



School Improvement Plan 2016-2018

T. C. Henderson Elementary School

Cathy Credle, Principal

Kimberly Moore, School Improvement Chair

Transylvania County Schools Strategic Plan

Mission, Vision, Motto, Goals, and Values

Adopted October 20, 2014 by a unanimous vote of the Transylvania County Board of Education

Mission Statement: The mission of Transylvania County Schools is to prepare students to become caring and productive citizens in an ever-changing society through the shared responsibility of students, parents, educators, and the community.

Vision Statement: Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

Motto: Teaching Everyone Takes Everyone

Goals:

1. Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.
2. Every Transylvania County Schools student, every day has excellent educators.
3. Every Transylvania County Schools student is healthy, safe, and responsible.

Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.
- All educators, students, and parents deserve respect.
- Minds and hearts are the focus of education.

T. C. Henderson Elementary School

Vision

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

Mission

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

School Improvement Team Membership

| Committee Position* | Name |
|----------------------------|------------------------|
| Principal | Cathy Credle |
| School Improvement Chair | Kimberly Moore |
| Teacher Representative | Angie Adcock |
| Teacher Representative | Nicole Cash/Cathy Nutt |
| Teacher Representative | Beth Morgan |
| Teacher Representative | Fran Hughes |
| Parent Representative | Lisa Whitesides |
| Parent Representative | Heather Brunat |
| Parent Representative | Diane Owen |
| Parent Representative | April Galloway |
| Parent Representative | Laura Chapman |

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.

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 - 2017 | Principal: Cathy Credle | SIT Chair: Kimberly Moore |
|--|-----------------------------|--------------------------------|----------------------------------|

P

PLAN: Identify the gap and the approach

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.

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 | 0K-05 | Y | B | 76 | B | 78 | B | 75 | Met | -1.63 |
| | | | | | | | | | | | | | |

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.

Data Analysis. Answer the data analysis questions.

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| 1. What is contributing to your success in this area and how do you know? 90 minutes of Guided Reading, St. Augustine tutors, After school tutors, Reading Specialist | 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. | 3. What seems to be the root cause of the problem and how do you know? Lack of resources and lack of training. |
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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 Stemsscopes 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 Stemscopes | Classroom teachers, Instructional Coach, | Science EOG's and teacher observation, assessments | Aug. 2016 | June 2017 |

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| | | Technology Teacher | | | |
| 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 |
| 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

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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? 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 determine if the approach was implemented/completed ? (Completion Data)

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

B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)

Teacher observation, assessments, EOG scores, trainings and implementation, EVAAS growth index data, percentage of college/career ready students on EOG

C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)

Teacher observation, assessments, EOG scores, trainings and implementation, EVAAS growth index data, percentage of college/career ready students on EOG

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:

1. What worked and how do you know?

2. What didn't work and how do you know?

3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No

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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 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. |
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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 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here.

| 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 |
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Implementation Plan Quality Check:

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

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

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

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

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

| | | |
|--|---|---|
| A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data) | B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.) | C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data) |
|--|---|---|

S Study – Analysis of data after implementing an approach

At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

| | | |
|--|---|---|
| 1. What worked and how do you know? | 2. What didn't work and how do you know? | 3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance? |
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Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP.

A Act – Continue with the Target Goal or revise the Target Goal for next year.

☐ Overall goal has been met and School Improvement Plan focus will change for next year.

Or...

☐ Target goal has been met and is changed to a new target goal.

☐ Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining.

☐ Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year.

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| School Name: TC Henderson School of Science and Technology | Year: 2016 - 2017 | Principal: Cathy Credle | 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 integrate science into daily lessons for the purpose of increasing the number of students considered College/Career ready.

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.

| | | |
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| 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 | 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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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.

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 |

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|---|-------------------------------|-------------------|--|-------------|-----------|
| 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 |
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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.

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 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:

A. List the information or measures the team will use to determine if the approach was implemented/completed ? (Completion Data)

Teacher lesson plans and data collected from StemScopes web portal to show the number of activities completed.

B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation data.)

Teacher lesson plans and data collected from StemScopes web portal to show the number of

C. List the information or measures the team will use to determine what worked and what didn't work? (Impact data)

Teacher and student surveys about science activities, trainings and implementation. Teacher observation and surveys.

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| 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 | activities completed. Monthly collaboration with Holmes State Forest. | |
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| 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: | | |
| 1. What worked and how do you know? | 2. What didn't work and how do you know? | 3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ____Yes ____No |
| 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 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. | |

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| A | Act – Revise or continue with implementation plan based on data analysis. |
| 4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here. | |

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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 |
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Implementation Plan Quality Check:

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

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

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

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

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

A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data)

B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? (Fidelity of implementation.)

C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data)

S Study – Analysis of data after implementing an approach

At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above:

1. What worked and how do you know?

2. What didn't work and how do you know?

3. Do you need any additional assistance as you look at your results and start planning for Cycle 2?

Yes No

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| | | From whom do you need assistance? |
| Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP. | | |
| A | Act – Continue with the Target Goal or revise the Target Goal for next year. | |
| <div style="margin-bottom: 10px;"> <input type="checkbox"/> Overall goal has been met and School Improvement Plan focus will change for next year. </div> <div style="margin-bottom: 10px;"> Or... </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Target goal has been met and is changed to a new target goal. </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2013-14 SIP to take our work to sustaining. </div> <div> <input type="checkbox"/> Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year. </div> | | |
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| School Name: TC Henderson School of Science and Technology | Year: 2016 - 2017 | Principal: Cathy Credle | 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 integrate technology into daily lessons for the purpose of increasing the number of students considered College/Career ready.

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.

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| <p>1. What is contributing to your success in this area and how do you know?</p> <p>Students at our school have been provided one-to-one technology.</p> <p>Teachers have received some introductory training in using</p> | <p>2. What opportunities for improvement do you notice?</p> <p>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?</p> <p>We do not have a full-time technology staff position to help teachers at this time. Teachers have not had</p> |
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| Google Apps in order to work toward Google Certification. | | 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. |
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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 | | | | | |
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| Step # | Cycle 1 List the specific steps your team will | Person(s) responsible for | Measure/Indicator | Start Date | End Date |

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| | complete during the first cycle. | completion of the step. | (How will you know if the step is completed correctly?) | | |
|---|--|---|---|-------------|-----------|
| 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 |
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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 everyday.

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

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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 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: | | |
| 1. What worked and how do you know? | 2. What didn't work and how do you know? | 3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ____Yes ____No |
| 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 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. |

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| | <input type="checkbox"/> Target goal not met and information indicates that we need to abandon the current plan and identify a new approach. |
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|--|---|---|------------|----------|
| A | Act – Revise or continue with implementation plan based on data analysis. | | | |
| 4. What is your focus for cycle 2 (Identify key approach or strategy)? If you are continuing with the approach from cycle 1, restate it here. If you are changing your approach for cycle 2, state it here. | | | | |
| 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 |
| | | | | |
| | | | | |
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| | | | | |
| Implementation Plan Quality Check: | | | | |
| What resources/budget needs do you have for cycle 2? If you identified budget needs, what budget code will you use to meet the budget needs for this cycle? If funding is not available, list the steps from the implementation plan that will address the funding gap. | | | | |
| | | | | |
| What professional development, if any, will be offered in cycle 2 to support the staff in implementing the approach? | | | | |
| Determine the measures/data that will be used to determine the effectiveness of the Cycle 2 approach by answering the following questions | | | | |
| A. List the information or measures the team will use to determine if the approach was implemented/completed? (Completion Data) | B. List the information or measures the team will use to determine if the approach wasn't implemented correctly? | C. List the information or measures the team will use to determine what worked and what didn't work? (Impact Data) | | |

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| | (Fidelity of implementation.) | |
| S | Study – Analysis of data after implementing an approach | |
| At the end of cycle 2, answer the following questions based on the data collected from the identified measures in boxes A, B, and C above: | | |
| 1. What worked and how do you know? | 2. What didn't work and how do you know? | 3. Do you need any additional assistance as you look at your results and start planning for Cycle 2? ___Yes ___No From whom do you need assistance? |
| Reflect on the data analysis for the year so far and check the option below that best describes your direction for the next SIP. | | |
| A | Act – Continue with the Target Goal or revise the Target Goal for next year. | |
| <input type="checkbox"/> Overall goal has been met and School Improvement Plan focus will change for next year. Or... <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 2013-14 SIP to take our work to sustaining. <input type="checkbox"/> Target goal not met, so we will continue current plan for 2013-14. We will make improvements to the plan based on what didn't work through this year. | | |
| | | |

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). |
| ✓ (NA) | 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 | <p>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)</p> <p>The results of the vote were as follows:</p> <p style="text-align: center;"><u>15</u> For <u>0</u> Against <u>0</u> Abstain</p> |
| | | 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