



Transylvania County Schools

School Improvement Plan
2016-2018

TC Henderson School of Science and Technology

Audrey Reneau, Principal

Kimberly Moore and Angie Adcock,

School Improvement Co-Chairs

School Improvement Plan

A Continuous Improvement Strategic Plan

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School Improvement Plan

A Continuous Improvement 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.

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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

Co-Chairs: Angie Adcock and Kim Moore-teacher/IC

Secretary: Beth Morgan-teacher

TimeKeeper: Nichole Cash- teacher

Sergeant-at-Arms: Fran Hughes-teacher

Agenda Writer: Angie Adcock and Kim Moore-teacher/IC

Audrey Reneau-principal

Diane Owen-grandparent

Lisa Whitesides-parent

April Galloway-parent

Heather Brunat-parent

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School Data and Summary Analysis

Strengths

The initial review of 2015-2016 EOG scores show TC Henderson Elementary school scores well above the Transylvania County average in both Performance Composite Percent College/Career Ready (63.4%) and Performance Composite Percent Grade Level Proficient (77.6%). This data shows that 77.6% of all third, fourth and fifth grade students passed the EOG tests in reading, math and science.

According to last year's "N.C. Teachers' Working Survey," the following areas are our relative strengths: the school environment is clean and well maintained, teachers have adequate space to work productively, the physical environment of classrooms support teaching and learning, parents/guardians are influential decision makers in this school, teachers provide parents/guardians with useful information about student learning, students understand expectations and follow school rules of conduct. 100% of all certified staff completed this survey.

School-wide math proficiency increased from 71% to 75% from the 2014-2015 to the 2015-2016 school year. Fifth grade science proficiency increased from 75% to 86% from the 2014-2015 to the 2015-2016 school year.

Additionally, 100% of our teaching staff members are Highly Qualified.

Gaps or Opportunities for Improvement

After analyzing the 2015 - 2016 school year data, The 2015-16 EVAAS (Education Value-Added Assessment System) data for TC Henderson School of Science and Technology shows a growth index of -1.63, which is a significant drop from the previous school year. (Growth index -0.18). School-wide reading proficiency dropped from 82% to 78% from the 2014-2015 to the 2015-2016 school year. Over the past several years, we have seen a trend of declining student growth measured on EVAAS. As a result, this will become an area of focus and emphasis this year. We will use the newly implemented uninterrupted 90 minute blocks for reading and math to target individual student needs.

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.

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Improvement Priorities for the School

Based upon data, observations – both formal and informal, the improvement priorities for our school are as follows: (1) continued student growth in mathematics, (2) continued student growth in reading comprehension and fluency, (3) Integration of writing into all subject areas, (4) increased parental and community involvement/volunteerism in our school, (5) integration of science into daily lessons (6) integration of technology into daily lessons (7) increased number of students performing above grade level on EOG tests.

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School Name: TC Henderson School of Science and Technology	Year: 2016 - 2018	Principal: Audrey Reneau	SIT Chair: Kimberly Moore
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P	PLAN: Identify the gap and the approach
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Overall SMART Goal (Two year projection):

T.C. Henderson School of Science and Technology will use daily, targeted standards based small group instruction in math and reading for the purpose of increasing the number of students meeting or exceeding expected growth. (1)

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.)

The 2015-16 EVAAS data for TC Henderson School of Science and Technology shows a growth index of -1.63, which is a significant drop from the previous school year. (Growth index -0.18)

District Name	School Code	School Name	SBE District	Grade Span	Title I School	SPG Grade	SPG Score	Reading SPG Grade	Reading SPG Score	Math SPG Grade	Math SPG Score	EVAAS Growth Status	EVAAS Growth Index
Transylvania County Schools	880	Transylvania County Schools	Western Region										
Transylvania County Schools	880336	T C Henderson Elementary	Western Region	OK-05	Y	B	76	B	78	B	75	Met	-1.63
Current Data					Y	B	78	B	77	B	80	Met	-1.12

Accountability services. Retrieved October 9, 2016, from Public Schools of North Carolina, <http://www.dpi.state.nc.us/accountability/reporting/> ("Accountability services," n.d.)

In addition, 17/32 Kindergarteners currently enrolled at TCH did not attend any preschool.

End of Year (2016-2017 School Year) Data

Data Analysis. Answer the data analysis questions.

<p>1. What is contributing to your success in this area and how do you know? 90 minutes of Guided Reading, St. Augustine</p>	<p>2. What opportunities for improvement do you notice? Tutors/Mentors and community involvement to decrease small group size or to work one on one with students.</p>	<p>3. What seems to be the root cause of the problem and how do you know? Lack of resources and lack of training.</p>
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tutors, After school tutors, Reading Specialist		
Target SMART Goal (One year projection):		
Our students will receive targeted, standards based small group instruction in both reading and math on a daily basis to increase the percentage of college and career ready students and improve the overall growth index by June 2017.		
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.)?		
This summer staff had Guided Math training which has led to 90 minutes of uninterrupted small group and whole group lessons. The staff completed Stemscores training to create assignments for individual students and we have a full-time AIG/Instructional Coach.		

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.	Implement Guided Math	Classroom Teachers, EC Teacher, Instructional Coach	Math Benchmark and EOG scores, EVAAS growth index data	Aug. 2016	June 2017
2.	Implement Stemscores	Classroom teachers, Instructional Coach, Technology Teacher	Science EOG's and teacher observation, assessments	Aug. 2016	June 2017
3.	Adjust support teacher schedules to improve service time for at-risk students	EC teacher, Reading Specialist, Instructional Coach, Principal	Benchmark scores and EOG scores, EVAAS growth index data, mClass data	Aug. 2016	June 2017
3.	Provide weekly Nurturing Lessons	AIG Teacher	Benchmark scores and EOG scores, EVAAS growth index data	Aug. 2016	June 2017

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4.	Provide Instructional Support (model lessons, support materials)	Teachers and Instructional Coach, Media Specialist, Technology Teacher	Teacher observation, Benchmark and EOG scores, EVAAS growth index data	Aug. 2016	June 2017
5.	Implement weekly PLC Meeting to look at student data	Teachers and Instructional Coach	Teacher observation and test scores	Aug. 2016	June 2017
6.	Reinforce Daily Enrichment and Intervention Block	Classroom Teachers, EC teacher, Reading Specialist and Instructional Coach	Lesson plans, Benchmark Scores, Schoolnet assessment data	Aug. 2016	June 2017
7.	Continue with uninterrupted 90 minutes of Literacy daily	Classroom Teachers, EC teacher, Reading Specialist and Instructional Coach	Literacy Benchmark and EOG scores, EVAAS growth index data	Aug. 2016	June 2017

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle? Instructional materials may be needed for small group lessons. Professional development opportunities for teachers to attend training off campus or bring in professional development for all staff.

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? Curriculum Budget, Professional Development

If funding is not available, identify the steps from the implementation plan that will address the funding gap.

What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Follow-up stemscope training and Holmes state forest training, follow up training and model lessons.

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

B. List the information or measures the team will use to determine if

C. List the information or measures the team will use to

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<p>determine if the approach was implemented/completed? (Completion Data)</p> <p>Teacher lesson plans with standards listed and data collected, Teacher observation, assessments, EOG scores, trainings and implementation, EVAAS growth index data, percentage of college/career ready students on EOG</p>	<p>the approach wasn't implemented correctly? (Fidelity of implementation data.)</p> <p>Teacher observation, assessments, EOG scores, trainings and implementation, EVAAS growth index data, percentage of college/career ready students on EOG</p>	<p>determine what worked and what didn't work? (Impact data)</p> <p>Teacher observation, assessments, EOG scores, trainings and implementation, EVAAS growth index data, percentage of college/career ready students on EOG</p>
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S	Study – Analysis of data after implementing an approach	
<p>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: T.C. Henderson School of Science and Technology will use daily, targeted standards based small group instruction in math and reading for the purpose of increasing the number of students meeting or exceeding expected growth.</p>		
<p>1. What worked and how do you know?</p> <p>Implementation of Guided Math, streamlined support staff schedules, protected 90 minute blocks of literacy instruction all were effective in increasing quality instruction based on the needs of the students. EVAAS data for TC Henderson School of Science and Technology shows a growth index of -1.12 versus a growth index -1.63 from the previous school year. Although this does not show significant growth, it is movement showing TC Henderson met expected growth and was recognized as a National Title 1 Distinguished School.</p>	<p>2. What didn't work and how do you know?</p> <p>Daily intervention block was not consistently implemented by all teachers. Weekly PLC meetings to look at student data did not consistently happen.</p>	<p>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___x___No</p> <p>This year, 2017-2018, the support staff (Reading Specialist and full time SPED teacher) used during Cycle 1 are no longer part of our staff in Cycle 2. TCH has a ¾ time SPED teacher and no Reading Specialist. We have adjusted the schedules of our 2 instructional assistants and specialists to find ways to provide additional assistance for our struggling students using hands-on, kinesthetic learning opportunities.</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 checked="" 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.
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4. What is your focus for cycle 2 (Identify key approach or strategy)? We are continuing our approach with refinements to certain aspects that were identified as weaknesses or that were not implemented successfully. Our goal of Our students will receive targeted, standards based small group instruction in both reading and math on a daily basis to increase the percentage of college and career ready students on Math, Reading and Science EOG tests and the goal to improve the overall growth index remains.

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
Continue to implement 90 minutes of Guided Math and 90 minutes of guided reading.	Classroom Teachers, Instructional Coach	CASE Benchmark scores, EOG and EVAAS scores, Lesson Plans, teacher observations	August 2017	June 2018
Implement Daily Enrichment/Intervention Blocks in all classrooms	Classroom Teachers, EC Teacher, Instructional Coach	CASE Benchmark scores, EOG and EVAAS scores, Lesson Plans, teacher observations	August 2017	June 2018
Teachers will engage in effective professional learning experiences to increase educator effectiveness and student performance	Teachers, Principal, Instructional Coach	Agendas, meeting notes, data driven professional development leading to data driven instruction, mClass Digital Data wall to track student progress (K-3) and Post-Benchmark Data Analysis Protocol for each teacher with the Instructional Coach.	September 2017	June 2018
K-2 Teachers will implement Open Court Phonics daily.	K-2 teachers, Principal,	CASE Benchmark scores, mClass scores, EVAAS	August 2017	June 2018

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	Instructional Coach	scores, Lesson Plans, teacher observations and fidelity checks		
Implementation Plan Quality Check:				
<p>What resources/budget needs do you have for cycle 2? We will use money from Title 1 earmarked for Professional Development</p> <p>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? Title 1 Professional Development Funds</p> <p>If funding is not available, list the steps from the implementation plan that will address the funding gap. N/A</p>				
<p>What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach? Survey of teacher’s needs and information gathered through observations and student data will determine the ongoing professional development offered to teachers.</p>				
Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions				
<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data) The school will collect quarterly CASE benchmark data, mClass, EOG, EVAAS data from June 2018 to determine if student scores showed growth and an increase in the percentage of college and career readiness. A K-3 mClass data wall was implemented in September 2017. Teachers will monitor student performance and growth over the 3 testing periods. A Post-Benchmark Data Analysis Protocol for each teacher will be completed after CASE quarterly benchmarks with the Instructional Coach and model lessons/instructional shifts will be documented.</p>		<p>B. List the information or measures the team will use to determine if the approach wasn’t implemented correctly? (Fidelity of implementation.) Fidelity walk-throughs and lesson plan checks to make sure students are making growth and daily intervention/enrichment along with both guided math and reading blocks are being implemented.</p>		<p>C. List the information or measures the team will use to determine what worked and what didn’t work? (Impact Data) The team will look at the data wall, CASE benchmark data, EVAAS, EOG and BOG data, PEP (intervention) data to determine areas of need and growth.</p>

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P	PLAN: Identify the gap and the approach
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Overall SMART Goal (Two year projection):

T.C. Henderson School of Science and Technology will integrate science into daily lessons for the purpose of increasing the number of students considered College/Career ready.(2)

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.)

TC Henderson School of Science and Technology would like to increase the percentage of students considered College/Career Ready.

School Name	Performance Composite Percent College/Career Ready	Performance Composite Percent Grade Level Proficient
Transylvania County Schools	55.3	66.4
T C Henderson Elementary	63.4	77.6

Accountability services. Retrieved October 9, 2016, from Public Schools of North Carolina, <http://www.dpi.state.nc.us/accountability/reporting/> ("Accountability services," n.d.)

Data Analysis. Answer the data analysis questions.

1. What is contributing to your success in this area and how do you know?

Holmes State Forest training and monthly visits, StemScopes training and student access to materials and activities, Grant \$ to purchase science materials. Student response and engagement to presentations and activities has been positive. Teachers have given positive feedback about Holmes State Forest. Teachers report using the StemScopes kit materials to create more experiments and activities more frequently than previous years. Materials are kid friendly.

2. What opportunities for improvement do you notice?

Experiments are setup to be implemented with stations, however, this isn't happening. Lessons and experiments have been more teacher directed. There is no science lab. We do not have a full time media/technology coordinator.

3. What seems to be the root cause of the problem and how do you know?

Time to plan and teach the standards with hands-on learning with no additional help in the classroom.

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Target SMART Goal (One year projection):

Teachers will fully implement center/station based experiments weekly in the classroom.

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.)?

Recruit volunteers and community members to assist with science activities, re-evaluate current schedule with specialists and find ways for them to become science helpers, look at creating a science and technology lab in the Media Center.

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	Recruit Volunteers	Parent Volunteer Coordinator	Number of new volunteers trained, number of hours accrued by volunteers	August 2016	June 2017
2	Recruit Community Members	Community Liaison	Number of new community connections and community volunteers	August 2016	June 2017
3	Adjust daily schedule	Moore/Credle	Additional staff scheduled to help with science activities	August 2016	June 2017
4	Create Science/Technology Lab	Moore/Credle	Creation of Lab Space	August 2016	June 2017

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

We need to purchase furniture for a Science and Technology lab in the media center. We will need the Parent Volunteer Coordinator to work closely with our teachers to communicate needs. We will need the Community Liaison to work closely with the teachers to communicate needs.

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? Furniture Budget

If funding is not available, identify the steps from the implementation plan that will address the funding gap. We will use grant money or reorganize the current set up of the Media Center.

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What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?		
Additional training from Holmes State Forest and StemScopes will occur this school school year. Technology support for digital learning. 5th grade is utilizing the Muddy Sneakers program this year.		
Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:		
<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>Teacher lesson plans and data collected from StemScopes web portal to show the number of activities completed. Monthly collaboration with Holmes State Forest. Teacher observation, assessments, EOG scores, trainings and implementation, EVAAS growth index data, percentage of college/career ready students on EOG</p>	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</p> <p>Teacher lesson plans and data collected from StemScopes web portal to show the number of activities completed. Monthly collaboration with Holmes State Forest.</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</p> <p>Teacher and student surveys about science activities, trainings and implementation. Teacher observation and surveys.</p>

S	Study – Analysis of data after implementing an approach	
<p>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: T.C. Henderson School of Science and Technology will integrate science into daily lessons for the purpose of increasing the number of students considered College/Career ready.(2)</p>		
<p>1. What worked and how do you know?</p> <p>A science lab was created using an empty classroom. Science materials were organized by a parent volunteer. The partnership with Holmes State</p>	<p>2. What didn't work and how do you know?</p> <p>Based on classroom observations, lessons and experiments continue to be more teacher directed.</p>	<p>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Our school would greatly benefit from a full-time Media/Technology</p>

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<p>Forest continues. 85% of our 5th grade students passed the NC Science EOG. Teachers attempted to implement StemScopes in their classrooms. Over all 79.5% of students are grade level proficient and 66.4% College and Career Ready. The percentage of proficient and College and Career ready students increased from the previous school year.</p>	<p>Science furniture is outdated with heavy wooden chairs and tables too large to conduct cooperative learning activities.</p> <p>StemScopes proved to be cumbersome and ineffective for the younger grade students because they had difficulty accessing the platform and could not read the material. Training was not aligned to the standards and the platform is also very expensive to implement and maintain.</p> <p>Volunteers and community members were not successfully recruited to assist with science activities.</p>	<p>Coordinator. Due to location and applicant pool, TCH has not had a full time Media/Technology Coordinator for two years. In both June of 2016 and June of 2017 a candidate was approved by the School Board and hired but backed out at the last minute leaving no other qualified applicants available to fill the position. We currently have a part-time Media Coordinator.</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)?

<p><input type="checkbox"/> Target goal has been met and is changed to a new target goal.</p> <p><input checked="" type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.</p>	<p><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.</p> <p><input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</p>
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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 We are continuing our approach with refinements to certain aspects that were identified as weaknesses or that were not implemented successfully. Our goal of: T.C. Henderson School of Science and Technology will integrate science into daily lessons for the purpose of increasing the number of students considered College/Career ready.(2)

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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
Recruit Community Experts to assist with science topics/experiments, outdoor learning opportunities	PTO, Principal	Number of new volunteers trained, number of hours accrued by volunteers	October 2017	June 2018
Partner with Duke Energy, Pisgah Forest, Holmes State Forest, PARI, Brent Ford, Lee Sherrill, NC Arboretum, Whole Kids Foundation and Gorges State Park to assist with science topics/experiments, outdoor learning opportunities. Bring the Trout in the Classroom program into the school.	Principal, Instructional Coach	Number of new community connections and community volunteers	September 2017	June 2018
Utilize Edheads, Mystery Science and PebbleGo to enhance student learning.	Teachers, Principal, Technology Facilitator, Instructional Coach	Number of new lessons created/implemented using these online sites.	September 2017	June 2018

Implementation Plan Quality Check:

What resources/budget needs do you have for cycle 2?

Mystery Science is free, Edheads and PebbleGO have been funded via grant money. Partnerships with volunteers and community members require no funding. Any field trips will be paid by PTO, students and school money set aside for student field trips.

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? N/A

If funding is not available, list the steps from the implementation plan that will address the funding gap. N/A

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

Teachers will work with the Instructional Facilitator to collaborate and create science research projects using technology. Monthly professional development sessions will also be used for professional development based on student and teacher needs. Brent Ford will come and model lessons using Children's Literature to Integrate STEM with Reading and Writing.

Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions

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<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>The school will collect mClass, EOG, EVAAS data from June 2018 to determine if student scores showed growth and an increase in the percentage of college and career readiness. 5th Grade Science EOG scores will also be collected.</p>	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)</p> <p>Fidelity walk-throughs and lesson plan checks to make sure students are making growth and daily, interactive science lessons are being implemented.</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)</p> <p>The team will look at EOG and EVAAS data.</p>
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P	PLAN: Identify the gap and the approach
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Overall SMART Goal (Two year projection):

T.C. Henderson School of Science and Technology will integrate technology into daily lessons for the purpose of increasing the number of students considered College/Career ready.(3)

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.)

School Name	Performance Composite Percent College/Career Ready	Performance Composite Percent Grade Level Proficient
Transylvania County Schools	55.3	66.4
T C Henderson Elementary	63.4	77.6

Accountability services. Retrieved October 9, 2016, from Public Schools of North Carolina, <http://www.dpi.state.nc.us/accountability/reporting/>
("Accountability services," n.d.)

Over all 77.6% of students are grade level proficient vs. 63.4% College and Career Ready.

Data Analysis. Answer the data analysis questions.

<p>1. What is contributing to your success in this area and how do you know? Students at our school have been provided one-to-one technology. Teachers have received some introductory training in using Google Apps in order to work toward Google Certification.</p>	<p>2. What opportunities for improvement do you notice? We have a lot of technology based resources at our disposal, but the staff needs more training and practice to be able to use these resources effectively. Teachers know how to use basic technology but integration (beyond use of websites and paid programs) has not been happening daily.</p>	<p>3. What seems to be the root cause of the problem and how do you know? We do not have a full-time technology staff position to help teachers at this time. Teachers have not had enough time in training and guided practice. We have not had sufficient training to complete the requirements for Google Certification. For students to use technology to develop 21st century skills, the teachers and other staff need to be capable of using the technology effectively. The staff needs training and guided practice in using technology in the classroom.</p>
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Target SMART Goal (One year projection):

Teachers will fully implement whole group and small group interactive technology in the classroom.

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.)?

Every educator will participate in weekly technology training with Rae Parker and Vera Cubrero. Teachers will visit the Google Classroom for TCS Google Certified Educator Training Level 1 and participate in the guided practice in order to obtain certification and learn how to effectively integrate technology into their daily instruction.

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	Attend weekly Google Educator Training	Vera Cubrero and Rae Parker	Teachers will complete a certification test to become a certified Google Educator.	Aug 2016	June 2017
2	Google Classroom for TCS Google Certified Educator Training Level 1	Vera Cubrero, Cathy Zandeki, Rae Parker	At the end of cycle 1, the records should show that all staff attended several hours of training.	Aug 2016	June 2017
3	Lesson Plan samples will be collected at the beginning of the cycle.	Laura Sullivan	A count of the number of activities involving technological tools will be recorded.	Sep 2016	Dec 2016
4	Lesson Plan samples will be collected at the end of the cycle.	Laura Sullivan	A count of the number of activities involving technological tools will be recorded.	April 2017	June 2017
5	Use a communication tool that helps teachers reach students and parents (ie. Bloomz)	Kim Moore/Angie Adcock	Number of Real-time messages sent to parents, percentage of parents using Bloomz	August 2016	June 2017

Implementation Plan Quality Check:

What resources/budget needs do you have for the first cycle?

Facilitators from the Ed Center technology staff to lead in training and guided practice.

Money for any maintenance needed on our devices.

Money for a technology staff member to be at the school every day.

If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?

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If funding is not available, identify the steps from the implementation plan that will address the funding gap.		
What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach? Google Certified Educator training		
Determine the measures/data that will be used to determine the effectiveness of the first cycle approach by answering the following questions:		
<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>The number of interactive technology activities in the lesson plans at the end of cycle 1.</p> <p>The number of staff who become Google Certified Educators.</p>	<p>B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)</p> <p>The lesson plans will need to show an increase in the use of technology in the classroom.</p> <p>The lesson plans will need to show growth in the teachers' and students' understanding of how to effectively use the technology (Do the activities show variety and a direct connection to the standard being taught?)</p>	<p>C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)</p> <p>We will use the information and measures in A and B to determine if the training was effective or if more training and/or practice is needed.</p>

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>Weekly Google training led to 9 Google Certified Educators. All students have access to Chromebooks K-5 (no more tablets). Teachers used Google Classroom to reduce worksheets and paper pencil assignments. Teachers were able to connect to approximately 75% of families via Bloomz.</p>	<p>2. What didn't work and how do you know?</p> <p>Based on observations and administration participation in Google Classroom, technology integration is not consistent among teachers. Some teachers consistently use Google Classroom and others are still relying on paper/pencil assignments.</p> <p>Based on observations, lesson plans and teacher comments technology integration is not collaborative and we are not using our Instructional Facilitator in the classrooms for group projects. We have an Instructional Facilitator for 2 days a week. Teachers are</p>	<p>3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___x_No</p>

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<p>Over all 79.5% of students are grade level proficient and 66.4% College and Career Ready.</p> <p>The percentage of proficient and College and Career ready students increased from the previous school year.</p>	<p>not using her for research based activities or to help co-teach lessons.</p>	
<p>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)?</p>		
<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.			
<p>4. What is your focus for cycle 2? We are continuing our approach with refinements to certain aspects that were identified as weaknesses or that were not implemented successfully. Our goal of: T.C. Henderson School of Science and Technology will integrate technology into daily lessons for the purpose of increasing the number of students considered College/Career ready.(3) Technology in the classroom will move from clicking on assigned websites to create final products demonstrating proficiency and/or mastery of standards using a variety of online programs such as Google Slides, Google Documents, and Prezi.</p>				
Step #	Person(s) responsible for completion of the step.	Measure/Indicator (How will you know if the step is completed correctly?)	Start Date	End Date
Cycle 2 List the specific steps your team will complete during the second cycle.				
Google Classroom for TCS Google Certified Educator Training Level 1 for all new staff and principal, Digital Competencies	Instructional Facilitators	Number of newly certified teachers, completion of Digital Competencies	September 2017	June 2018
Improve 2 way communication by	Classroom Teachers	Percentage of parents using the 2-way	September 2017	June 2018

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increasing the number of families connected via Bloomz.		communication app Bloomz, Number of Real-time messages sent to parents, percentage of parents using Bloomz		
Technology integration (more than using purchased software)	Classroom Teachers, Instructional Facilitator	Teacher observations, Lesson Plan samples will be collected at the beginning and ending of the cycle.		
Implementation Plan Quality Check:				
<p>What resources/budget needs do you have for cycle 2? None</p> <p>If you identified budget needs, what budget code will you use to meet the budget needs for this cycle?</p> <p>If funding is not available, list the steps from the implementation plan that will address the funding gap.</p>				
<p>What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach?</p> <p>Google Classroom for TCS Google Certified Educator Training Level 1 for all new staff and principal, Digital Competencies training by Instructional Facilitators.</p>				
<p>Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions</p>				
<p>A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)</p> <p>The school will collect mClass, EOG, EVAAS data from June 2018 to determine if student scores showed growth and an increase in the percentage of college and career readiness. AdvancEd survey results from Spring 2018 to be collected to see if parent communication improves.</p> <p>By June 2018 all teachers and administrators will have Google Certification 1 and completed Digital Competency training.</p> <p>Students will have the opportunity to complete projects involving Higher Level Thinking based on Marzano’s</p>	<p>B. List the information or measures the team will use to determine if the approach wasn’t implemented correctly? (Fidelity of implementation.)</p> <p>Administrators will monitor activities and assignments in Google Classroom to determine what types of assignments are offered to students.</p> <p>Fidelity walk-throughs and lesson plan checks to make sure students are making growth and daily, interactive technology lessons are being implemented and collaboration is occurring with the Instructional Facilitator.</p>	<p>C. List the information or measures the team will use to determine what worked and what didn’t work? (Impact Data)</p> <p>AdvancEd survey results dealing with parent communication, number of messages sent via Bloomz, EOG and EVAAS data dealing with College and Career Readiness. Completed student projects demonstrating Marzano’s (Nine) High-Yield Instructional Strategies.</p>		

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<p>(Nine) High-Yield Instructional Strategies using their Chromebooks to demonstrate their understanding. This type of assignment will replace the paper/pencil assessments.</p>		
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School Improvement Plan Assurances Sheet

School: TC Henderson Elementary

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

✓	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
✓	7 Safe school plans have been included in this plan. (This is managed separately and is coordinated with A. Justice).
✓ (N/A)	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 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) The results of the vote were as follows: <u>15</u> For <u>0</u> Against <u>0</u> Abstain
For Title I Schools Only (Elementary)	
✓	This plan reflects the requirements for Title I School-wide Schools

Cathy Credle
Signature of the Principal

12-9-16
Date

Kimberly W. Moore
Signature of School Improvement Team Chairperson(s)

12-9-16
Date

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Year 2 Update Addendum Information

School Professional Development Plan (2017-2018):

Early Release/Full Day:

Sept 20th: (½ day) Science Curriculum Mapping, Science Experiment Coordination, Holmes State Forest

Oct.18th: (½ day) Suicide Prevention, DSS Protocol

Oct.27th: (½ day AM) MobyMax, Digital Microscopes

Jan.16th: (full day) Differentiation, Guided Math follow up, make and take for I & E rotations

March 7th: (½ day) Digging into new ELA and Math Standards

March 23rd: (full day) ELA and Math pacing for next year with key vocabulary for each grade level

May 2nd: (½ day) Data / Planning for end of year/ Bootcamp prep for EOGs

School Assessment Activities:

1. All 3rd grade students will participate in the Beginning of Grade Reading Test on September 12, 2017. Students will take the test using the traditional manner of paper/pencil.
2. All students in grades 3-5 will take the End of Grade test in reading and math and 5th grade will also take the Science EOG. All students will take the test using the traditional manner of paper/pencil. Students will take these tests during the state assigned testing window (within the last 10 days of the school calendar).
3. mClass and DIBELS Reading Assessments are administered three times per year to all students in grades K-3. Progress monitoring is completed weekly and data is collected for students in the Tier process.
4. Te21 Benchmark assessments will be administered to all students in grades 2-5 in both reading and math three times during the school year. The fall testing window is October 30-November 9. The other two windows will be announced later in the school year.
5. Teachers meet weekly with the instructional coach and in PLC teams to look at student data and determine the best practices needed for each student and to make sure the MTSS Tier process is followed. A Digital Data wall was created using mClass scores for all students K-3. This data wall will be updated after each testing window. Patterns, trends and areas of concerns will be addressed in both weekly individual and PLC meetings. Teachers will meet with the instructional coach to analyze Te21 Benchmark data during the week of November 27th to develop individual instruction plans for students. Teachers will also use the benchmark test questions during small group instruction in both reading and math to determine where students need additional assistance.

School Homework Plan/Philosophy:

TCH teachers will adhere and implement the District Policy 3135-R pertaining to homework. Assigned homework will reinforce previously taught concepts, content or skills. Homework will be differentiated to meet the individual needs of the students. All bus riders participate in Study Hall while waiting on dismissal where an adult is available to provide assistance. All teachers were provided a copy of the District Policy 3135-R on August 21, 2017.

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Transylvania County Schools School Improvement Plan Assurances Year 2 Update (2017-2018 School Year)

School: TC Henderson

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

✓	Requirement
✓	1 The SIP meets all of the requirements set forth in <u>North Carolina General Statute 115C-105.27</u> and <u>BOE Policy 3430</u>
✓	2 Current members of the School Improvement Team and their position titled are included with this plan (note changes or updates from original membership from 2016-17).
✓	3 All required components (student achievement, excellent educators, and healthy/safe/responsible students) have been addressed in this plan in some meaningful way. An evaluation of progress is evidenced.
✓	4 Relevant achievement (proficiency) targets as identified by the data have been addressed in this plan. An evaluation of progress is evidenced.
✓	5 Instructional objectives address student growth. EVAAS is explicitly mentioned somewhere in the plan as a resource/tool/objective/strategy. An evaluation of progress is evidenced.
✓	6 Professional development information has been included in this plan.
✓	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 SIT and/or other Teacher Leaders have had meaningful consultation in developing the school's budget. Financial flexibility and budget information have been included in this SIP, if necessary based on goals.
✓	10 <i>No vote is required as this is year 2 of an approved plan. However, a presentation to SIT as well as the school's staff to provide an update on the plan's progress must be held.</i> Indicate date(s) of presentation to SIT: <u>10/9/17</u> Indicate date(s) of presentation to school staff: <u>11/6/17</u>
✓	For Title I Schools Only (Elementary)
✓	This plan supports the requirements for Title I School-wide Schools

Audrey A. Reneau
Signature of the Principal

11/17/17
Date

Kimberly W. Moore
Signature of School Improvement Team Chairperson(s)

11/17/17
Date

Angie Adcock