have the opportunity for tutoring and academic assistance from the Rise and Shine after school care program and from El Centro which is geared to help Hispanic students in the area of academic assistance. The administration at PFE will continue to communicate with staff about staff development needs and opportunities, and will continue to keep teachers informed about budget amounts for academic coaching purposes while giving the teachers the authority to decide how best to use those funds at their respective grade levels. Stakeholder Satisfaction Survey results regarding decision-making authority was at 85% for the 2007-08 school year in comparison to the district wide average of 79%.

## F. 21<sup>st</sup> Century Systems

The PFE school goal is to maintain high level of support processes within the educational system that are aligned to achieve high performance. PFE will maintain a 90% or higher satisfaction rate on the Stakeholder Satisfaction Survey composite for question STF 31, processes within my school are aligned to achieve high performance. The goal was met with a 98% satisfaction rate for the 2007-08 school year. PFE will continue to follow Standard Course of Study requirements in each course as an action step. The following action steps will be continued to ensure a high rate of satisfaction in 21<sup>st</sup> Century Systems: Consult with faculty and staff to continue grade level pacing and continuity...Consult with and evaluate staff needs and concerns in planning staff development...Staff will have the opportunity to plan for use of budget allotted funds for academic coaching purposes. No action steps were abandoned and there was no need for adjustment or addition to the action steps in place for this category.

## II. Summary of Results

### A. Globally-Competitive Students

Pisgah Forest Elementary School made high growth in math for the 2007-2008 with a high academic change ratio. We fell just short of the ninety percent proficient mark needed to qualify as a School of Excellence with 89.13 percent proficient in math. However, the math scores for 2008 continue an upward trend in math proficiency. The proficiency score in 2006 was 84.2 and in 2007 was 86.7. Pisgah Forest Elementary set the benchmark for the district in 2008. The overall math proficiency score for elementary and middle schools was 81.993. Fifth grade at Pisgah Forest had a remarkable proficiency score at 95.745 percent of the students scoring at or above Level 3 in math.

Writing proficiency was lower at 72.8 , but was above the previous two years' scores of 72.3 and 71.7 in 2006 and 2007 respectively.

Reading and Science proficiency rates were not available at the time of this report.

### B. 21<sup>st</sup> Century Professionals

Opportunities to attend high quality staff development workshops were offered on the campus of Pisgah Forest Elementary School. Write from the Beginning training was provided for all new teachers in October. Missing Pieces workshop was offered at PFE in coordination with PFE staff and NCAE representatives Angela Farthing and Elic Centers during the months of October and September. Thirty-six teachers completed an intense workshop focused on the integration of United Streaming video into content area lessons. Eight teachers joined the Brevard Elementary staff for a Foundations of Reading Workshop sponsored by NC DPI. With the attendance of one teacher through graduate school classes and the HQ workshops offered at PFE and locally, 100% of the faculty did attend and receive credit through the SEA system for completion of an HQ workshop during the 2007 school year.

The process followed as an action step in the school improvement plan, allowed teachers to best decide how to use available funds for academic coaching at their respective grade levels. Students for academic coaching were targeted using daily work in classrooms, mid term reports and quarterly assessments in all core subjects. These processes led to a 98% positive response from staff on item #22 of the Stakeholder Satisfaction Survey allowing teachers to have input into staff development decisions. Academic coaching duties were carried out through a combination of classroom teachers and paraprofessional classroom assistants from October through the end of the school year.

### C. Healthy and Responsible Students

The results from student and staff Stakeholder Satisfaction Surveys continue to decline. Results from student surveys declined at a greater rate than the staff survey. Since 2002, the results to item STD 27 have varied from a high of 59% to a low of 47% for the 2007-2008 school year. The item was "stable" in 2002 and 2003. In 2004, 2005 and 2006 the response was "down" then returned to "stable" in 2007. In 2008 response to the item was down again at 47%.

Results from STF 30, Student behavior on school buses is safe and orderly, range from 94% in 2002 to a low of 63% in 2008. After 2002 the response to item STF 30 dropped to 71% in 2003, 78% in 2004, 71% in 2005 , 74% in 2006, 68% in 2007 and finally 63% in 2008.

No action steps will be abandoned and we will continue to search for steps to improve the response in both areas of concern with the Stakeholder Satisfaction Surveys.

PFE will be receiving 100 pedometers to enable us to start tracking mileage and steps for our 5<sup>th</sup> grade students. We will be adding an action step to increase the amount of movement and exercise on PE and non-PE days, in conjunction with help from the classroom teachers. Teachers are working with the PE staff to increase the amount of laps that students will complete this year in an effort to improve BMI results. The pedometers will be an immediate aid in tracking this information at 5<sup>th</sup> grade. Our PE teacher has submitted a grant to two different organizations to try and gain more pedometers for our school to help track overall BMI progress.

#### D. Leadership

Satisfaction survey results for STF item 20 were as follows: 2002, 91%; 2003, 79%; 2004, 92%; 2005, 94%; 2006, 65%; 2007, 69% and in 2008, 85%. We are pleased that the increase in the positive response rate in 2008 is above the elementary school average. Our hope that the response rate will continue to improve each year based on input from faculty, parents and the community. We have an excellent relationship with our ROPE board which has helped PFE to benefit from over 1600 volunteer hours last year. We will work to improve our tracking of volunteer hours in school to include certain groups who volunteer regularly but may not have been recorded in the past.

#### E. 21<sup>st</sup> Century Systems

The 2007-2008 local survey results for Item STF 31 remained "stable" by process variation at 98% positive response, which was up from 96% positive response in 2006-2007. Systemic variation was "normal" and has remained so at PFE since the 2004 school year.

### III. Reflections and Lessons Learned

We are proud to have met all AYP goals for the 2007-2008 school year. This is a direct result of dedication, communication and leadership among our faculty, administration, staff, community, parents and student body. There is cause for celebration and congratulations of a job well done by all. PFE did not achieve the Priority One indicator for achieving Honor School of Excellence and attaining AYP while demonstrating high growth evidenced by all students in grades 3, 4 and 5 achieving 90% or higher on End of Grade tests. Third grade scores were directly effected by teacher turnover 6 weeks into the school year. The class of students who were effected performed at a level well below the remaining third grade classes. Study Island assessment in conjunction with quarterly assessments are proving to be good indicators for measuring student progress throughout the school year, which helps teachers to get a feel for the rate of progress their students are making in conjunction with their use of pacing guides for their classes. Although PFE met all AYP goals, in math and writing the composite score was 86.7. Reading and Science scores have yet to be released at the state level.

Multiple opportunities to earn HQ staff development CEU credits were available last year at the school and district levels. PFE staff achieved the goal of 100% participation in and completion of HQ staff development for the 2007-2008 school year. We will continue to consult with staff for assistance and direction in possible HQ staff development opportunities that we may be able to provide at PFE or in conjunction with other schools in the district. PFE is pleased that the majority of our staff had the opportunity to be in on the introductory level with the district technology leadership team, in having the Elmo projectors and United Streaming video training during the 2007-2008 school year. This enabled the majority of our teachers to have access to more technology than in any prior years.

PFE continues to search for ways to increase the positive response to Stakeholder Satisfaction Survey composite questions related to bus safety issues. Perception of school bus travel in the county as a whole is not positive based on previous survey data, but the response from student and faculty survey data continues to be in decline with a 47% student positive response and a 63% staff survey response at PFE. We have not had a large number of bus discipline issues, yet the response continues to be in decline. Budget constraints do not allow for the use of bus monitors on a daily basis. We have experienced some success in preventing repeat offenses on buses through watching short segments of bus tape with the offending students so they are able to see what the issues are, as well as discuss them with us. Having "Buster the Bus" visit at PFE was beneficial with K-2 students to help emphasize bus safety in addition to the on bus training conducted by the principal and SRO at every grade level.

The relationship between Pisgah Forest Elementary School and the community is very strong. Through partnerships with local churches and community organizations such as the Boys and Girls Club some of our lower performing students are receiving more individual attention and assistance with school work. Our lead teacher, a classroom teacher and a parent from the community attended the Family Empowerment workshop through WRESA to gain information in helping to strengthen the school to community bond. Teachers have been informed and empowered to make decisions regarding budget issues at their particular grade levels and have the opportunity for input in the best use of those funds. Whether those decisions revolve around potential staff development opportunities or use of funding for academic coaching, or grade level supply/equipment purchases, the positive response of 85% is an indication that decision making authority resides at the most appropriate levels closest to the classroom.

We were able to reach our goal in Priority Five which was to maintain a 90% or higher rate of satisfaction on the Customer Satisfaction Survey composite item STF 31. Processes within my school are aligned to achieve high performance. Our positive response rate of 98% in this area confirms the importance of staying focused as a faculty in following and adhering to the Standard Course of Study requirements in each course. Grade level meetings on a regular basis have been essential in allowing administrators the opportunity to consult with staff needs and concerns related to grade level pacing guides and continuity. This venue for open discussion allows the administration to evaluate staff needs and concerns in planning and staff development. We are proud of the 98% positive response and know that we must continue to allow for and create open professional dialogue with our staff.

Areas in need of improvement are identified as well as those areas that are worthy of pride and celebration. Careful attention will be necessary to continue improvement in all areas with the School Improvement Team and staff working together to drive decisions about necessary potential changes for the 2008-2009 school year in a continued effort to meet all AYP goals, continue high growth, and ultimately achieve our goal of Honor School of Excellence.



#### IV. Next Steps

In the 2008- 2009 school year it will be important for us to monitor new members to our teaching staff, and we also will need to closely monitor third grade due to the large number of teacher retirement at that grade level. Of the five third grade classes, four teachers are either new to teaching, new to third grade, or have not taught third grade for a number of years. With the addition of an Academic Coach this year to focus on fourth grade (and some second grade), we are hopeful that we may be able to serve some of last year's third grade students who are performing below grade level in reading and math. With the addition of a half-day teacher assistant at fourth grade and the addition of a full day teacher assistant at fifth grade we are hopeful that further assistance will aid students at those grade levels who may be performing below grade level expectations. The academic coach at fourth and second grade will assist low performing students, but those students who are well below grade level in performance will be served with academic coaching from their grade level teacher after or before school hours. Second grade will have one teacher assistant per two teachers, due to budget restraints. We will monitor and assist in second grade to help as much as possible with the lack of classroom assistants for the full day. In an effort to help at second grade we are asking our Brevard College student volunteers to focus their efforts on second grade students first and then we will evaluate the neediest areas that can benefit from their assistance beyond second grade.

We will continue to work with Glade Creek Baptist Church, Rise and Shine after school care, Boys and Girls Club and El Centro (Hispanic students) in supporting in any way possible to help the students who are in the these programs to be more successful. We have employees from the State Employees Credit Union coming in to volunteer weekly in classrooms. Members of the men's basketball team at Brevard College, as well as Coach Houston are volunteering regularly each week. We are fortunate enough to have regular community volunteers in Mr. Seward, Mr. Secosian, Mrs. Zurig and other volunteer parents who are here almost daily to help with targeted kids who need assistance. Academic coaching with teachers and targeted students after and before school has started at grades 3, 4 and 5 and will continue through the end of the school year.

We have 8 staff members who are going through the United Streaming training this year which will complete the training for every staff member who has an Elmo projector installed in their classroom or lab/media area. We have staff members who are taking advantage of workshops through WRESA and we are requiring all of our teachers to participate in the online writing training provided by NC DPI regarding the paradigm shift and new scoring rubrics with the fourth grade team serving as teacher leaders. PFE applied for and was granted an LEA partnership with NC Teacher Academy to provide HQ, on-site staff development in reading. The focus of the workshop was Informational Text. PFE hosted and worked with the other elementary schools in the county as participants in the HQ instruction. Twenty-three PFE teachers attended the training and completed the week long workshop during the summer. These teachers will participate in the fall and spring follow-up activities to continue implementation of the workshop. PFE is committed to the goal of 100% of all faculty completing at least one HQ workshop for the 2008-2009 school year.

The principal and lead teacher will continue to have quarterly meetings with teacher assistants to share thanks and have open discussions about concerns that may occur with their duties. The principal will meet monthly with bus drivers to share thanks and concerns, while searching for improvement processes to improve bus safety and perceptions of bus travel in general. Our relationship with parents and our ROPE organization continues to be vital to our success as a school with volunteerism and fund raising activities. We will continue to work in all areas to

improve. We have a wonderful staff and faculty who work hard and work smart. We have excellent networking at grade levels and have plans to allow for release time for our teachers to visit and observe other teachers in our building. Visiting different grade levels can raise respect and appreciation for what goes on in our building, besides what is going on within the same grade level. We have great teachers and they all have something to offer one another. We will remain positive and keep the "can do" attitude and be there to support one another in every endeavor.