

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

**T.C. Henderson Elementary**  
Tony Meachum, Principal  
Angie Adcock & Nichole Cash, SIT Co-Chairs

## Executive Summary

### Description of the School

*Due primarily to the economic recession that has impacted our country since 2007 - 2008, our school community has been faced with many challenges, including the loss of jobs that pay "a living wage," an increase in the number of families living in poverty, an increase in homelessness, an increase in broken families, an increase in drug use and abuse, a decrease in population, and all of the other negative impacts of this new reality. For example, in 2007, the free/reduced lunch rate at T.C. Henderson stood at 28%, and currently it is just over 71%! As a result of this economic downturn, our small community continues to lose young people at an alarming rate. In 2007, T.C. Henderson's student enrollment stood at 185 students, and currently we have an enrollment of 134! We know this is primarily because there are very few economic opportunities in our county, thus, folks are moving away for jobs and for a brighter economic future. In addition, due to the high cost of living in Transylvania County, and especially in the Lake Toxaway area, a decreasing number of our families and most of our staff members live in other communities. This has made it somewhat difficult to attract and retain quality teachers and staff members. (Also as a result, nearly 40% of our students do not live in our school's attendance area, but are transported by their parents to our school in their personal vehicles.) Also, since our school is relatively isolated, we continue to experience difficulties in attracting and maintaining volunteers, mentors, high school and college volunteers, etc. to assist our "needy student population."*

*Currently, our student population stands at 134 students. We have seven regular classroom teachers, organized as follows: 1 - K class, 1-K/1 combination class, 1 - 2nd grade class, 1 - ½ combination class, 1 - 3rd grade class, 1 - ¾ combination class, and 1 - ¼ combination class. Due to our small enrollment numbers, and the requirement to meet class size maximums, our school continues to implement combination classes, which makes it more challenging on teachers and students than if they were not in a combination class. We also have the following staff members currently assigned to our school: 1 full-time PE teacher, 1- 50% art teacher, 1 - 20% music teacher, 1- 30% guidance counselor, 1 - 80% E.C. teacher, 1- 40% Instructional Coach, 1- 60% media specialist, 1 - full-time School Resource Officer, 1- 40% AIG teacher, and 3 - 30-hour per week assistants.*

*Despite all of this adversity, our students have continued to perform very well academically and have demonstrated significant academic growth during the past 10 years. In fact, T.C. Henderson has once again recently been recognized by the State Board of Education/ North Carolina Department of Public Instruction as a "Reward School, with High Academic Performance!" In fact, our school has earned the recognition of being either a "Reward School," a "School Of Excellence," or a "School of Distinction" every year since the State of North Carolina has recognized and rewarded schools! We are very proud of these honors, as it assures us that each child is receiving a quality education! Some of the factors that enable our students to perform so well academically include: fantastic students, supportive parents, quality teachers and staff, an involved P.T.O., a supportive and helpful Central Office, and a laser-like focus on differentiated student achievement and growth!*

### Mission, Vision, and Purpose

*T.C. Henderson's vision statement is: "Students, parents, educators, and the community will all come together to achieve success by cultivating educated, responsible, contributing citizens!" In effect, this vision is put into practice through our school's mission statement! Our mission statement is: "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." Both our vision and mission statements are based upon our school system's values and beliefs. They are: (1) All children can learn; however, they learn differently, and we must value and understand those differences., (2) High expectations will result in high achievement., (3) Through the shared responsibility of students, teachers, parents, and community, we can reach our goals., (4) Children are our most important resource., (5) All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning., (6) All educators, students, and parents deserve respect., and (7) Minds and hearts are the focus of education.*

*As a result, every decision that is made and every action that is taken at T.C. Henderson is based upon our school's mission statement, thereby, ultimately implementing what is in the best interest of our students. For example, in order to provide opportunities for our students to develop necessary 21st Century skills, we fully integrate technology to support the curriculum, students are constantly*

# Transylvania County Schools

## Mid-Point School Improvement Plan Review

### Fall 2015

*involved in inter-disciplinary projects, which require them to practice their critical-thinking, problem-solving skills, and every student is involved in some type of community service project each year. These community service projects are being implemented to help develop empathy, caring, and an awareness of others, and a belief that each one of us can make a positive difference in the lives of others!*

*In order to maximize individual student learning and achievement, our staff and community are implementing the following "Research Proven Best Practices:" (1) a 90-minute daily ELA block, (2) a 90-minute math block daily, (3) flexible skilled groups, (4) differentiated instruction, (5) the use of a Reading Intervention Specialist, (6) continuing and expanding our Augustine Reading Project, (7) daily "Tiger Time," which is utilized for remediation, acceleration, reteaching, etc. for our students, (8) weekly PLC meetings to discuss individual student needs and strategies to address these needs, and in the spring, we will implement (9) Extended Learning Opportunities after school for our students' benefit, and (10) Our emphasis on actively teaching and practicing academic Tier 2 vocabulary words to/with our students.*

#### **Notable Achievements and Areas for Improvement**

*Since the State of North Carolina has been recognizing/rewarding schools for their students' academic performance and growth in the 1980's, T.C. Henderson has been recognized each year! During the past 3 decades, each year our school has been recognized as: a "School of Excellence", a "School of Distinction", a "Reward School, with High Academic Growth", or as a "Reward School with High Academic Performance/Achievement!" Obviously, our entire school community is very proud of this "Tradition of Excellence!" We also realize that these accomplishments have only been possible by home and school working together as one to benefit our students!*

*Over the past 3 years, our students' growth in reading fluency and comprehension have either met or exceeded expected growth standards, as measured by E.O.G. Tests and Reading 3-D results. In addition, during the past 2 school years, our K students have made the most growth in reading fluency and reading comprehension of the four elementary schools in our district. Since the implementation of our Positive Behavioral Incentives Systems, the number of student office referrals have decreased by 31% from 2012 - 2013 to 2014 - 2015, and our daily attendance rate has increased by 2.5% over the same time frame. According to the results of the most recent N.C. Teachers' Working Conditions Survey, the following areas have also been identified as our school's strengths: small class size, access to reliable technology, a safe and inviting environment, a supportive school community, teachers are encouraged to take on leadership positions, the staff has a shared vision, data is utilized to improve teaching and learning, and high quality professional development opportunities are regularly provided. In addition, we have recently begun our quality Professional Learning Communities and our monthly "extended planning sessions!"*

*Based upon objective data and observations, we have discovered areas of relative weaknesses that we plan on addressing in the next three years. Some of these identified areas include: math instruction and growth, an emphasis on vocabulary development and use, more work on assisting our students to develop their writing skills, an increased focus on growing parental involvement and support at school, an increase in the number of volunteers at our school is needed, to increase the number of Augustine Reading tutors who will work with our students on a weekly basis, implementation of our E.L.O. initiative in the spring, full implementation of our "extended planning" project, more individualized/differentiation of instruction to meet the needs of each of our students, an increased emphasis on acceleration of instruction for our "high flyers," implementation and expansion of our "co-teaching" pilot, and the recruitment of more business and organizational partnerships with our school.*

*In addition, based upon the economic situation in our school community, we are also seeking additional resources that can be utilized to support our students and their families. Some of our families are in need of basic necessities, such as food, shelter, clothing, and hope. Some also need assistance with the following: mental health needs, physical health needs, counseling, conflict resolution, jobs, education, job training, help with drug and alcohol addictions, etc. As a result, we are exploring many resources that may be able to help.*

#### **Additional Information**

*As a school community, we are beginning to plan for our school transitioning into a STEM or STEAM Magnet School in the near future. With the recent commitment of the Board of Education, we hope to open as a STEM magnet in August, 2016. The idea is that we will open as a K-5 magnet school with an estimated initial school population of approximately 200 students. As a result, the entire school community will soon become very involved in, and busy with, this very important transition. We can assure everyone that throughout this big change, the academic, social, emotional, physical, and psychological well-being and growth of our students will remain at the forefront of our efforts and attention. This will prove to be an exciting and rewarding time for our students, parents, staff, and the entire school community!*

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

**Goal Performance and Data Analysis (Goal 1)**

(Complete one for each goal of your 2014-2016 SIP)

District Strategic Plan Goal: <b>Every Transylvania County Schools student has a personalized education, graduating from high school prepared for work, further education, and citizenship.</b>	School Goal: <b>Every student at T.C. Henderson will have a personalized education, graduating from high school prepared for work, further education and citizenship.</b>
---	---

What data is needed to complete a review of the goal?

-K-5 Reading 3D assessment results, K-5 quarterly benchmark assessments in reading and math, 3-5 End-of-Grade test scores (reading and math in grades 3, 4, & 5, and Science in the 5th grade)

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement)

-OR-

Is the goal in-progress or not yet addressed:

If in progress, note status:

-This goal is in progress and it has been in progress since fall 2014. We will continue most of the action steps, along with changing/deleting/adding more action steps to reach this goal. However as evidenced by our school recently being recognized once again as a "Reward School, with High Academic Performance," we are doing an effective job in preparing our students for a successful future.

If not yet addressed, explain why and your plan for starting:

How are we doing over time (trend)?

-TCH staff and students are well on their way to reaching goal #1. TCH already demonstrates a high rate of achievement at this time by being a Reward School with High Academic Performance in the 2014-15 school year.

How are we doing compared to the district (comparison)?

-Of the nine schools in our district, our school was the only school to achieve the distinction of being recognized as a "Reward School, with High Academic Performance!"

How are we doing compared to like schools (competitive)?

- Out of all of the Title 1 schools in the state of North Carolina, T.C. Henderson consistently places among the top 10% of these schools in our academic performance. Of the 4 elementary schools in our school system, T.C.

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

Henderson is the highest performing school academically. In fact, we are the only school that was named a "Reward School, with High Academic Performance" in the Transylvania County School System for the 2014 - 2015 school year!

1. What are the celebrations and the data to support them?

-Having earned the title of a "Reward School, with High Academic Performance " for the 2014-15 school year, we recently unveiled this honor at an awards assembly at our school. At this assembly, a banner was presented that celebrated this awesome achievement. This information has also been placed on our school's website, it has been tweeted out to the public, a story in the Transylvania Times also shared this with the public, and information went home on our weekly "T.C. Happenings" newsletter. We also celebrated this terrific accomplishment with a school-wide "ice cream social!"

-This recognition was achieved by looking at the 3rd - 5th grade End-Of-Grade assessment results, in reading, math and 5th grade science, by our quarterly assessment results, and by our quarterly Reading 3-D assessment results.

2. What are the opportunities for improvement and the data to support them?

-The data clearly highlights that we must do much more to help our AIG and "high flyers" to grow academically at a faster rate. In fact, of all our students, these students have historically made the least amount of growth of any group of students at our school.

-The data also illustrates that even though our students perform well in math, the overall academic progress in this area is much less than in reading. Therefore, we need to concentrate our efforts in the area of mathematics.

-The data also shows that our students' writing skills are poor overall. Thus, we will begin an emphasis in this academic area as well.

-The relative weaknesses and needs that are discussed above will be addressed by the following strategies: (1) We will/have implemented "Tiger Time" each day, when we differentiate instruction to meet the individual needs of our students in small leveled groups., (2) We are increasing our use of interdisciplinary units so that higher-level, critical-thinking skills can be exercised and nurtured. This will challenge our students more., (3) We will begin our after-school tutorial program (Extended Learning Opportunities) during the spring semester. This program will be offered two afternoons per week, for one hour each day. We will work with our struggling students, especially during these times. (4) We will provide math professional development opportunities for our staff in the areas of Guided Math and Math Foundations, in order to help grow their math expertise., (5) We are implementing "Math Fact" Clubs for our students, in order to help them with their basic math facts, and with their "number sense.", (6) We are currently implementing our emphasis on teaching "Academic Vocabulary" Tier 2 words in order to help our students with reading fluency and comprehension, along with their writing skills., and (7) We are now consistently requiring our students to "write across the

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

curriculum” in order to improve upon their writing skills. We are also providing quality and focused writing feedback to our students on a regular basis, in order to help them to improve. This also includes frequent student-teacher writing conferences.

3. What other data do we need?

-We have all of the data that we need in order to maximize student learning and academic achievement. We just need to learn more about how to use the data that we have (especially with our EVAAS data), in order to drive and focus our re-teaching, acceleration, and remediation efforts. In order to accomplish this, we have instituted our PLCs this year, along with monthly extended planning sessions, that allow for collaborative planning among our K - 5 teachers and our specials.

4. What are our next steps as indicated by the data?

-After looking at our data, our next steps include: (1) We will focus more on higher-order thinking activities, that will challenge all of our students to think critically and to grow academically, especially our AIG students and our “high flyers.” (2) We are implementing the teaching of “Tier 2 Academic Vocabulary,” in order to grow our students’ working vocabulary, and thus, to improve their reading and writing skills/abilities., (3) We will be implementing “Guided Math” in order to help our students to grow academically in this area., (4) We are implementing our weekly PLC meetings, where all teachers plan collaboratively, share “best strategies,” and brainstorm strategies that will help with individual student needs., (5) We are beginning our monthly “extended planning” sessions to allow us time to disaggregate student data, that enables us to look at what the data tells us, and to develop strategies that will empower us to become more effective teachers, and thus, to enhance student learning and academic progress.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?

- We have begun implementing weekly Professional Learning Communities (PLC’s), to provide opportunities for our teachers to collaboratively plan and to share “research-proven best practices.”
- As part of our focus to assist students in reading comprehension, reading fluency, and writing, we have been involved a “book study” on academic vocabulary for our teachers. We have begun implementing these concepts and strategies concerning direct vocabulary instruction in our lessons.
- In order to work on enhancing our students’ writing skills, we have implemented a new emphasis to have our students to write everyday and to write across the curriculum. Then, we are providing focused and detailed feedback to our students on their writing.
- In order to help “grow” our students academically in math, we have implemented numerous “Math Fact Clubs” and will soon initiate Guided Math.
- In order to enhance the academic progress/growth of our AIG identified students and our “high flyers,” we are currently implementing the “Co-Teaching” model of instruction.
- We are also beginning to concentrate our efforts in helping our students to practice, enhance and improve their critical-thinking, problem-solving skills by beginning several after-school clubs, such as: Girls Roar, Lego Robotics, Extended Learning Opportunities, Building Boys, etc.

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.

-Our School Improvement Team's Sub-Committees, which included staff members and parents, met to discuss current data and feedback on the this goal. We discussed many pieces of information and data to finalize our mid-point assessment. All modifications are current in this document at this time.

-We also formally surveyed all staff members at the end of the 2014 - 2015 school year in our effort to identify areas of relative strengths and weaknesses. As a School Improvement Team, we are now brainstorming strategies that we may be able to implement in order to address these issues.

-Also through the implementation of our school's "Student Forum," we are discovering areas of "concern" as determined by our student body. This group, which is comprised of students in grades 2 -5 meet monthly with the Principal to discuss concerns, improvements needed, and to solicit student solutions to any school issues. Then, as a School Improvement Team, we take these ideas and work on effectively implementing them as is prudent.

-At our various school-wide Title 1 meetings with the public, we administer surveys, in order to solicit feedback on our school and its programs. Next, as a School Improvement Team, we utilize this information/data to improve and enhance the school experience.

-Our school has also begun creating and distributing various online surveys, (such as Monkey surveys) to solicit feedback from students, staff, parents, and other community members, on ways that we can enhance the quality of our school and its programs. As a School Improvement Team, we then take this information and determine a "plan of action" for implementing what we believe will be helpful and effective.

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

**Goal Performance and Data Analysis (Goal 2)**

(Complete one for each goal of your 2014-2016 SIP)

District Strategic Plan Goal: <b>Every Transylvania County Schools' student, every day has excellent educators.</b>	School Goal: <b>Every student, every day has excellent educators. 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.</b>
---	---

What data is needed to complete a review of the goal?

-Data that will be used to determine fidelity are earned C.E.U's for each certified staff member, workshop sign-in logs, Study Island & Reading 3-D results, improved E.O.G. Test scores, and Open Court fidelity checks.

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement)

-OR-

Is the goal in-progress or not yet addressed.

If in progress, note status:

-This goal is in progress and it has been in progress since the fall of 2014. We will continue most of the action steps, along with changing/deleting/adding more action steps to reach this goal, as necessary.

-Through student assessment data, we have documented the impact upon student achievement caused by the skills and strategies acquired by teachers through these professional development opportunities.

If not yet addressed, explain why and your plan for starting:

How are we doing over time (trend)?

-With Reading 3-D scores and BOY scores, TC Henderson Elementary has concluded that our reading scores have increased and our math scores have remained relatively flat, with little academic growth. Therefore, even though we will continue to keep reading at the 'forefront' of our thoughts and actions, we will now also turn our attention on learning and implementing strategies that will "grow our students academically" in the areas of writing and mathematics.

How are we doing compared to the district (comparison)?

-Of the nine schools in our district, our school was the only school to achieve the distinction of being recognized as a "Reward School, with High Academic Performance" during the 2014 - 2015 school year! In fact, our school has been rewarded as a "School of Excellence," a "School of Distinction," or a "Reward School" every year since the state of North Carolina has been recognizing student growth back in the 1980's!

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

How are we doing compared to like schools (competitive)?

-Out of all of the Title 1 schools in the state of North Carolina, T.C. Henderson consistently places among the top 10% of these schools in our academic performance!

1. What are the celebrations and the data to support them?

-Having earned the title of a "Reward School, with High Academic Performance " for the 2014-15 school year, we recently unveiled this honor at an awards assembly at our school. At this assembly, a banner was presented that celebrated this awesome achievement. This information has also been placed on our school's website, it has been tweeted out to the public, a story in the Transylvania Times also shared this with the public, and information went home on our weekly "T.C. Happenings" newsletter. We also celebrated with a "school-wide ice cream social!"

-This recognition was achieved by looking at the 3rd - 5th grade End-Of-Grade assessment results, by our quarterly assessment results, and by our quarterly Reading 3-D assessment results.

2. What are the opportunities for improvement and the data to support them?

-Professional Development - In order to improve teaching skills and strategies for all staff, especially in the areas of math and writing, we are currently involved in a "book study" on academic vocabulary. We will also soon begin some professional development in the area of mathematics by participating in an upcoming "Guided Math" workshop. In order to show data to support our work in these areas, earned C.E.U's for each certified staff member will be documented, the E.R.O online program documentation will be kept, workshop sign-on logs will be filed at the school, improved student math scores, as indicated on standardized test will all be closely monitored and the results analyzed. We will also closely analyze student writings, in order to document progress throughout the school year.

3. What other data do we need?

-None, we have/will have all of the data that we need. We just need to spend more time really digging into the data, to fully understand what it will tell us.

4. What are our next steps as indicated by the data?



Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

- Our 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.
- Teachers (Grades K-2) will have Open Court training.
- Teachers will attend Google Doc and Edmodo Training.
- All staff will be provided with training in Reading 3-D.
- The school will provide training in the implementation of the new Essential Standards Curriculum.
- Training and implementation of MTSS will continue.
- The school will support both district and state professional development directives and/or priorities as necessary or required.
- One staff meeting per month will be set aside for collaborative and vertical planning to align the curriculum, to develop interdisciplinary projects/unit, to share lesson plans, etc.
- 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.
- 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.
- We will continue to provide training on Guided Reading for all teachers and assistants.
- Teachers will attend weekly PLC meetings.
- Teachers will attend an intensive vocabulary professional development training.
- Teachers will be provided training in Go Math (interactive and consumable math program).
- Teachers will be provided training in NC Ready Math and Reading.
- Teachers will be provided Guided Math training in the summer of 2016.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?

- (Remove) -Teachers and assistants (grade K-3) will have Reading Foundations Training
- (Add) - Open Court Training for (grades K-3)
- (Remove)-Training and implementation of (RTI) Responsiveness to Instruction will continue.
- (Replace with) - MTSS
- (Remove) - Teachers will continue for training for Falcon & the new State required Formative Assessments for new teachers only.
- (Add)Teachers will be provided training in Go Math (interactive and consumable math program)
- (Add)Teachers will be provided training in NC Ready Math and Reading.
- (Add) Teachers will be provided training in Guided Math.
- (Add) Teachers will be provided training in Academic Vocabulary Instruction.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

-My School Improvement Team sub-committee team met on October 30, 2015 to discuss our portion of the mid point review. There, we discussed and decided what we are implementing, what we are not implementing, strategies that should be removed or added. We also discussed as a team different ways we could improve our school. On my team I have several staff members and 2 parent representatives.

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

**Goal Performance and Data Analysis (Goal 3)**

(Complete one for each goal of your 2014-2016 SIP)

District Strategic Plan Goal: <b>Every Transylvania County Schools student is healthy, safe, and responsible.</b>	School Goal: <b>Every student is healthy, safe and responsible.</b>
---	---

What data is needed to complete a review of the goal?

- Safety drills , such as fire, lockdown, and tornado drills are implemented on a regular basis, and these drills are documented.
- The principal and the instructional coach conduct regular classroom walkthroughs, and then provide constructive feedback, either electronically or in person to teachers.
- Teacher sign-up sheets for safety classes offered by Officer Hall throughout the year. For example, Officer Hall offers the following safety classes: stranger danger, gun safety, bus safety, anti-bullying, personal safety, etc.
- Our guidance counselor presents a “Character Trait” of the month to our students through monthly classroom presentations.
- Our counselor also facilitates our school’s “peer mediation team,” who works to resolve student conflicts peacefully, quickly, and to everyone’s satisfaction.
- Our school has installed an “Bully-Reporting” box where students may submit bullying concerns. Frequently Officer Hall, the counselor, and the principal then investigate these reports and take action as appropriate.
- Each spring our PE teacher measures and documents each student’s Body Mass Index (BMI), in order to monitor each student’s physical health. These results, along with suggestions on way to become more healthier are shared with the student and with their parents.

Did we meet our goal/objective? (If yes, describe your current state and next steps for improvement)

-OR-

Is the goal in-progress or not yet addressed:

If in progress, note status: goals are still in progress

-This goal will always be in progress, as we are constantly striving to locate new and more effective strategies in improving the health, safety, and well-being of our students and staff. Currently, we are replacing our classroom Energizer activities with the online “Go Noodle” activities. This new online program will be utilized during our morning Intramurals, during regular PE classes and periodically in the regular classrooms.

If not yet addressed, explain why and your plan for starting:

How are we doing over time (trend)?

-There has been an increase in safety and anti-bullying awareness. In our Positive Behavioral Incentives Support Initiative, our school recently received a “Green Ribbon” award for our dedicated efforts in enhancing school safety for all, and for decreasing the number of student behavioral issues overall. PBIS has been carried over to the buses, where we now recognize our “Good Bus Citizens of the Month!”

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

How are we doing compared to the district (comparison)?

- We believe our hard work has paid off as we continue to show growth in the areas of safety and health. We have also noted a marked decrease in the number of office referrals based upon disciplinary issues.

How are we doing compared to like schools (competitive)?

-We believe we are about at the same point as other schools. We have received the Green Ribbon Award for our progress with PBIS. We believe that we have a good system in place for record-keeping with our SRO for safety classes, drills and safety checks.

1. What are the celebrations and the data to support them?

- We are celebrating the fact that office referrals have decreased steadily since we implemented PBIS. After this year, we hope to see a larger decrease in bus referrals after a school year of behavior plans for the buses. We recognize and reward our monthly "Good Bus Citizens" by presenting them with a certificate, a free ice cream, by having their names announced on the daily announcements, by having their names placed in the T.C. Happenings newsletter, and by posting their pictures on the "Good Bus Citizens" hallway bulletin board display.

-As a school, we also offer each semester a "P.B.I.S." incentives activity/reward/celebration if our school-wide P.B.I.S. goals are met! For example, in the past, we have taken the entire student body to see a movie in Brevard, and then to a picnic. We will be continuing these rewards this school year. For example, we will be taking our entire school bowling in late January as a reward/incentive for our school meeting its PBIS beads goal!!

2. What are the opportunities for improvement and the data to support them?

- We continue to have room to improve with PBIS by motivating our students and teachers to participate fully. We want to add in individual rewards for those students that choose to do the "right thing" that is above what is expected. We have implemented school-wide celebrations and want to fully implement individual and classroom rewards as well.

3. What other data do we need?

-BMI results in the Spring and end of year data for office referrals will provide us with the most critical data that we will need to accurately assess our progress towards achieving this third school-wide goal.

Transylvania County Schools  
Mid-Point School Improvement Plan Review  
Fall 2015

4. What are our next steps as indicated by the data?

- We will continue collecting a variety of data, such as the number of office referral, the number of bus referrals, students' BMI data, and other pertinent data. As a result of what this data tell us, we will likely continue and expand our implementation of additional effective P.B.I.S. strategies.

5. What recommendations does the team have for mid-course corrections, changes, or improvements to this goal?

-None, at this time. We will just continue with the implementation of our strategies for the remainder of this school year, while documenting what we do. Then, we will disaggregate the data over the summer, to see what else is needed, in order for our school to grow and stretch in the attainment of this important and necessary goal.

6. Describe how you obtained feedback from stakeholders to develop this mid-point assessment of the school's School Improvement Plan. Be sure to include information on what stakeholders are represented in this feedback and on which methods you used to obtain information from them (i.e. meetings to include dates, surveys, and/or other methods). Specifically address how you involved parents as well as community members who do not have children in your school in this assessment.

-My first meeting was with our SRO to discuss ways we could document his safety classes, safety drills and walkthroughs. He designed a calendar that he will document each month to be submitted at the end of each school year. The next meeting I called was with our School Improvement Team's sub-committee on safety, to evaluate our school's progress for each strategy of goal 3. This committee consisted of teachers and parents from our school. I met with a community member who is not associated with our school to discuss other safety needs they saw as a need of our school.