



School Improvement Plan
2014-2016

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

Transylvania County Schools
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.

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	Merriman Nichols
Inst. Support Representative (Counselor) Representative, Chair	Ashley Witt
Teacher Assistant Representative	Penny Creasman
Parent Representative	Shanaia Powell
Teacher Representative	Emily Fields
Teacher Representative	Stephanie Sizemore
Teacher Representative	Kristi Clark
Teacher Representative	Kelly Cyr
Teacher Representative	Claire Gasperson

School Data and Summary Analysis

Strengths

Our school's strengths are academics, specifically reading, and teacher quality. Our standardized scores consistently rank at or near the top of our district and the majority are above the state average. All of our teachers are highly qualified, and approximately 1/3 of our classroom teachers are National Board Certified. Behavior expectations are high and show in our survey results and in our lack of acts of crime or violence. We are in our third year of PBIS implementation and expect to enter the module two phase of PBIS implementation this year. Our school's overall district and state survey results are highly positive in most areas. PFE was recently designated as a Title One Reward school for the second year in a row. EOG score growth can be summarized in the following way - 3rd Grade - 56.8 to 66.3 (83 including 3's); 4th Grade - 57.3 to 58.4 (77 counting 3's); 5th Grade - 49.5 to 48.8 (48.8). 5th grade: Math - Met expected growth last year, but did not meet expected growth over three year average. Three year value added average for 4th grade - exceed expected growth in 4th grade over 3 year period. Reading is similar - but met expected growth. 3rd grade - exceeded expected growth. Pisgah Forest Elementary has a strong core group of active parent involvement including our ROPE Organization and classroom volunteers. All 27 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.

Gaps or Opportunities for Improvement

There is an opportunity for improvement in the area of standardized testing, especially given the addition of Read to Achieve legislation. Specifically, our minority students are performing disproportionately below the remainder of the population on standardized testing scores. In an effort to boost upper grade performance, we foundationally need to provide better reading instruction and intervention at lower levels. In the years prior to Read to Achieve, our school's focus was mathematics in order to remove our school status from sanctions, which was successful. We currently prioritize reading instruction in order to ensure all students are successful according to the new Read to Achieve legislation. Our student's math scores currently show a need for improvement. PBIS is in its third year of implementation; however we have areas of improvement to address such as individuals in Tier 2 and 3 targeted for behavior concerns. We would like to improve overall student growth and performance. Currently, our student accountability growth measures as a 1.07, which means we met expected student growth. Over the next two years, we would like to improve our growth to an index above 2.0, which would indicate we exceeded student growth. This is in all areas of End-of-Grade testing: reading, math, and science.

Missing Data/Procedure to Gather Needed Data to Make Improvements

We recently received 3rd-5th grade EOG scores, which we can analyze to determine which reading content areas need to be better addressed. We can also disaggregate our upper grade math EOG data to find out which strands are areas of strengths and weaknesses. Our discipline data needs to be organized and analyzed for areas of improvement.

Improvement Priorities for the School

Pisgah Forest Elementary has consistently been a school supported by parents and community with strong staff and primarily satisfactory test scores. In the past few years, we have desired improvement in our academic achievement. This is due to new policies being put into place at the state level, common core standards being implemented and better access to assessment and progress monitoring data to investigate areas for growth.

This year at Pisgah Forest Elementary, we have acquired multiple new staff members who would benefit from additional trainings and program access, as well as our continuing staff who gain a great deal from ongoing professional development, fidelity checks, and professional collaboration among peers. With a new administrator who has experience in other counties, we have had the opportunity to gain perspective into what school districts in other areas of the state are implementing and finding success with.

We also felt that a consistent phonics instruction program at the early grades would provide a more solid foundation for academic instruction at higher grades. As we continue to improve and enhance our reading instruction at all grade levels for all students, we expect to see increased academic achievement while our students are at Pisgah Forest Elementary and beyond. We also hope to distinguish ourselves as a school with strong academic instruction and interventions, as well as continuing positive behavior.

Goal 1

Area for improvement and supporting data:	After analyzing MClass data from last school year, there was a need to improve phonics instruction in K-2 in order to support fluency and comprehension growth in grades 3 through 5.
School Goal:	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%.
Supports District Goal(s):	1, 2
Target:	3rd grade students will begin the year with a TRC level of M or above
Indicator(s):	MClass/Reading 3D scores, Letterland Assessment Scores
Milestone:	August 2017

Improvement Strategies

Strategy 1: Train all K, 1, and 2 teachers in Letterland Curriculum.

Action Steps:
1. Arrange Letterland Training (Mrs. Nichols)
2. Provide all K, 1, 2 teachers to attend Letterland Training in August 2014
3. Purchase Letterland materials for all K-2 classrooms.
4. Provide all K-2 teachers with additional Letterland training in November 2014
5. Observe and model lessons for all K-2 teachers
6. Train any new teachers hired in Letterland
7. Provide our ELL specialist with Letterland training in order to better support our lower grade ELL students
8. Utilize Letterland company representatives/support throughout the duration of the adoption

Strategy 2: Ensure program is taught to fidelity using observations and ongoing support.

Action Steps:
1. Observe to ensure program is being taught to fidelity (Ms. Dean & Mrs. Nichols)
2. Install Smartboards in any remaining K-2 classrooms for use in conjunction with Letterland Software by December 2014.
3. Review of MClass Data on an ongoing basis
4. Review mid-term and report card student performance

5. Implement a systematic approach to assessing student growth through the Tier process

Strategy 3: Provide parents communication regarding Letterland implementation and effectiveness - and how parents can support their child's learning at home.

Action Steps:
1. Offer Open House presentations on Letterland
2. Send Parent Newsletters
3. Assign weekly Letterland homework in 1st grade
4. Send parents MClass parent reports
5. Send parents Read to Achieve letters
6. Send parents mid-terms and report cards
7. Provide information for parents to access Letterland web site for additional home practice/resources.

Funding:

Federal funds - Title I	Funding amount:	\$10,000
Other	Funding amount:	\$11,000
	Total initiative funding:	\$21,000

Review Frequency: Quarterly

Assigned Implementation Team: Administrators and K-2 Teachers

What data will be used to determine whether the strategies were deployed with fidelity?
Review of MClass Data and Letterland Assessment Results, Mid-Terms, Report Cards
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Formative - MClass Data, Letterland Assessments, Benchmark - MClass BOY, MOY Mid-Terms, Summative - Report Cards, MClass EOY
Historical results show that when compared to other phonics programs, Letterland produces higher yield assessment results for students.

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 2

Area for improvement and supporting data:	After analyzing EOG scores from 2013-2014, we recognize that 3rd grade reading was a strength. 4th grade also made growth. 5th grade scores are an area for improvement.
School Goal:	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
Supports District Goal(s):	1
Target:	Improve overall reading proficiency EOG scores for Grades 3-5 from 57.8% currently to 80% over the next two years. Specifically, 3 rd is currently at 66.3%; 4 th at 58.4%; and 5 th at 48.8% proficiency.
Indicator(s):	EOG scores
Milestone:	June 2016

Improvement Strategies

Strategy 1: Plan instruction and assessments based on Transylvania County pacing guides which align with Common Core.

Action Steps:
1. Provide grade level staff development on Common Core
2. Use grade level shared planning time for alignment
3. Purchase and use Sadlier Common Core Progress English Language Arts workbooks that align with Read to Achieve standards
4. Use SchoolNet-generated assessments aligned to Common Core.
5. Use Transylvania County common core resource web site as created in Summer 2014

Strategy 2: Improve use of data to inform instructional planning and maximize teacher effectiveness.

Action Steps:
1. Review MClass and benchmark data to tailor reading skill instruction
2. Host monthly grade level meetings focused on Tier Review
3. Purchase MClass for use with 4th and 5th grade students who are in Tiers 2 and 3
4. Use Reading A-Z learning resources for all grade levels for tailored interventions
5. Restructure Tier Team to better focus on individual student data in order to be more effective problem solvers
6. Use part-time literacy specialist to target 2nd and 3rd students in Tier 3
7. Obtain license for Study Island for all upper grades for use as extra reinforcement of skills in reading
8. Explore MobyMax reading component for upper grade use

Strategy 3: Implementation of "Genius Time" to target the other 80% of students who are not in Tiers to improve their reading skills and assessment performance.

Action Steps:
1. Schedule Genius Time in a way that allows for 4th & 5th grade AIG students to be served by their AIG Teacher during RTI/Genius Time
2. Utilize extra time to explore additional inquiry-based learning
3. Continue use of Accelerated Reader/Renaissance Learning for reinforcement and practice of comprehension skills

Funding:

State funds for at-risk students	Funding amount:	\$5,625
Federal funds - Title I	Funding amount:	\$1,900
Local district funds	Funding amount:	\$1,125
Other	Funding amount:	\$2,700
	Total initiative funding:	\$11,350

Review Frequency: Quarterly

Assigned Implementation Team: Administration, SIT Leadership Team, Curriculum & Instruction Committee

What data will be used to determine whether the strategies were deployed with fidelity?
Review of 3rd Grade BOG scores, 3rd-5th grade Reading EOG scores, 3rd grade MClass data, PEP advancement or closure, county benchmark assessments
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Formative - MClass Data, Benchmark - MClass BOY, MOY Mid-Terms, Summative - Report Cards, MClass EOY, EOG scores
Once we receive data, we can determine what areas need additional focus, training, and resources. The focus of skill intervention will be shifted depending on growth or decline.

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 3

Area for improvement and supporting data:	Math scores for grades 3-5 are an area for improvement when compared to reading scores.
School Goal:	To increase math proficiency in grades 3-5, as demonstrated by EOG scores.
Supports District Goal(s):	1, 2
Target:	75% proficiency on Math EOG scores for grades 3, 4, 5
Indicator(s):	Math EOG Scores
Milestone:	June 2016

Improvement Strategies

Strategy 1: To expand math resources available to teachers and students at Pisgah Forest Elementary.

Action Steps:
1. Purchase of MobyMax online math intervention program
2. Purchase of Study Island online math resource program
3. Purchase of Saddle Common Core Progress math workbooks for 4th and 5th grade students
4. Registration of students for IXL
5. Utilize Transylvania County Common Core web site as created in Summer 2014
6. Use SchoolNet-generated assessments which align to Common Core
7. Research available math textbooks in 2014-2015 for upcoming 2015 textbook adoption

Strategy 2: Increase professional development opportunities for teachers in the area of math.

Action Steps:
1. Arrange Study Island math webinar training for all classroom teachers
2. Schedule Math Foundations training for classroom teachers who have not previously received, possibly district-wide

Funding:

State funds for at-risk students

Funding amount:

\$5,599

**Total initiative
funding:**

\$5,599

Review Frequency: Semi-Annually

Assigned Implementation Team: SIT Leadership Team, Curriculum & Instruction Committee

What data will be used to determine whether the strategies were deployed with fidelity?
Formative - Benchmark assessments from SchoolNet, - MClass BOY, MOY Mid-Terms, Summative - Report Cards, MClass EOY, EOG scores

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?

Goal 4

Area for improvement and supporting data:	Continue expansion and implementation of PBIS program at Pisgah Forest Elementary
School Goal:	To increase student recognition for positive behavior and decrease number of office referrals through more thorough PBIS implementation
Supports District Goal(s):	2, 3
Target:	Reduction of discipline referrals by 20% over the next two years and increase number of student recognition opportunities by 20%
Indicator(s):	Number of discipline referrals and number of student recognition opportunities
Milestone:	June 2016

Improvement Strategies

Strategy 1: Complete local and regional training opportunities for PFE staff.

Action Steps:
1. Arrange training for all team members who have not received Module 1
2. Schedule county Module 2 training through Melonie Harris
3. Offer a Love & Logic abbreviated training opportunity for new teachers and Instructional Assistants.

Strategy 2: Establish a more formalized structure for PBIS at Pisgah Forest Elementary.

Action Steps:
1. Establish a regular meeting schedule
2. Elect co-chairs and secretary
3. Complete PBIS Implementation Inventory for submission to NCDPI
4. Create and update one and three year action plans for submission to NCDPI
5. Engage PBIS Committee members in the creation of behavior intervention plans for individual students
6. Shift Student Council to a 3rd-5th grade leadership opportunity with specific tasks/goals

Strategy 3: Increase opportunities for student recognition for positive behaviors.

Action Steps:
1. Award a "of the month" class for each Specials' area
2. Offer class reward suggestions to make for easier opportunities to reward
3. Shift 3rd-5th grades from bead incentives to tickets and/or Class Dojo for newer novelty of experience and motivation to achieve positive behaviors
4. Provide frequent reminders to award an increasing number of beads
5. Consider new criteria to meet school-wide rewards

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Strategy 4: Provide state required instructional planning and duty free lunch for each teacher per requirements of NC G.S. 115C-105.27.

Action Steps:
1. Review requirements with staff
2. Arrange schedule according to state requirements.

Funding:

Other	Funding amount:	\$600
	Total initiative funding:	\$600

Review Frequency: Semi-Annually

Assigned Implementation Team: PBIS Committee

What data will be used to determine whether the strategies were deployed with fidelity?
Office referrals, satisfaction surveys for parents, students, and staff, awards at monthly assemblies
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Formative - Class bead counts and Class Dojo counts, Benchmark - number of classes ready to receive 50 bead rewards, Summative - End of year counts, number of school-wide rewards, Satisfaction surveys

Future Steps and Monitoring
(To be reviewed in the 2015-2016 School Year)

What does data show regarding the results of the implemented strategies?
Based upon identified results, should/how should strategies be changed?