# Leicester Elementary School

# School Improvement Plan

# 2018 – 2020

# Buncombe County Schools

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# Statement of Assurance

The School Improvement Team, with input from faculty, staff, and community members, has developed the following school improvement plan. This plan is based on an analysis of data collected in the areas of academics, climate/culture, and demographics/school characteristics. Academic information is based largely on the North Carolina accountability model which includes proficiency and growth (EVAAS) data. Further, the plan incorporates the following priorities:

## Buncombe County Schools Strategic Priorities
- Academic Excellence: All Buncombe County Schools take collective responsibility to increase the academic growth and achievement of each student.
- Safety and Support Systems: All Buncombe County Schools will maintain safe learning environments and enhance wellness for all students and staff.
- Leadership Development: All Buncombe County Schools are committed to develop a diverse group of highly qualified leaders who empower others.
- Family and Community Engagement: All Buncombe County Schools will fully engage families, communities, and staff to work together for the success of each child.

## North Carolina State Board of Education Goals
- Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- Every student has a personalized education.
- Every student, every day has excellent educators.
- Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- Every student is healthy, safe, and responsible.

## AdvancED Standards of Quality
- Clear Direction: The capacity to define and clearly communicate to stakeholders the strategic direction and priorities that the system is committed to achieving.
- Healthy Culture: The shared values, beliefs, written and unwritten rules, assumptions, and behavior of the system's stakeholders that shape the social norms and create opportunities for everyone to be successful.
- High Expectations: The system sets and commits to high expectations for student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
- Impact of Instruction: The capacity of all staff in the system to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- Resource Management: The ability of a system to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- Efficacy of Engagement: the ability of the system to engage learners and other stakeholders in an effective and efficient manner to achieve its goals.

- Implementation Capacity: The ability of a system to consistently execute actions designed to improve organizational and instructional effectiveness.

Signatures verify that the school improvement plan was approved by secret ballot vote of the staff.


Principal:                                        SIT Chairperson:

Date:                                              Date:

# 2019 - 2020 SIT Members

The following were members of the School Improvement Team for the 2019 – 2020 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Please print your name and sign.

Principal: Chad Upton
Signature:

SIT Chairperson: Laura Byers
Signature:

Assistant Principal: Penny Caldwell
Signature:

Instructional Support: Rebekah Dodd
Signature:

Teacher: Rebecca Gillespie
Signature:

Teacher: Brooke Freeman
Signature:

Teacher: Kim Jones
Signature:

Assistant: Debbie Bohanon
Signature:

Teacher: Lisa McAbee
Signature:

Parent: Sharron Tucker
Signature:

Teacher: Tonya Geneau
Signature:

Member: Christy Reason
Signature:

Teacher: Brooke Rhodarmer
Signature:

Member:
Signature:

Teacher: Lissa Pedersen
Signature:

Member:
Signature:

Teacher: Eric Schweitzer
Signature:

Member:
Signature:

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# Purpose, Direction, and Beliefs

**BCS Purpose Statement**
To provide safe and engaging learning environments that prepare students for their tomorrow.

**BCS Direction Statement**
Our students will become successful, responsible citizens in an ever-changing global society.

**BCS Belief Statements**
- Teaching the whole child
- Personalizing instruction
- Empowering world-class educators
- Encouraging personal growth
- Embracing diversity
- Investing purposefully
- Collaborating and communicating

**Leicester Purpose Statement**
We as a school are committed to provide a quality academic and community centered programs where all learning styles develop the whole child, to ensure their social and career ready success as citizens of the local, national, and global community.

**Leicester Direction Statement**
Leicester Elementary students will reach their full human potential and become successful, responsible members of their community, country, and global society.

**Leicester Belief Statements**
At Leicester Elementary, we believe that:
- Every child can learn and should have the maximum opportunity to do so.
- Instruction in varying learning styles and strategies should be provided so that all children can become problem-solving thinkers.
- A safe, positive school environment should be provided in which students can take pride in accomplishments and develop self-confidence.
- Parents, students, staff, and community members are stakeholders in our school and therefore should be involved in its success.
- All students and adults in our school should be treated with respect.
- Education of our students draws on real-life experiences and connections so that learning can be applied in a meaningful context.
- Learning is the priority of staff and students.
- Learning is a shared responsibility of students, parents, and teachers.
- Learning is a lifelong skill with an impact on our students in a global society.

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# *Profile Narrative

## Demographics/School Characteristics

The first contract for a building for what is now Leicester Elementary was formed in 1904. That school was dedicated in 1914 and was located on what is now the lower playground area just south of the main school building and was a first through twelfth grade school. A new building, as funded and built by the Works Progress Act, was completed in 1940. A second building opened in 1950 to house the high school portion of the school (now the Kindergarten wing) and in 1962, the school became grades first through eighth grade as Erwin High School opened as part of desegregation around all of North Carolina. Erwin High School was built to accommodate the children of the Leicester, Woodfin, Emma, Johnston, and Erwin Hills communities. In 1989, after the opening of a new Erwin High School and Erwin Middle School, Leicester became a Kindergarten through 5th grade school while in 2011, the new Eblen Intermediate (5-6) opened reducing Leicester to Kindergarten through 4th grade format. In 1999, a new wing for administration and classrooms opened connecting the older 1940 and 1950 structures.

Current Population:
- 85% Caucasian, 1% African American, 12% Hispanic, 1% Native American, 1% Two or More races
- Predominantly rural, lower middle class community
- Title One school with 75% + of students on free or reduced lunch (economically disadvantaged)
- 420 +/- students enrolled
- 95% overall attendance rates
- Current enrollment K-90, 1st-83, 2nd-72, 3rd-76, 4th-87
- Separate setting class serving 12 students with higher level needs
- 80 plus EC students of which ½ have speech only placements
- AIG teacher serving 10 placed students
- Head Start (pre K) serving 20 students
- Average class size 19 students
- TIPS (tiered intervention and support process) serving a variety of students that have needs for which regular placements have not been as effective
- All classrooms with document cameras and projectors (Smart Boards)

Certified Staff:
- Principal, ½ Assistant Principal, 22 classroom teachers (K-5, 1-5, 2-4, 3-4, 4-4), .8 Art, .8 Music, 1 Media Specialists, 1 PE, 1 Head Start, 1 Title 1, .5 ESL, .2 AIG, 1 Separate Setting, 2 EC Resource, 1 Speech therapist, 1 guidance, 1 Instructional Coach, 1 School Psychologist, 1 OT, 1 PT, 1 EC Curriculum, 1 School Social Worker

Non Certified Staff:
  -1 remediation assistant, 1 general assistant, 1 computer lab assistant, 4 Title 1 assistants/tutors, 13 full time instructional assistants (includes 3 serving EC), 2 part time instructional assistants

## Climate/School Culture

**Leicester Survey Data Concepts:** Raw survey data is available to staff. The purpose here isn't to necessarily list every finite detail, but is designed to guide larger thinking for SIT and school functioning and improvement/maintenance based on real information and metrics. It's also designed to be readable and easily disseminated throughout the school community. Areas that have been mentioned multiple times throughout the surveys are listed as well as areas that are related and/or important to consider. Administration does indeed look at every piece of data generated from these processes and considers that

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as well. Survey data presented here are the BCS Surveys for Staff (certified and non-certified) and the Leicester Parent Surveys generated last school year.

**Staff believes that the following are strengths (based on quantitative survey):** they are recognized for their work contributions, they are safe, they are knowledgeable of the procedures of the safe schools plan, they are treated respectfully by the administration, that effective leadership in instruction exists, that the PBIS Team functions well, incidents of bullying are addressed, discipline issues are responded to, our programming is appropriately rigorous, there is an atmosphere where everyone can succeed, the SIP guides our work appropriately, the school community is actively invested within our building

**Staff believes that we can improve (quantitative survey):** in the areas of specific feedback on job performance from administration, participation in grade level and subject area work, opportunity to meet with other staff members to discuss instruction, learning targets are effectively used in all locations each day

**Strengths (specific/qualitative):** Staff belief of all members capability to care for and teach children, children that look forward to being here, a true family/community school atmosphere that is positive and real, supportive administration, positivity in how we view the work we do, PBIS Program

**Improvement Areas (specific/qualitative):** Communication to everyone timely, parental support and understanding of what we actually do and what our needs are, enough time to teach and plan together, total willingness on everyone's part to listen and accept new ideas and thinking, working effectively with specialists in EC, ESL, and the Arts in deeper ways that also shares a vision for students, continue to work to teach and learn new programming with real fidelity

**Parent Survey Data Themes**: these are specific themes that were pulled directly from family surveys for 17-18. It is important to know the variety of the thinking as well as the perception.

Positives
Why do parents bring their child here?: drop-off procedure, atmosphere of love and care, school building looks well kept and clean, great staff that cares for students, safe school and safer that what is believed to be in other schools, willingness to respond to concerns and communicate back with return calls, though we have a large school we still feel like we are part of a close knit group, we are welcomed each day when we come in and the children are greeted warmly, the kids matter, staff to student ratio is good, **my child is happy when he comes home everyday**, **the school is doing a better job of identifying students earlier that may struggle**, keep transparency and common sense approach!, **genuine care of students whole outcome...not just test scores**, real attention to my child's medical needs/taken seriously

**Areas to Consider:** Healthier food choices, continue to find ways to keep lines of communication open for individual updates, a parent led homework club?, more variety at lunch, increase our vigilance when supervising recess and outdoor time, lunch time later in the day, more specialized training for staff for EC

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and students with special needs, **worry over transition from Leicester to Eblen**, limit homework time/ child exhaustion, bring back God in school system, less internet based work/communication, **be sure we know who is in the building at all times**

**NC Working Conditions Survey Themes for 17-18: Areas to look at for improvement have star beside them. Detailed/full info is featured in NC Working Conditions Survey Website (public). Again, this is designed to summarize ideas for SIP and Administrative/Staff Support and not designed to be all inclusive of every possible idea.**

**Class Size: High Positive, above BCS average**
**Time w/ colleagues: positive, even BCS average**
**Interruptions: High Positive, above BCS average**
**Non-instructional Time: even, lower than BCS average***
**Paperwork: High Positive, above BCS average**
**Meeting Student Need: High Positive, above BCS average**
**Individual Planning Time: negative, lower than BCS average***
**Collaborative Planning Time: Positive, above BCS average**
**Communication w/ Parents: negative, lower than BCS average***
**Student Discipline: High Positive, above BCS average**
**Utilizing Test Data: High Positive, above BCS average**
**Material Access: High Positive, above BCS average**
**Instructional Tech: High Positive, above BCS average**
**Access to Office Equipment: High Positive, above BCS average**
**School Physical Environ.: High Positive, above BCS average**
**Internet Access: High Positive, above BCS average**
**Parents Decision Makers: negative, lower than BCS average***
**Parents Know What Is Happening at School: even, BCS average**
**Teacher Leadership: High Positive, above BCS average**
**Teacher Decision Making at School: High Positive, above BCS average**
**Admin Respect: High Positive, above BCS average**
**To Admin Concerns: High Positive, above BCS average**
**Teachers Supported: High Positive, above BCS average**
**Use of Data: High Positive, above BCS average**
**Teacher Feedback: even, below BCS average***
**Shared Vision: No Feedback Below Agreed!**
**SIT Function: High Positive, above BCS average**
**Staff Recognition: Positive, above BCS average**
**Encouragement to Observe Others: below average***
**Teacher Autonomy: Positive, above BCS average**
**Assessment Data Used to Drive Instruction: Positive, above BCS average**

Which of the following best describes your immediate professional plans? 100% Remain @ Leicester

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Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?

19 time, 6 facility, 19 community involvement, 39 leadership @ school, 16 instructional practice

Q10.7 At this school, we utilize the results from the 2016 North Carolina Teacher Working Conditions Survey as a tool for school improvement.

4% (1)- Strongly Disagree, Agree/Strongly Agree 97% (25)

Q10.6 Overall, my school is a good place to work and learn.

12% (3) Disagree, 88% (31) Agree/Strongly Agree

|

## Academic Overview:

2017-18 proved to be a very successful year for Leicester Elementary on a multitude of fronts with regard to academic outcomes. We saw growth on our school grade from 52-D to a 66-C. This 14 point increase was the largest in our school system and was highlighted by Exceeding Growth expectations and finishing in the top 20% of all schools in NC. Our overall composite score of 58% proficiency is the highest rate that Leicester Elementary has seen with the current testing package used by NC in grades 3-8 dating back to 2013-14. Math proficiency rates were at 60% school wide with Reading rates equating to 59%. Our numbers of proficient students was especially higher in grade 3 while 4th graders had several more children with proficient scores in their 4th grade year than that same group had as 3rd graders, in part point to mentioned high rates of growth across the board. Areas of specific strength were detected around Geometry with work to be done in base 10's as well as Algebra and Operations. Our students also showed improved rates of achievement from 16-17 in Language and Literature strands while we see there is still work to do in informational text proficiency. mClass proficiency rates in grades K and 1 were at and sometimes above the district averages while grade 2 suggests that there is a good bit of work to do to have more students performing at grade level. We would suggest that our tutoring program, specific attention to areas of concern in our teaching and learning program, as well as focus on the PLC environment being the genesis of increased teaching capacity and data understanding were key elements to our success. More specific data is generated and provided in depth throughout this document.

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**PBIS**

Leicester Elementary School has been a PBIS school for several years now and has been designated a Model School for the 18-19 school year. This team is well led within the staff and ideas and thinking are generally a product of those that are part of the team as well as the teachers and students who put this programming to use. In the 16-17 school year, over 140 discipline referrals were written. That number dropped to just over 100 last year. We believe that the PBIS model has been very much a factor in the increased ability for us to avoid these elements. We have a number of built in activities throughout the year to recognize achievement both at the school level and within the classrooms and grade levels.

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# School Safety

## Discipline

### Issues

104 Discipline Major Referrals were indicated during the 17-18 school year. In the 15-16 school year, there were 141 that occured. These are events that would require both a parent notification and a communication with a family member. These events are by and large coded as either inappropriate behavior on behalf of the student or inappropriate language on behalf of the student.  In 2018, 5 students accounted for about 30% of all discipline referrals. Of that group, two students are identified as having behavioral and emotional disabilities/concerns that must receive services in a self contained environment. In addition to having 40% fewer referrals than the previous year, students received only 12 total days of suspension time. In 2018, most referrals by month occured in April and May. In the both of the last 2 years, more referrals were written in the Spring semester than in the Fall.

### Corrective Actions

We did see a decrease in the numbers of behaviors that requires administrative intervention from the previous year by around 40. To that end, we did put in several features that we believe led to this better outcome. First 15 is designed to be the "centering time" in each of our classrooms. Here, the days goals are set and discussed and children have the opportunity to think, share, and talk about what is important to them as well as build a family atmosphere that leads to greater support for children. Not only do we get to talk about what's relevant to them, they get to see their teachers in a new way that helps build what we believe are the most important relationships. We realize that we have a community school, one that is respected and revered in the community. We try to take advantage of what that is and what that means to increase our capacity throughout the building.

### PBIS

Leicester Elementary School has been a PBIS school for several years now and has been designated a Model School for the 18-19 school year. This team is well led within the staff and ideas and thinking are generally a product of those that are part of the team as well as the teachers and students who put this programming to use. In the 16-17 school year, over 140 discipline referrals were written. That number dropped to just over 100 last year. We believe that the PBIS model has been very much a factor in the increased ability for us to avoid these elements. We have a number of built in activities throughout the year to recognize achievement both at the school level and within the classrooms and grade levels. We believe that the PBIS program has had a very positive impact on student discipline and further outcomes with regard to behaviors from a proactive perspective.  There has been a method in place to break down the discipline system into 3 major pieces. First, many concerns are addressed in the classroom setting in terms of a redirection or teacher led decision that gets to a point that effectively addresses a concern there. Though this may not generate school wide data, it is effective in many cases. The next level up is that of the minor referral process. The minor referral process is relatively new and is designed to meet the need of communicating with the family of a potential

issue, but may not necessarily need to go to administration for further action. Finally, the major referral system is designed to notify and address larger issues that do indeed need to be addressed by the administration.

The TCFS (Total Child and Family Support) team will continue to look at patterns and trends of behavior referrals on a weekly basis.  The team will use *Educators Handbook* to track both major and minor incidents.  The school counselor will be implementing *Mindup* classroom lessons for students to learn self-regulating skills.  Students will also participate in the Second Step curriculum to gain additional life skills and overall improved mental health.  Through PBIS and TCFS teams student holistic health will be assessed and timely individualized interventions will take place.

# *Safety Considerations

## Facility Related Safety
We continuously evaluate our campus as well as what we may do to continue to make our building safe for all of those that we are responsible for. A yearly evaluation is completed and then disaggregated to determine where and how to we make the appropriate improvements and implementations within the school. We have added additional coded locks throughout every major entrance in the building. Our supervisory staff elements are placed at key entrances and exists on the beginning and ending of each day. Of course every door is locked throughout the day and staff are required to use their keyed ID badges to enter the building when they may be outside.

## Incident Response
As per NC General Statute GS 115C-105.27(c1), specific information on incident response is not included in the school improvement plan; however, each Buncombe County School has a crisis response plan. The principal has communicated this plan to their faculty, staff, and students as appropriate. Further, this plan has been approved by the Buncombe County Board of Education and is on file in the Assistant Superintendent's Office. Our response is broken down into individual thinking based on the area that is to be addressed. Additionally, multiple documents are available, even to visitors and substitutes, to be sure that everyone is on the same page as to how we would need and want to respond to a variety of concerns. Lockdown drills, as well as evolved thinking on our part among the staff, leads to a variety of solutions depending on the nature of the crisis as well as the location of the crisis as it is understood.

# *At Risk Students

Leicester Elementary has a system to identify and support students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation. Identification will occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, state assessments, and other factors, including reading level.

# Instructional Support

The following instructional practices and methods have been identified as effective in improving the academic performance of students identified as at risk of academic failure or at risk of dropping out of Leicester:

- Tiered Intervention Problem-Solving (TIPS) process
- PBIS support
- After school functions, like Girls on the Run, Guys with Ties, Art Club, and a variety of other clubs that offer another connection back to school for our children.
- Title 1, EC, 504, and ESL intervention
- Communication structures with families (monthly newsletters sharing school events and special dates)
- Outreach events like Meet the Teacher, Open House, Transition Night, Winter and Spring Programs/Concerts, Awards Programs, Wildcat Award (every nine weeks), Fall Festival
- Incorporation of tech based learning tools (1:1 devices) in the classroom and beyond to fill gaps in instructional coverage and depth
- Counseling and School Social Worker support
- Full time Curriculum Specialist in house to support teachers, students, and parents
- Multiple meetings designed to support parents and families with curriculum and instruction: such as an informational meeting about RTA for third grade parents; differentiated meetings for reading and math for all grade levels
- Community and family support events and structures like free school supply give away as well as weekend food giveaways (provided by local churches).
- Free clothing closet (Wildcat Closet) and food pantry that is very well stocked and addressed
- Total Child Family Services (TCFS) process to identify children with needs as well as supporting structures; meets monthly to bi-weekly.

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# Transition Plans

- Transition night for rising Kindergarten students to share information and concerns related to entering Kindergarten at Leicester Elementary.
- Transition Night for rising 5th grade students going to Eblen Intermediate School. This is to inform parents and students needed information pertaining to this switch. Additionally, all rising 5th grade students attend a tour of Eblen with their fourth grade teachers before the end of their fourth grade year to facilitate a smooth transition.
- Curriculum Night to inform parents about specific grade level content and related information about that particular grade level.
- Staff uses a vertically aligned student focus document that identifies individual students' needs, including students are reading below grade level or have specific social or emotional needs is maintained and accessible for all classroom teachers to facilitate smooth student transitions between grade levels.
- All rising Kindergarten students with an identified disability that have an IEP have a transition meeting prior to beginning Kindergarten with the preschool special education teachers and the elementary level special education teachers.

# *Teacher Time

## Duty Free Lunch

During K-4 lunch times, non certified staff and specialist will cover in order for certified staff to have a duty-free lunch. In K-1.   When one non certified staff is absent, the other non certified staff cover. If two or more non certified staff are absent, the teacher eats lunch with their students. In 2-4, if non certified staff or administrators are not available to cover, the teachers will eat lunch with students.

## Duty-Free Instructional Planning

Teachers have a 45 minute block for planning, while their students are in specials.

## Efficient Reporting

We utilize a system of collecting and reporting on individual student data as a way to address concerns. With this system we have improved the availability of student data for all teachers as students move from grade to grade.  This in turn has helped to improve the TIPS process. The Focus Students electronic document t is current and continually updated following progress monitoring of students so that all school professionals have access to data.  School professionals treat this document as a "living and breathing document" that allows us to best track data over time so that data can be available to not only classroom teachers, but also specialists and visiting professionals that may not have the opportunity to see students on a daily basis but are indeed working with them on some level. Our focus this year is that teachers are diligently using the Student Focus Sheet to ensure that students' needs are being addressed.

Leicester will continue to use PowerSchool and its parent portal to reduce redundant reporting requirements for our teachers. All staff are trained on Educators Handbook and use it as a resource for discipline referrals.  All visitors and volunteers first report to main office where Lobby Guard is used to track their visits.

# Healthy Students

Buncombe County Schools has established a strategic priority of Healthy Students in Safe, Orderly and Caring Schools (BCBOE Policy 6140). Schools have a goal of providing 150 minutes per week of moderate to vigorous physical activity for all K-8 students (minimum of 30 minutes per school day). Physical activity/exercise is not to be taken away or used as a punishment.

Students receive teacher supervised recess for 30 minutes a day,  4 times per week and PE with a highly qualified PE teacher 1 time per week for 45 minutes. These times indicated are not taken away or used as punishment.

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# 2018 – 2019 Mid-Year Progress Report

**Goal #1 Progress to Date**

@(add text)

**Goal #2 Progress to Date**

@(add text)

**Goal #3 Progress to Date**

@(add text)

**Goal #4 Progress to Date**

@(add text)

**Goal #5 Progress to Date**

@(add text)

# 2017 – 2018 Year-End Progress Report

## How did your school's Purpose, Direction, and Belief Statements guide your actions throughout the school year?

Our purpose and beliefs are built around the idea that we are expected and needed with regard to the whole child and not simply the outcomes that are directly tied into academics. We know that many of the experiences at school should be reflective of the whole life a child should be able to access and that those experiences may only be obtained via our abilities. We are thoughtful about our school community and our place within it and the decisions that we made to increase our capacity throughout were built on this belief, from our tutoring program to our Fall Festival, all of it was with the same intention in terms of those final experiences.

## Goal #1 Major Accomplishments

To increase reading proficiency to a plus 5-10 rate % in grades K-4 as indicated in by mClass and EOG. Data profiles across the board were indicative of some significant gains here. Our numbers in grades K, 1, 3, and 4 were all at and above our target rates. In grades 2 and with our EC population, there is still work to be done. Our growth rate in reading was a .95, the highest it's been with this EOG package dating back 5 years. 60% of grade 3 and 4 students were proficient based on EOG and that is an increase of about 10% over last year's numbers. Still, our 2nd grade was only at about 35% in mClass Reading TRC and that number is an area of concern for the 18-19 school year. We account 3 big factors as reasons for the improvement. First, better and more equipped grade level teams making good decisions as a unit while being connected to specialty staff. Second, the implementation of a very comprehensive tutoring program that addressed specific academic needs over the course of about 3 months, and finally, the ability to have consistency with our staff from year to year, something that was missing 2 years ago.

## Goal #2 Major Accomplishments

To increase reading proficiency to a plus 5-10 rate % in grades K-4 as indicated in by EOG in Math. Data profiles across the board were indicative of some significant gains here.Our overall proficiency rate was 60% and our growth rate was a 4.75, the highest that either of those numbers have been in the last 5 years at Leicester Elementary. Almost 10% more students were proficient in grade 4 math than were proficient as grade 3 students. Only 13% of EC students were proficient, again, another target goal for the 18-19 school year. We account 3 big factors as reasons for the improvement. First, better and more equipped grade level teams making good decisions as a unit while being connected to specialty staff. Second, the implementation of a very comprehensive tutoring program that addressed specific academic needs over the course of about 3 months, and finally, the ability to have consistency with our staff from year to year, something that was missing 2 years ago.

## Goal #3 Major Accomplishments

A legacy goal from previous years, our Safety Goal is to ensure that we were engaging in appropriate and timely behavior in order to best prepare for varied scenarios that could create danger for our staff and children if not accounted for. We would measure this by looking at the completion of trainings, meetings, and appropriate drills. By the end of the school year, we had indeed completed the drills that we had prioritized as well as accounted for trainings and meetings that took place over the course of the school year designed to help communicate and

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prepare children and adults for possible events that could jeopardize safety. We countibe to reevaluate and make adjustments based on new thinking and changing circumstances.

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# 2019 – 2020 Mid-Year Progress Report

**Goal #1 Progress to Date**

@(add text)

**Goal #2 Progress to Date**

@(add text)

**Goal #3 Progress to Date**

@(add text)

**Goal #4 Progress to Date**

@(add text)

**Goal #5 Progress to Date**

@(add text)

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# 2019 – 2020 Year-End Progress Report

**How did your school's Purpose, Direction, and Belief Statements guide your actions throughout the school year?**
@(add text)

**Goal #1 Major Accomplishments**
@(add text)

**Goal #2 Major Accomplishments**
@(add text)

**Goal #3 Major Accomplishments**
@(add text)

**Goal #4 Major Accomplishments**
@(add text)

**Goal #5 Major Accomplishments**
@(add text)

# *School Performance Data

## Summary

| Performance Standards | 2016 – 17 | 2017- 18 | 2018 - 19 | 2019 – 20 |
|---|---|---|---|---|
| **Performance Composite GLP** | 50 | 60 | | |
| **Growth Status** | DNM | Exceed | | |
| **Growth Index** | 61 | 88 | | |
| **SPG Overall Achievement** | 47.7 | 60 | | |
| **SPG Reading Achievement** | 51 | 60 | | |
| **SPG Math Achievement** | 55 | 61 | | |
| **SPG Overall Growth** | 61 | 88 | | |
| **SPG Reading Growth** | 55 | 82 | | |
| **SPG Math Growth** | 72 | 91 | | |
| **SPG Overall Performance** | 52 | 66 | | |
| **SPG Overall Grade** | D | C | | |

*Source: Internal Ready Review, RDYSTAT Overview, SPGSTAT- School Performance Grade*

## Subject/Grade Performance (GLP)

| Area/Level | 2016 – 17 | 2017 - 18 | 2018 - 19 | 2019 – 20 |
|---|---|---|---|---|
| **EOG All** | 49.5 | 60 | | |
| **Reading 3** | 44.4 | 64 | | |
| **Reading 4** | 51.7 | 55 | | |
| **Reading 5** | | | | |
| **Math 3** | 50.0 | 65 | | |
| **Math 4** | 52.8 | 54 | | |
| **Math 5** | | | | |
| **Science 5** | | | | |

*Source: Internal Ready Review, RDYLEV – Performance Composite by Level*

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# mCLASS Data

## *Kindergarten

### Kindergarten: BOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 79 | 50 | 63% | 29 | 35% |
| **2018 – 19** | 93 | 32 | 34% | 61 | 66% |
| **2019 – 20** | | | | | |

### Kindergarten: MOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 83 | 19 | 23% | 64 | 77% |
| **2018 – 19** | | | | | |
| **2019 – 20** | | | | | |

### Kindergarten: EOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 81 | 61 | 75% | 20 | 25% |
| **2018 – 19** | | | | | |
| **2019 – 20** | | | | | |

## *First Grade

### Grade 1: BOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 81 | 46 | 56% | 35 | 44% |
| **2018 – 19** | 83 | 50 | 61% | 33 | 39% |
| **2019 – 20** | | | | | |

### Grade 1: MOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students | TRC % Below Proficient |
|---|---|---|---|---|---|

| | | | | Below Proficient | |
|---|---|---|---|---|---|
| **2017 – 18** | 85 | 31 | 37% | 54 | 44% |
| **2018 – 19** | | | | | |
| **2019 – 20** | | | | | |

## Grade 1: EOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 87 | 52 | 60% | 35 | 40% |
| **2018 – 19** | | | | | |
| **2019 – 20** | | | | | |

# *Second Grade

## Grade 2: BOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 74 | 17 | 23% | 57 | 75% |
| **2018 – 19** | 73 | 45 | 62% | 28 | 38% |
| **2019 – 20** | | | | | |

## Grade 2: MOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 75 | 19 | 25% | 56 | 75% |
| **2018 – 19** | | | | | |
| **2019 – 20** | | | | | |

## Grade 2: EOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 78 | 26 | 33% | 52 | 67% |
| **2018 – 19** | | | | | |
| **2019 – 20** | | | | | |

# *Third Grade

## Grade 3: BOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 92 | 42 | 46% | 50 | 54% |
| **2018 – 19** | 76 | 39 | 52% | 37 | 48% |
| **2019 – 20** | | | | | |

## Grade 3: MOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 94 | 49 | 52% | 45 | 48% |
| **2018 – 19** | | | | | |
| **2019 – 20** | | | | | |

## Grade 3: EOY

| Year | Students Screened | TRC # of students Proficient | TRC % Proficient | TRC # of students Below Proficient | TRC % Below Proficient |
|---|---|---|---|---|---|
| **2017 – 18** | 90 | 67 | 74% | 23 | 26% |
| **2018 – 19** | | | | | |
| **2019 – 20** | | | | | |

*Source: NCEdCloud, Amplify Reports, Reporting, View my Data, MCLASS: Reading 3D Dibels Next, comparing populations, view report, green + blue = proficient, red + yellow = below proficient*

# *LAP-D Data

*List totals*

| Time | # Screened | # Proficient | #Referred |
|---|---|---|---|
| **Spring 17** | 58 | 41 | 17 |
| **Fall 17** | 14 | 9 | 5 |
| **Spring 18** | 71 | 46 | 25 |
| **Fall 18** | 19 | 11 | 7 |
| **Spring 19** | | | |
| **Fall 19** | | | |
| **Spring 20** | | | |
| **Fall 20** | | | |

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| Spring 21 | | | |
|---|---|---|---|

# *EVAAS Data

Levels: Blue: Exceeds Expected Growth, Green: Meets Expected Growth, Red: Does Not Meet Expected Growth

## School Accountability Growth

| Year | Index | Level (B/G/R) |
|---|---|---|
| (2016) – 2017 | -3.73 | DID NOT MEET |
| (2017) – 2018 | 3.23 | EXCEED |
| (2018) – 2019 | | |
| (2019) – 2020 | | |

*Source: EVAAS, School Accountability Growth*

## Educator Effectiveness Growth (Composite)

| Year | Index | Level (B/G/R) |
|---|---|---|
| (2016) – 2017 | -1.0 | DID NOT MEET |
| (2017) – 2018 | Not Yet Available | |
| (2018) – 2019 | | |
| (2019) – 2020 | | |

*Source: EVAAS, Educator Effectiveness Growth*

## Growth by Subject/Grade
*(B/G/R)*

| Subject | (2016) - 2017 | (2017) - 2018 | (2018) - 2019 | (2019) - 2020 |
|---|---|---|---|---|
| **Kindergarten Reading** | G | G | | |
| **Grade 1 Reading** | G | G | | |
| **Grade 2 Reading** | R | R | | |
| **Grade 3 Reading** | G | G | | |
| **Grade 4 Math** | R | B | | |
| **Grade 4 Reading** | R | G | | |
| **Grade 5 Math** | | | | |
| **Grade 5 Reading** | | | | |
| **Grade 5 Science** | | | | |

*Source: EVAAS, School Value Added*

# *Subgroup Performance

## 2017 – 2018 Subgroup GLP

|           | All  | Fem  | Male | Amin | Asia | Blck | Hisp | Mult | Whte | EDS  | LEP | SWD  | AIG |
|-----------|------|------|------|------|------|------|------|------|------|------|-----|------|-----|
| **Num**       | 382  | 192  | 190  |      |      | 14   | 42   | 16   | 306  | 288  | 30  | 62   | 38  |
| **Reading 3** | 63.7 | 73.8 | 55.1 |      |      |      | 72.7 |      | 63.9 | 58   |     | 15.4 | 95  |
| **Reading 4** | 55   | 57.4 | 52.2 |      |      |      | 20   |      | 59.3 | 52.3 |     | 16.7 |     |
| **Reading 5** |      |      |      |      |      |      |      |      |      |      |     |      |     |
| **Math 3**    | 68.1 | 76.2 | 61.2 |      |      |      | 72.7 |      | 69.4 | 63.8 |     | 14.4 | 95  |
| **Math 4**    | 53   | 55.6 | 50   |      |      |      | 30   |      | 54.3 | 49.2 |     | 11.1 | 95  |
| **Math 5**    |      |      |      |      |      |      |      |      |      |      |     |      |     |
| **Science 5** |      |      |      |      |      |      |      |      |      |      |     |      |     |

## 2018 – 2019 Subgroup GLP

|           | All | Fem | Male | Amin | Asia | Blck | Hisp | Mult | Whte | EDS | LEP | SWD | AIG |
|-----------|-----|-----|------|------|------|------|------|------|------|-----|-----|-----|-----|
| **Num**       |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Reading 3** |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Reading 4** |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Reading 5** |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Math 3**    |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Math 4**    |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Math 5**    |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Science 5** |     |     |      |      |      |      |      |      |      |     |     |     |     |

## 2019 – 2020 Subgroup GLP

|           | All | Fem | Male | Amin | Asia | Blck | Hisp | Mult | Whte | EDS | LEP | SWD | AIG |
|-----------|-----|-----|------|------|------|------|------|------|------|-----|-----|-----|-----|
| **Num**       |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Reading 3** |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Reading 4** |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Reading 5** |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Math 3**    |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Math 4**    |     |     |      |      |      |      |      |      |      |     |     |     |     |
| **Math 5**    |     |     |      |      |      |      |      |      |      |     |     |     |     |

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| Science 5 | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | |

*Source: Internal Ready Review, RDYSUM – Ready Drilldown, Performance Composite GLP*

# Long Term Goals GLP

(N/A, NC STAR)

## 2017 - 2018 Long Term Goals NOT Met

| Subject / Grade | Subgroup | Target | Actual |
|---|---|---|---|
| **Math** | All | 48.7 | 47.6 |
| **Math** | SWD | 24.3 | 9.7 |
| | | | |
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## 2018 – 2019 Long Term Goals NOT Met

| Subject / Grade | Subgroup | Target | Actual |
|---|---|---|---|
| | | | |
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## 2019 - 2020 Long Term Goals NOT Met

| Subject / Grade | Subgroup | Target | Actual |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

*Source: Internal Ready Review (new, specifics unknown)*

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# *Attendance Data

*Chronic Absent is a student who missed more than 17 days*

| School Year | # Chronic Absent | # Final Enrollment | % Chronic Absent |
|---|---|---|---|
| **2016 – 2017** | 74 | 420 | 18 |
| **2017 – 2018** | 70 | 407 | 17 |
| **2018 – 2019** | | | |
| **2019 – 2020** | | | |

*Source: Data manager*

# *Retention Data

| Grade | 2016 – 2017 | | 2017 – 2018 | | 2018 – 2019 | | 2019 – 2020 | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| **K** | 1 | 1.3 | 1 | 1.6 | | | | |
| **1** | 3 | 3.8 | 4 | 3.7 | | | | |
| **2** | 0 | N/A | 1 | 1.3 | | | | |
| **3** | 0 | N/A | 0 | N/A | | | | |
| **4** | 0 | N/A | 0 | N/A | | | | |
| **5** | | | | | | | | |

*Source: Data Manager*

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# *Parent Survey Data

## *2017 - 2018

| Number of responses: | Percent of respondents who | | | | |
|---|---|---|---|---|---|
| **Statement** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| 3) My child is safe at school | 35.09 | 50.88 | 12.28 | 0 | 1.75 |
| 6) I feel welcome at my child's school | 60.71 | 30.36 | 7.14 | 1.79 | 0 |
| 7) I respect the school staff | 61.40 | 33.33 | 3.51 | 1.75 | 0 |
| 8) The school communicates expectations for student learning and goals | 40.35 | 50.88 | 3.51 | 3.51 | 1.75 |
| 9) The school responds in a timely manner when I have concerns | 49.12 | 43.86 | 3.51 | 0 | 3.51 |
| 10) The school is successful in preparing my child for the future | 37.50 | 39.29 | 16.07 | 5.36 | 1.79 |
| 11) There are clear behavior expectations that are supported by school staff | 45.61 | 43.86 | 7.02 | 1.75 | 1.75 |

## 2018 – 2019

| Number of responses: | Percent of respondents who | | | | |
|---|---|---|---|---|---|
| **Statement** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| 3) My child is safe at school | | | | | |
| 6) I feel welcome at my child's school | | | | | |
| 7) I respect the school staff | | | | | |
| 8) The school communicates expectations for student learning and goals | | | | | |
| 9) The school responds in a timely manner when I have concerns | | | | | |
| 10) The school is successful in preparing my child for the future | | | | | |
| 11) There are clear behavior expectations that are supported by school staff | | | | | |

## 2019 – 2020

| Number of responses: | Percent of respondents who | | | | |
|---|---|---|---|---|---|
| **Statement** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| 3) My child is safe at school | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 6) I feel welcome at my child's school | | | | | |
| 7) I respect the school staff | | | | | |
| 8) The school communicates expectations for student learning and goals | | | | | |
| 9) The school responds in a timely manner when I have concerns | | | | | |
| 10) The school is successful in preparing my child for the future | | | | | |
| 11) There are clear behavior expectations that are supported by school staff | | | | | |

*Source: Communications Department/Technology/Testing*

# *Volunteers and Mentors

| Year | Total Volunteer Hours | Total # Staff | # Staff as Mentors | # Students Mentored by Staff | # Volunteer Mentors | # Students Mentored by Volunteers |
|---|---|---|---|---|---|---|
| 2017-18 | 4538 | 100 | 40 | 40 | 10 | 60 |
| 2018-19 | 5238 | 100 | 40 | 50 | 12 | 65 |
| 2019-20 | | | | | | |

*Source: School*

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# Safe Schools / Discipline Data

## *Offenses: Office Referral
*(By # of incidents, list top 5 UB, top 3 RO)*

|  | 2016 – 2017 | 2017 – 2018 | 2018 – 2019 | 2019 – 2020 |
|---|---|---|---|---|
| Total Office Referrals | 141 | 104 |  |  |
| Aggressive Behavior | 24 | 16 |  |  |
| Inappropriate Behavior | 23 | 14 |  |  |
| Inappropriate Language | 9 | 5 |  |  |
| Disrespect Staff | 4 | 7 |  |  |
| Theft | 6 | 3 |  |  |
| Inappropriate Behavior 2 | 14 | 2 |  |  |
| Aggressive Behavior 2 | 23 | 11 |  |  |
| Disrespect Staff | 7 | 2 |  |  |

## *Offense Cost: Office Referral
*(By cost in days, list top five offenses)*

|  | 2016 – 2017 | 2017 – 2018 | 2018 – 2019 | 2019 – 2020 |
|---|---|---|---|---|
| Total Office Referrals |  |  |  |  |
| Aggressive Behavior | 10.39 | 8.02 |  |  |
| Inappropriate Behavior | 10.02 | 7.98 |  |  |
| Disrespect Staff | 2.74 | 3.3 |  |  |
| Inappropriate Language | 2.08 | 1.17 |  |  |
| Theft | 6.31 | .65 |  |  |

## *Offenses: Minor Incidents
*(By # of incidents, list top 5)*

|  | 2016 – 2017 | 2017 – 2018 | 2018 – 2019 | 2019 – 2020 |
|---|---|---|---|---|
| Total Minor Incidents | 63 | 16 |  |  |
| Inappropriate behavior | 11 | 5 |  |  |
| Aggressive Behavior | 20 | 1 |  |  |
| Disrespect Staff | 10 | 2 |  |  |
| Insubordination | 7 | 1 |  |  |
| Disruptive Behavior | 5 | 2 |  |  |

## *Discipline Actions: Office Referrals
*(By # of assignments, list top 5)*

|  | 2016 – 2017 | 2017 – 2018 | 2018 – 2019 | 2019 – 2020 |
|---|---|---|---|---|
| Aggressive Behavior | 35 | 24 |  |  |
| Inappropriate Behavior | 43 | 21 |  |  |
| Inappropriate Language | 11 | 9 |  |  |
| Disruptive Behavior | 9 | 6 |  |  |
| Theft | 7 | 5 |  |  |

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# *Discipline Actions: Minor Incidents

*(By # of assignments, list top 5)*

|  | 2016 – 2017 | 2017 – 2018 | 2018 – 2019 | 2019 – 2020 |
|---|---|---|---|---|
| **Total Minor Incidents** | 63 | 16 |  |  |
| **Inappropriate behavior** | 11 | 5 |  |  |
| **Aggressive Behavior** | 20 | 1 |  |  |
| **Disrespect Staff** | 10 | 2 |  |  |
| **Insubordination** | 7 | 1 |  |  |
| **Disruptive Behavior** | 5 | 2 |  |  |

# Locations: Office Referrals

*(List top 5 locations)*

|  | 2016 – 2017 | 2017 – 2018 | 2018 – 2019 | 2019 – 2020 |
|---|---|---|---|---|
| **Playground** | 17 | 22 |  |  |
| **Cafeteria** | 10 | 2 |  |  |
| **Classroom** | 62 | 46 |  |  |
| **Bus** | 20 | 8 |  |  |
| **Auditorium** | 4 | 3 |  |  |

*Source: Educators Handbook*

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# Timeline

- School Improvement Plan Due          October 12, 2018
- Mid-Year Progress Report            February 28, 2019
- Year-End Progress Report           September 28, 2019
- Revisions for 2019-2020             October 11, 2019
    - Includes updates of all data
- Mid-Year Progress Report            February 28, 2020
- Year-End Progress Report           September 30, 2020