



School Improvement Plan
2014-2016

T. C. Henderson Elementary School
Tony Meachum, Principal,
Angie Adcock & Pamela MacDonald,
School Improvement Co-Chairs

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.

T. C. Henderson Elementary School

Vision

Students, Parents, Educators, and the Community will all come together to achieve success by cultivating educated, responsible, contributing citizens!

Mission

T.C. Henderson will encourage lifelong learning, expect individual growth for everyone, individualize instruction, provide a safe and supportive school environment, teach appropriate life skills , and prepare our students for the ever-changing 21st Century workplace.

School Improvement Team Membership

| Committee Position* | Name |
|------------------------------------|-------------------------|
| Principal | Tony F. Meachum |
| Assistant Principal Representative | Rhonda Whitmire |
| S.I.T. Co-Chair | Angie Adcock |
| Inst. Support Representative | Jennifer Galloway |
| Teacher Assistant Representative | Kristie Blankenship |
| Parent Representative | Allison Tinsley |
| Teacher Representative | Nichole Cash/Cathy Nutt |
| Parent Representative | Lisa Whitesides |
| Parent Representative | Leah Woods |
| Parent Representative | Shannon Holcomb |
| Parent Representative | Tracie Fisher |
| Teacher Representative | Beth Morgan |
| S.I.T. Co-Chair | Pamela MacDonald |

School Data and Summary Analysis

Strengths

According to the most recent Value Added (EVAAS) data, our students are making significant progress academically, especially in the area of reading fluency and comprehension. In fact, our 4th and 5th grade students "Exceeded Expected Growth Standards" by at least two standard errors during the 2013 - 2014 school year! This is exceptionally good news based upon the fact that during the previous year, our 4th and 5th grade students in the area of reading, failed to make even expected growth! In addition, according to Reading 3-D formal assessments last year (2013 - 2014), our Kindergarten students began the school year performing the lowest of all elementary schools in our school system on average, but by the end of the year, they were performing at the highest level of all the elementary schools, in the areas of reading fluency and reading comprehension. Therefore, our Kindergarten students last year made the most academic progress of all the schools in the system in this area. In the area of student discipline, our P.B.I.S. data indicates that our office discipline referrals from the 2013 - 2014 were reduced by approximately 31% from the preceding year! As a result, this directly led to more "time on task," less classroom disruptions, a safer school environment that was more conducive to learning, and thus, to more overall academic progress than in the prior year. In addition, our attendance rate for the past school year was at 97.5%, which was a 1.5% increase over the previous year. Also, 100% of our teaching staff members are Highly Qualified! According to last year's "N.C. Teachers' Working Survey," the following areas are our relative strengths: class size, access to reliable technology, a safe and inviting school environment, a very supportive school community, teachers are encouraged to take on leadership positions, the staff has a shared vision, we utilize data to help improve teaching and learning and we offer high quality professional development opportunities. We have also developed and expanded upon our Professional Learning Community.

Gaps or Opportunities for Improvement

After analyzing the 2013 - 2014 school year data, it is obvious that we need to spend more of our time and our focus on assisting our students in the area of mathematics. We believe that since we devoted so much time during this past school year to teaching reading fluency and reading comprehension, that our math instructional program/time was severely limited. Thus, overall our students did not make the type of academic growth in math that we expected. Some additional reasons that our students struggled in math last year include: the students had difficulty in reading and comprehending the complex math word problems, our students experienced difficulties in solving the multi-step math word problems and many of our students have yet to memorize their math facts. As a result, this will become an area of focus and emphasis this year. In addition, according to the 2013 - 2014 "Staff Customer Satisfaction Survey" results, teacher overwhelmingly expressed the concern that they did not have enough time to meet and to collaboratively plan units and multi-disciplinary projects. As a result, we have modified our meeting schedule to make time for teacher collaboration on a regular ongoing basis. Over the past several years, we have seen a trend of declining parental involvement and volunteering at our school. Therefore, this will also become a "point of emphasis" this school year.

Missing Data/Procedure to Gather Needed Data to Make Improvements

We believe that we have all of the data that is necessary to identify and target needed areas for improvement. We just need to delve deeper into some data, such as Reading 3-D results, EVAAS data, the North Carolina Working Conditions' Survey results and our annual Customer Satisfaction Survey results. This deeper analysis of data will help us to better differentiate our efforts to meet the varied needs of our students and of our school.

Improvement Priorities for the School

Based upon data, observations – both formal and informal, the improvement priorities for our school are as follows: (1) enhanced student academic growth in mathematics, (2) continued student growth in reading comprehension and fluency, (3) Increased time for collaborative planning by teachers, (4) increased parental and community involvement/volunteerism in our school, (5) improved safety in our school, (6) improved health of our students and staff, and (7) increased time-on-task, as a result of reduced disciplinary issues and office referrals.

Goal 1

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| Area for improvement and supporting data: | Student Achievement and Academic Growth: The latest E.O.G. data from the 2013 - 2014 school year indicates that our students made tremendous growth in reading but very little real growth in the area of mathematics. However, there is still much room for growth in reading also. |
| School Goal: | TCH will increase student academic growth as demonstrated by School Accountability Growth as measured by Reading 3-D Benchmark Assessments in grade (K-5), by End-Of-Grade test results (grades 3-5) in reading, math, plus, science for grade 5. Our E.O.G. proficiency composite rate will increase (scoring at levels IV and V), from 61% this past school year to 71% in June, 2015 and to 81% in June, 2016. Our school's Reading 3-D composite proficiency rate for grades K-5 will increase from 75% this past year to 85% by June, 2015 and to 95% by June, 2016. |
| Supports District Goal(s): | 1 |
| Target: | 81% of our students in grades 3-5 will score at levels IV and V on their End-Of-Grade tests in reading, math, and science by June, 2015. 95% of our students in grades (K-5) will score at the proficiency level for their grade level on their Reading 3-D Assessments by June, 2016. |
| Indicator(s): | 3-5 Grades End-of-Grade Tests , Reading 3-D (Grades K - 5) Assessment Results & I-Ready Math Benchmark Results (K-5) |
| Milestone: | June 2016 |

Improvement Strategies

Strategy 1: Our teachers and assistants will differentiate and utilize data results to drive instruction to increase student growth in math.

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| Action Steps: |
| 1. We will employ the NCSCOS (North Carolina Standard Course of Study) daily in the development of lesson plans and math units. |
| 2. We will implement a daily schedule that ensures 90 minutes of math time with differentiation for each student. |
| 3. We will continue and expand Responsiveness to Instruction. |
| 4. We will utilize Accelerated Math, IXL, I-Ready, Study Island, and STAR Math Programs on an ongoing basis. |
| 5. Subject to the availability of funds and identified instructional needs, T.C. Henderson School will transfer funds from State textbook allotment for the purchase of instructional supplies, instructional equipment, or other classroom materials pursuant to the provisions of N.C. Gen. Stat. s115C-105.26. |

6. During parent conferences, we will take time to explain our school math programs and/or teaching strategies.

7. Weekly Rtl meetings/vertical articulation meetings will be held to share "research-proven" effective math and reading strategies and to collaboratively plan.

Strategy 2: Our school will provide for a duty-free lunch period for each teacher and duty-free planning periods that average a minimum of 5 hours per week.

Action Steps:

1. Our assistants will provide lunch supervision for students in the cafeteria, so that our teachers may have a daily duty-free lunch period.

2. Our master schedule provides for a minimum of 5 hours per week of duty-free planning.

3. Our master schedule also provides for weekly P.L.C. (Professional Learning Community) meetings and vertical articulation meetings for all regular education teachers on a weekly basis.

Strategy 3: Our teachers and assistants will differentiate and utilize data results to drive instruction to increase student growth in reading.

Action Steps:

1. We will utilize the NCSCOS (North Carolina Standard Course of Study) daily in the development of lesson plans and reading unit plans.

2. Our teachers will implement a daily schedule that ensures 90 minutes of reading time with differentiation for each student.

3. We will continue and expand Responsiveness to Instruction.

4. Subject to the availability of funds and identified instructional needs, T.C. Henderson School will transfer funds from State textbook allotment for the purchase of instructional supplies, instructional equipment, or other classroom materials pursuant to the provisions of N.C. Gen. Stat. s115C-105.26.

5. ELO (Extended Learning Opportunities) will be offered for struggling students twice a week, one hour per day, beginning in the spring semester, and continuing throughout the school year.

6. Weekly RTI meetings/vertical articulation meetings will be held to share "research-proven" effective reading strategies.

7. We will use Reading Eggs, Study Island, Raz-kids (Reading A-Z) and STAR Reading Programs on an ongoing basis.

8. We will begin utilizing Reading Foundations in grades K-2 this school year. In grades K & 1st, it will be used as whole group instruction. In grade 2, it will be utilized as a remediation strategy with students who are struggling in reading and in phonics.

Strategy 4: Expand ELO (Extended Learning Opportunities) time for students in need.

Action Steps:

1. PEPs (Personalized Education Plan) will be written for students in Tier II.

2. Small Group Instruction and differentiation will be provided for students.

3. Teachers will employ leveled groups in order to differentiate instruction for all students.

4. Teachers will provide Intervention for struggling students through the use of Accelerated Math and I-Ready.

5. We will use Study Island for 2-5 students

6 We will use Connecting Math for K-2 students.

7. We will contact TRAIN (Transylvania Resource Access and Information Network) for assistance in providing parents' transportation to parent conferences, curriculum nights, etc., to ask them if funding is available.

8. We will use our Reading Intervention Specialist to support struggling readers.

Strategy 5: Increased emphasis on differentiated instruction.

Action Steps:

1. Utilization of small leveled student groups for instruction in all subject areas will be provided.

2. The use of "tiered" assignments will be implemented.

3. Implementation of E.L.O for struggling students will be provided.

4. Emphasis on student PEP goals and objectives will be implemented by our teachers.

5. Utilization of differentiated assignments will be provided.

6. We will employ AIG resources to support and expand differentiation of instruction.

Strategy 6: Use technology devices and programs to implement differentiation strategies to meet individual student needs, which will be funded through a variety of resources, including grants and business partnerships.

Action Steps:

1. K-5 students will use chromebooks to utilize our current math and reading programs to differentiate instruction.

2. 3-5 students will use learn pads to utilize our current math and reading programs to differentiate instruction.

3. K-5 students will use desk top computers to utilize our current math and reading programs to differentiate instruction.

4. Our school will provide extra opportunities for computer use for students and parents each morning and after school to assist them with homework, Accelerated Reader tests, and for research projects.

5. Teachers will use tablets and the one-on-one initiative to guide and differentiate instruction, and to implement assessments.

Funding:

Federal
funds - Title
I

Funding amount:

\$8,000

State funds

Funding amount:

\$8,000

Local funds

Funding amount:

\$4,000

Total initiative

funding:

\$20,000

Review Frequency: Quarterly

Assigned Implementation Team:

Math: Angie Adcock, Lisa Whitesides, Angie Reese, Fran Hughes, and Renee Avirett, Beth Morgan, Frances Gregory, Vera Cubero, Leah Woods, Kristie Blankenship, Carol Weeks, Laura Sullivan, Maureen Whisman, Shannon Holcomb

Reading: Beth Morgan, Frances Gregory, Vera Cubero, Leah Woods, Kristie Blankenship, Carol Weeks, Laura Sullivan, Maureen Whisman, Shannon Holcomb, Angie Adcock, Lisa Whitesides, Angie Reese, Fran Hughes, and Renee Avirett

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| What data will be used to determine whether the strategies were deployed with fidelity? |
| End-of-Grade Math and Reading Test results, ELO attendance logs, parent/teacher conference logs, PLC meeting minutes, Rtl meeting minutes, copy of the master schedule, vertical articulation team meeting minutes, and student assessment results from the various educational software programs. Reading 3D, Study Island, Reading Egg & EOG Test Results. |
| How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| Teacher observation, quarterly assessments, benchmark assessments, teacher assessments and E.O.G Test results. Progress monitoring assessment results, student portfolios, quarterly benchmark assessment results, informal teacher observations of students and documentation of the number computer use log-ins. |

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

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| What does data show regarding the results of the implemented strategies? |
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| Based upon identified results, should/how should strategies be changed? |
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Goal 2

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| Area for improvement and supporting data: | Professional Development, in order to improve teaching skills and strategies for all staff, especially in the areas of math and reading. |
| School Goal: | 100% of our teachers will participate in relevant High Quality professional development, that is aligned both with their personal learning goals and demonstrated student needs. |
| Supports District Goal(s): | 2 |
| Target: | Every certified staff member will participate in at least one 10-hour High Quality Professional Development Initiative each school year. This activity will align with the teacher's P.D.P. goals and the needs of our school/students. |
| Indicator(s): | Earned C.E.U.'s for each certified staff member, E.R.O. on-line program, workshop sign-on logs, improved student reading and math scores as indicated on standardized tests |
| Milestone: | June 2016 |

Improvement Strategies

Strategy 1: Teachers and assistants will participate in High Quality Professional Development each year, in order to be prepared to better meet the differentiated needs of all students.

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| Action Steps: |
| 1. The school will continue implementing (P.B.I.S.) Positive Behavioral Intervention & Support training for the Team and for the development of a school-wide P.B.I.S. initiative. |
| 2. Teachers and assistants (grades K-3) will have Reading Foundations K-2 training. |
| 3. Teachers will attend Google Doc and Edmodo Training. |
| 4. All staff will be provided with training in Reading 3-D. |
| 5. The school will provide training in the implementation of the new Essential Standards Curriculum. |
| 6. The staff will be provided training for the development of new pacing guides for the new Essential Standards Curriculum. |
| 7. Training and implementation of (RTI) Responsiveness to Instruction will continue. |
| 8. Teachers will continue Training for Falcon & the new State required Formative Assessments for new teachers only. |
| 9. The school will support both district and state professional development directives and/or priorities as necessary or required. |

Strategy 2: Teachers and instructional support staff will participate in collaborative instructional planning sessions monthly.

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| Action Steps: |
| 1. One staff meeting per month will be set aside for collaborative and vertical planning to align the curriculum, to develop interdisciplinary projects/units, to share lesson plans, etc. |

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| 2. Teachers will be provided training in Study Island (Grades 2 - 5). This data will then be utilized in collaborative planning to adjust instruction and make improvements that enhance student learning. |
| 3. Teachers will be provided training in Reading Eggs (Grades K - 2). This data will then be utilized in collaborative planning to adjust instruction and make improvements that enhance student learning. |
| 4. We will continue to provide training on Guided Reading for all teachers and assistants. |
| 5. Teachers will attend weekly PLC meetings. |

Funding:

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| Federal funds - Title I | Funding amount: | \$1,500 |
| Local district funds | Funding amount: | \$2,000 |
| | Total initiative funding: | \$3,500 |

Review Frequency: Quarterly

Assigned Implementation Team: P. MacDonald, C. Nutt, E. Shelton, T. Fisher, R. Whitmire

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| What data will be used to determine whether the strategies were deployed with fidelity? |
| Data that will be used to determine fidelity are earned C.E.U.'s for each certified staff member, workshop sign-on logs, Study Island, and Reading 3D results, improved E.O.G. Test scores |
| How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| Through student assessment data, we will document the impact upon student achievement precipitated by the skills and strategies acquired by teachers through these professional development opportunities. |

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

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| What does data show regarding the results of the implemented strategies? |
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| Based upon identified results, should/how should strategies be changed? |
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Goal 3

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| Area for improvement and supporting data: | Every student will feel safe, be responsible, and make healthy choices, while at school. |
| School Goal: | T. C. Henderson Elementary will maintain a safe and healthy learning environment as evidenced by survey data results, discipline data, and student health information. |
| Supports District Goal(s): | 3 |
| Target: | 100% of our students will feel safe, be healthy, and be responsible while at school. |
| Indicator(s): | Results from Students' Customer Satisfaction Surveys, reduction in office discipline referrals and decreased Body Mass Index (B.M.I.) results in the spring of 2015, and then in June of 2016. |
| Milestone: | June 2016 |

Improvement Strategies

Strategy 1: Through the implementation of “research-proven best practices,” such as daily P.E., daily recess, the implementation of Energizer activities in the regular education classrooms, and “social clubs,” we will improve the physical, social and emotional well-being of all our students.

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| Action Steps: |
| 1. Girls Roar facilitators will attend "Mean Girl" training and share anti-bullying strategies with staff. |
| 2. Girls Roar will expand its meetings from 8 to 15 sessions per school year. |
| 3. Girls Roar will conduct lessons about self-esteem, healthy living, social responsibility, and goal setting. |
| 4. Initiating a similar boys' club will be considered for the near future. |
| 5. We will increase the use of Energizer activities in the regular classrooms. |
| 6. Our staff will calculate student B.M.I.'s in the fall and then again in the spring, to document the changes. |

Strategy 2: Our school will provide a safe and nurturing environment for students in grades K-5.

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| Action Steps: |
| 1. SRO will offer bus safety, fire safety, D.A.R.E. lessons, gun safety, and bullying classes to all students in all classes. |
| 2. Two facility safety walkthrough checks per day will be conducted by our SRO and the use of our security system. |
| 3. We will conduct quarterly lock down drills and other safety drills, as required. |

Strategy 3: Our school will continue to implement and expand our P.B.I.S. system.

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| Action Steps: |
| 1. Our students will participate in the school-wide PBIS bead program at the classroom level, which is based upon positive incentives. |
| 2. Guidance counselor will conduct character education through monthly guidance classes. |

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| 3. We will collect and disaggregate discipline referral data, in order to determine trends and potential areas of concerns/problems. |
| 4. We will expand our Peer Mediation/Conflict Resolution Initiative, and we will provide annual training for our student peer mediators. |
| 5. We will continue to utilize a "bully-reporting" box, for students to anonymously report acts of bullying. Our S.R.O. checks this box twice per week, and takes appropriate steps, depending upon the reports found. |

Funding:

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| Federal funds - Title I | Funding amount: | \$100 |
| Local district funds | Funding amount: | \$1,000 |
| | Total initiative funding: | \$1,100 |

Review Frequency: Quarterly

Assigned Implementation Team: Elizabeth Ballard, Janna Laughridge, Heather Finch, Jennifer Galloway, Allison Tinsley

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| What data will be used to determine whether the strategies were deployed with fidelity? |
| Discipline data will be disaggregated, logs of SRO-conducted safety classroom lessons, attendance logs from the "Girls' Roar" club meetings, evidence of service work, PBIS documentation, copies of counselors' lessons about responsibility, character education, safety drill logs, etc. |
| How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| Ongoing discipline data disaggregation, meeting logs, drill logs, etc. It is expected that data will demonstrate a decrease in office referrals for bus safety, and bullying. Data will also show an increase in the use of the peer mediators for resolution of student issues and, thus, students will be safer and more responsible. Average daily attendance rates for our students will also increase. |

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

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