

**Transylvania County Schools  
2012-2014 School Improvement Plan  
Section 6 Mid-Point Report**

**School: T. C. Henderson Elementary**

**Principal: Tony Meachum**

**Date: December 1, 2013**

**Current School Improvement Team Members:**

Jennifer Galloway- Co-Chair, Kay Young - Secretary, Nichole Cash-TimeKeeper, Kristie Blankenship - Sergeant-At-Arms, Angie Reese- Staff Member, Laura Carnathan - Parent, Tiffany Baker - Parent, Allison Tinsley- Parent, Claire Hannon – Parent, and Tony Meachum - Principal

**Mission and Vision**

Vision Statement:

Students, parents/family, educators, and the community will all work together to achieve success in cultivating educated, responsible, contributing citizens.

Mission:

The mission of T. C. Henderson is to:

- \*Encourage life-long learning
- \*Expect individual growth for everyone
- \*Individualized instruction leads to individualized learning.
- \*Provide a safe and supportive school environment
- \*Teach appropriate life skills (i.e. citizenship, service, etc.)
- \*Prepare children for the ever-changing 21st Century workplace

**Introduction: General Comments**

The T.C. Henderson School Improvement Team (SIT) has been actively involved in providing leadership and support for the implementation of our current 2012 - 2014 School Improvement Plan, since its development, approval and implementation. Members of the SIT meet and review progress in each of the five priority areas on a regular basis, and work towards achieving the goals set forth in our School Improvement Plan. These priority sub-committees also actively track, with data, our school's progress towards the attainment of the various goals.

As a result of this data disaggregation work, throughout Section 6, you will find an in-depth analysis of the progress we are making toward achieving our goals of: Preparing Globally Competitive Students, Developing Education Professionals who have 21st Century Preparation and Access to High Quality Professional Development, Promoting Healthy, Active Lifestyles Among Our Students, Leadership Development, and the Implementation of 21st Century Systems.

Our School Improvement Team meets monthly, on the second Monday of each month at 3:30 PM in our media center. On our team we have five parent representatives, four teacher representatives, one instructional assistant and the principal. Each staff member of the S.I.T. is also chair or co-chair of one of our five priority sub-committees. The priority subcommittees meet as needed, in order to make recommendations for updating/revising their priority section of our School Improvement Plan.

All goals and objectives remain the same for the School Improvement Plan this school year. However, some strategies have been eliminated, some modified, and some new strategies have been implemented as a result of the data. Details will follow regarding the progress made during this past school year, and the new strategies that we are implementing this school year.

In general, our school has made adequate progress toward meeting the goals as outlined in the current School Improvement Plan. We continue to search for innovative and effective, “research-proven” strategies that will enhance academic performance and student academic growth, as measured by our End-Of-Grade test results, Reading 3-D Assessment results, AIMSweb Assessment results, etc. We are particularly focusing upon innovative and research-proven “Best Practices,” that will enable our school’s overall proficiency rate to increase and our student academic growth rate to increase!

An evaluation of the success of school improvement for the 2012 - 2013 school year will be made within the various priorities, as addressed in this document.

### **Progress Report and Summary of Results**

- **Goal 1: Globally Competitive Students**

We continue to strive for excellence in the educational setting and will strive for 100% of our students to succeed (Score at levels 3 and/or 4) on the end of grade testing in math, reading, and science. In Math, we use the Common Core curriculum and county pacing guides to drive our instruction. We will continue to utilize Connecting Math Concepts, Math IXL and First in Math programs to assist in differentiating instruction for our students. Students are evaluated in math via AIMSweb in grades K-5, and the results are evaluated using the RtI (Response To Intervention) tiered model. Reading is provided via a 90-minute teaching block with a concentration on a balanced reading approach, stressing Guided Reading. Interventions are provided to students utilizing Reading Mastery, skill-based lessons, and the expertise of our Reading Intervention Specialist. K-3 students have moved to being evaluated using Reading 3-D, while grades 4 & 5 continue to evaluate students utilizing AIMSweb, and as with Math. This is done three times during the year. It is most difficult to accurately assess student progress during the past year, using the E.O.G. test results alone, since the testing standards have changed dramatically and are now based upon the new Common Core Curriculum. However, we do know that T.C. Henderson achieved the highest performance composite score on the End-Of-Grade tests (54.7%) among all

elementary schools in our school system. In fact, we achieved the second highest performance composite on these tests of all the schools in our school system. However, based upon EVAAS (Value-Added) data, our school did not meet expected growth on the E.O.G.'s in the 2012 - 2013 school year, even though our 4th and 5th grade students all made expected growth.

- **Goal 2: 21st Century Professionals**

As a result of the goal in our current School Improvement Plan, 100% of our certified and classified staff participated in High Quality Professional Development during the 2012-2013 school year. 100% of our staff were provided training in the implementation of the new Common Core/Essential Standards Curriculum and also helped to develop pacing guides for each grade level. All K-2 teachers attended Math Foundations training in the Fall of 2012. A Positive Behavioral Interventions and Support Team was initiated. This team developed a school-wide behavior matrix, bead reward system, and discipline plan that is utilized by the entire school. A "Love and Logic" staff development was provided to all staff members, certified and classified, in order to initiate the PBIS program. In 2013, Reading 3-D Assessment training and implementation was included so teachers in grades (K-3) could better track student progress in Reading. All certified staff members are currently involved in Blended Learning training with the Technology Facilitator in preparation for the upcoming 1:1 technology initiative, which is scheduled to begin in January, 2014. This training will later be offered to classified staff members. We are life-long learners and we need to model this for our students on a daily basis.

- **Goal 3: Healthy, Responsible Students**

The major initiative of this area was to promote a healthy, active lifestyle, where students are encouraged to make responsible choices. As a school we have set a goal to encourage students to strive for better health. Through the use of BMI tracking and Fitnessgram testing the students and staff can determine at the end of the year if fitness levels have improved. We have continued to apply the SPARK curriculum as a supplemental teaching resource. At T.C. Henderson we have daily physical education classes that include 20-25 minutes of moderate to vigorous physical activity, in addition to a daily recess.

As a part of our second goal of reducing student behavior office referrals, P.B.I.S. was initiated with the implementation of a school-wide discipline plan and "Love and Logic" training. During this school year, we also implemented a reward system for appropriate student behavior, by distributing beads that enable our students to build their own necklaces! As a result the number of office discipline referrals so far this year, compared to the same time frame last year, has been reduced by 27%! In addition, approximately 90% of the office referrals come from our buses!

- **Goal 4: Leadership**

Goal 1: Our school will strive to attract and utilize at least 20 hours of volunteer services per current Average Daily Membership (A.D.M.) per school year (current A.D.M. is 136 student). These services will include the following, but not limited to: lunch buddies, reading mentors, math mentors, field trip chaperones, classroom helpers, etc.)

Goal 2: We will create and implement a business partnership committee which will oversee the development of a new “TC Henderson Educational Foundation.”

The innovative leadership team strives to develop better educators via collaboration and a keen focus on student achievement. We have implemented procedures and techniques to identify specific, research-based techniques that result in improved classroom instruction and enhanced student learning/achievement.

In the year 2012-2013 the implementation of the Augustine Reading Initiative was implemented to increase EOG and AIMSweb benchmark results. This program demonstrated student progress, therefore, it will be continued into the 2013-2014 school year. In order to actively involve our parents and community in the school, we created an annual “Family Math Night” to encourage math interaction between parents and students. This annual event helps with community and parental involvement as well. This parent-to-school interaction provides the parents knowledge about what their child is learning and it is crucial due to all of the Common Core changes that are occurring in our curriculum.

To keep the community and parents informed, T.C. Henderson has integrated technology with our PTO, parents and staff. We have begun the new “Parent Link” program, email, “Good News” postcards, electronic digital student portfolios, class newsletters (hard copy and electronic copies), school web-site and online research- based educational programs. All of this integrated technology documentation increases parental communication and involvement. In 2012-2013 TC Henderson developed a Principal’s blog that allows greater two-way interaction between both school and community.

In continuing to increase volunteer and parental involvement, TC Henderson focused on a full implementation of our “Mentoring” and “Partnership” Committees, in order to increase community involvement and support in our school. In fact, the number of parent volunteer hours to this point this school year compared to the same point last school year, have increased by 18%!

As part of our second goal, TC Henderson created the Business Partnership Committee that increased the business/school partnerships by implementing a Career Day. As a result, we have already increased the number of partnerships this year by 6 over last year’s list, to a total of 30 business/community/school partnerships.

- **Goal 5: 21st Century Systems**

There have been a few additions and modifications made to Priority 5 regarding the assessment of each student’s progress. Legislation has mandated that every third grader must be on grade level for reading at the end of the school year. Every child must demonstrate growth over the course of the year. As a result of this mandate, Reading 3D has been implemented for grades K-3. Each individual’s progress can be monitored and tracked using this program. It is a useful resource for lesson planning/differentiation to target weak areas in reading that a child may have. Student-led conferences have been added as a method of assessment for grades 1-5. This assessment will be a method for students to utilize teacher- created procedures to monitor skills learned to track their own progress. Grades K-5 continue to use AIMSweb to assess math skills.

In support of goal two, educator effectiveness continues to be monitored with the use of AIMSweb and RtI. EVAAS data is being employed to assess teacher effectiveness. The Principal meets annually with each teacher to review their latest EVAAS data. During this conference, we look for areas of relative weaknesses, and we explore scientifically-researched strategies that we may implement to address these areas, and thus, to enhance student achievement. In addition, teachers whose students are struggling in one area academically can learn from their colleagues, whose students have experienced more success/academic growth in that area. This has led to the beginning of our Professional Learning Communities.

### **Reflections and Lessons Learned:**

Having just received and disaggregated the End-Of-Grade test results from the 2012 - 2013 school year (new assessments based upon the new Common Core Curriculum), we have noted a marked decline in student scores. However, our school has the highest performance composite of the 4 elementary schools in our school system, and the second highest performance composite in our school system. (Our overall performance composite is 54.7%.) Our performance composite for math was 53.6%, for reading was 50.7% and for fifth grade science was 71.0%! In addition, we did not make Expected Student Growth. However, we did meet and exceed all of the Federal and State Goals included in E.O.G. testing. At T.C. Henderson, we had (13) Federal and State Goals/Sub-groups, and we met or exceeded the testing expectations in all groups!

As a result of these “mixed results,” we have a great deal of work to do, in terms of student academic growth and performance. Therefore, the next section will predominantly deal with new strategies and initiatives that we will implement during the remainder of this school year, that will be focused upon student academic growth and performance.

During the 2012-2013 school year, 100% of our certified and classified staff completed “High Quality” professional development, which will continue annually.

As part of our Priority 3 goals, TC Henderson was to have 85% of our students in grades 3rd-5th reach the Healthy Fitness Zone in 3 out of the 5 components. In the fall of last year our actual percentage was 60%. By the end of the year, 79% of our 3rd-5th students reached the HFZ in at least 3 out of 5 components. We will continue with Fitnessgram testing and BMI tracking twice a year. We have added a morning intramural program for all grades, and are offering classroom teachers resources and opportunities for movement in the classroom with “Brain Breaks” and “Classroom Energizers.” Also, since our discipline referrals continue to decline, we will continue and even expand our Positive Behavior Interventions and Support (P.B.I.S.) initiative this school year.

Also, based upon the positive trend of continuing to expand parental involvement and volunteerism at school, we will continue working on making the home-school communication connection a high priority. The Principal's Blog, classroom newsletters, parent calls, home visits, various "curriculum-based nights" and student-led conferences will continue this year.

We will also continue with test data assessment, both formative and summative. We will continue to employ Reading 3-D, AIMSweb, etc., and then analyze the results to differentiate our instructional programs to better meet the needs of our students. For the 2013-2014 first benchmark assessment results, Reading 3-D indicates that 73% of our students K-3 are proficient in reading. A comparative look at between benchmarks will be made throughout the year as we closely track student progress and make modifications as warranted, in order to enhance student achievement.

**2012-2013 school year Reading as Measured by AIMSWeb (end of year)**

- 85% of 3rd grade students were on grade level and above on the Reading Curriculum Based Measurement (fluency) and 80% for Comprehension
- 77% of 4th grade students were on grade level and above on Reading-Curriculum Based Measurement (fluency) and 77% for Comprehension.

**2012-2013 Proficiency Rates in Math as Measured by AIMSWeb (end of year)**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Math Computation</b>		<b>86%</b>	<b>94%</b>	<b>85%</b>	<b>85%</b>	<b>60%</b>
<b>Math Concepts and Application</b>						
<b>Missing Number Measure</b>	<b>91%</b>	<b>90%</b>				
<b>Quantity Discrimination</b>	<b>100</b>	<b>95%</b>				
<b>Number Identification</b>	<b>91%</b>	<b>81%</b>				
<b>Oral Counting</b>						

**2013-2014 Proficiency Rates in Math as Measured by AIMSWeb (Fall Benchmark)**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Math Computation</b>			<b>95%</b>	<b>100%</b>	<b>95%</b>	<b>88%</b>
<b>Math Concepts and Application</b>			<b>91%</b>	<b>90%</b>	<b>52%</b>	<b>50%</b>
<b>Missing Number Measure</b>		<b>98%</b>				
<b>Quantity Discrimination</b>		<b>95%</b>				
<b>Number Identification</b>	<b>68%</b>	<b>88%</b>				
<b>Oral Counting</b>	<b>82%</b>	<b>97%</b>				

**2013-2014 Proficiency Rates in Reading as Measured by AIMSWeb (Fall Benchmark)**

- 80% of 4th grade students were on grade level or above for Reading-Curriculum Based Measurement and 79% for Comprehension.
- 86% of 5th grade students were on grade level or above for fluency and 82% for Comprehension.

EVAAS data will also continue to be closely analyzed and shared with our teachers, as we continue to collaboratively plan strategies that will better meet the needs of our students on a student-by-student basis.

**Next Steps**

**1. Globally Competitive Students:**

- ELO: Extended Learning Opportunities will be developed to assist struggling students improve their performance. Basically, this will be differentiated tutoring that will be offered outside of the regular school day, either before and/or after the regular instructional day.
- Reading 3-D: We will utilize Reading 3-D to assess and progress monitor all students (grades K - 3) three times each year. We will then employ the results of these assessments to drive and focus our remediation, acceleration, and re-teaching efforts.
- Guided Reading (90 minute block): This uninterrupted block of time will allow for direct reading instruction with small leveled groups. Reading will be taught across all curriculum areas, in an interdisciplinary approach.

- Reading Intervention Specialist: The Reading Intervention Specialist will work with all grades to assist with reading interventions for struggling students, in small groups. She will also share “best practices” in reading with her colleagues.
- Student Guest Speakers: Identified students who exemplify 21st Century Skills will be invited to share their skills, strategies and expertise with our students.
- 1:1 technology initiative for Grades 3-5: This county initiative will provide laptops or tablets to students for the integration of technology both in and out of the school setting.
- Leveled Book Room: We will establish and maintain a room designed to house the leveled books necessary for our guided reading program. We will continue to use our funds to expand this book collection.
- Expand Our Use Of Technology To Support Our Instructional Program: Beginning in January, 2014, each of our students in grades 3, 4, & 5 will be issued a “Learning Pad” for use at school and possibly at home. This 1:1 initiative is very exciting! We hope to expand this program to include all students in grades K, 1st, and 2nd in the near future!
- Development and Implementation of New Report Cards & Interim Reports: As a county, we will develop and begin using new Standards-Based report cards and interim reports that will emphasize the learning objectives of our newly-updated Standard Course Of Study.
- Creation and Implementation of a K-2 and a 3-5 Literacy Night: These events will afford our staff the opportunity to share with parents, strategies that they can employ at home to assist their child academically.

## 2. 21st Century Professionals

- Reading 3-D training and implementation of Reading 3-D Assessments
- Blended Learning training for the upcoming 1:1 technology initiative for Grades 3-5
- CPI Training
- Reading Foundations Training for new certified and all classified staff
- Edmodo Training for Instructional Assistants
- Continued training on the Common Core/Essential Standards Curriculum & Assessments

## 3. Healthy and Responsible Students

- Classroom Energizers and “Brain Break” activities for classroom teachers
- Work to complete long-term action plan for P.B.I.S.
- Continue “Muddy Sneakers” Initiative in grade 5

## 4. Innovative Leadership

- PTO blog on TC Henderson homepage (This will allow for two-way communication between home and the school PTO.)
- Re-introduce “Coffee with the Principal” Initiative
- Parental Surveys will be administered periodically (parental involvement and interest for school improvements)
- Use of on-line “Monkey Surveys”



#### 5. 21st Century Systems

- 1:1 technology initiative; This will allow students/parents to have access to their own device
- Reading 3-D: will be continued and expanded
- Expanded use of Edmodo, Blogs, and Wikis in our Instructional & Management Systems