Our Direction

Leicester Elementary

Vision:

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

Values:

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.

Mission:

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.

Goals:

- SMART Goal 1:
  Kindergarten students will increase from 75% of students in tier 1 to 80% as measured by multiple reading data points.

  Performance Measure(s)

Performance Indicator: I-Ready Running Records Core Phonics PAST Fundations Unit Assessments		
Data Source: iReady Reading	Baseline Year: 2020	Baseline: 75%
Target Date: 2017-2018	Target: 65%	Actual: 75%
Target Date: 2018-2019	Target: 80%	Actual: 49%
Target Date: 2020-2021	Target: 80%	Actual:

- SMART Goal 2:
  First Grade students will increase from 32% of students in tier 1 to 61% as measured by multiple reading data points.

  Performance Measure(s)

Performance Indicator: i-Ready Running Records Core Phonics Fundations Unit Assessments		
Data Source: iReady Reading	Baseline Year: 2020	Baseline: 32%
Target Date: 2017-2018	Target: 60%	Actual: 60%
Target Date: 2018-2019	Target: 80%	Actual: 72%
Target Date: 2020-2021	Target: 61%	Actual:

- SMART Goal 3:
  Second Grade students will increase from 30% of students in tier 1 to 57% as measured by multiple reading data points.

  Performance Measure(s)

Performance Indicator: iReady Fundations Unit Assessments Running Records Core Phonics		
Data Source: iReady	Baseline Year: 2020	Baseline: 30%
Target Date: 2017-2018	Target: 60%	Actual: 33%
Target Date: 2018-2019	Target: 80%	Actual: 62
Target Date: 2020-2021	Target: 57%	Actual:

- SMART Goal 4:
  Third grade students will increase the reading proficiency from 52% of students in tier 1 to 57% as measured by multiple reading data points. We will increase tier 2 students from 20% to 25% as measured by multiple reading data points.

  ### Performance Measure(s)

Performance Indicator: iReady Core Phonics Running Record		
Data Source: iReady	Baseline Year: 2020	Baseline: 52%
Target Date: 2017-2018	Target: 60%	Actual: 62%
Target Date: 2018-2019	Target: 65%	Actual: 59%
Target Date: 2020	Target: 57%	Actual:

- SMART Goal 5:   Fourth grade students will increase the reading proficiency from 41% of students in tier 1 to 46% as measured by multiple reading data points. We will increase tier 2 students from 35% to 40% measured by multiple reading data points.

  ### Performance Measure(s)

Performance Indicator: iReady Reading Core Phonics Running Record		
Data Source: iReady Reading	Baseline Year: 2020	Baseline: 41%
Target Date: 2020	Target: 75%	Actual:

- SMART Goal 6: As a school we will increase our rates of proficiency in Math by 5% based on multiple data points.

  ### Performance Measure(s)

Performance Indicator: Dreambox		
Data Source: Dreambox	Baseline Year: 2020	Baseline: 21%
Target Date:	Target:	Actual:

Performance Indicator: iReady Math		
Data Source: iReady Math	Baseline Year: 2020	Baseline: 18%
Target Date: 2018-19	Target: 24.3	Actual: 9.7
Target Date: 2020	Target: 26%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

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. The administration does indeed look at every piece of data generated from these processes and considers that 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 the 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 than 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 every day, 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 For Improvement: 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, lunchtime later in the day, more specialized training for staff for EC 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

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

Student Outcome Data:

Far Below Below Proficient Above Proficient plus/minus beyond midpoint Day 1 vs. Day 180 % proficient increase/decrease Summer Break Influence?*

Mclass 3D EOY TRC

Far Below   Below   Proficient   Above Proficient   +/- vs. day 180   summer influence?

K 16%   9%   32%   43%   25

Grade 1 24%   16%   31%   29%   10 plus 4% Day 180 K= 75%, Day 1 1st= 56%

Grade 2 55%   12%   15%   18% -   17 plus 10% Day 180 1st grade = 60%, Day 1 2nd Grade 23%

Grade 3 17%   9%   37%   37%   24 plus 28% Day 180 2nd grade= 33%, Day 1 3rd grade = 46%

Totals 28% 12% 28.75% 31.75%

Buncombe Total 27% 15% 28% 30%

NC Totals 28% 14% 25% 33%

EOG Grade 3 and 4

(Retest Final 62 of 89) EOG Math 3 66% (+19) (update 69.6%) 55 of 99 62% (+ 22) EOG Reading Grade 3 64% (+18%) (update 66.3%, +20) ( ) = growth of that grade level from 16-17 to 17 -18 in terms of % proficient year over year

EOG Grade 504 Math 50% (0%)(+9%) (update 52.5 %) (Retest Final 55 of 99) EOG Reading Grade 4 (53.5%)(update 55.5%) (+6)(+3%)

Composite= 60.4% Final for all tested subject areas, Overall School Grade 66 (+14 pts from 17-18 school year.

Grade Departure from Normalized Mean (state average) % of Test Total Grade Departure from Normalized Mean (state average)

3rd Grade   4th Grade   (areas of red are areas of concern and areas of green are areas that are above averages for BCS and NC (proficiency rates in each of the specific strands)

Cal. Inactive Grade 3 64.8 2.4 Grade 4 50 53.4 -5.1

Active Grade 3 62.4 -2 Grade 4 50 59.4 -0.5

Operations and Algebra Grade 3 65.6 0 Grade 4 32% 49.2 -10.90

Base Tens Grade 3 68.3 1.6 7% Grade 4   54.2 -12.90

Fractions Grade 3 62.2 -1.2 22% Grade 4   61.3 3.50

Measure/Data Grade 3 58.6 -0.9 Grade 4 23% 54 0.40

Geometry Grade 3 68 4.7 13% Grade 4 61.1 7.80

Language (Overall)75 3.70

Literature (Overall)71 2.50

Information (Overall)66.4 -3.20

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

As of 2018-19, our data reflects a number of achievements that were very clearly set forth in the SIP for the 17-18 school year. By and large, our school was set in trying to both achieve 60% proficiency rates in grade 3 and 4 as well as meet expectations in terms of growth. Though we did not meet those expectations in 4th-grade math, we did meet them otherwise. Additionally, we achieved Exceeded Growth in a number of areas including that rating for the overall school's composite. In grades K-2, we saw very good numbers in Kindergarten, far exceeding the expectations we set forth, in terms of our goal of proficiency in mClass TRC comprehension in reading. In first grade, we met our goals of 60% proficiency. In 2nd grade, we did not meet our proficiency goal. In terms of achievement, we believe we have taken a number of important steps and we do know that we have achieved a good bit in terms of those bottom-line metrics. Our work will be towards continuing to meet the indicators standards in areas that we are behind as well as celebrating what we have indeed been able to accomplish so far.

Selected Indicators:

Curriculum and instructional alignment

A2.04   Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03   The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

E1.06   The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

High expectations for all staff and students

A1.07   ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03   The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

C2.01   The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Strategic planning, mission, and vision

B1.01   The LEA has an LEA Support & Improvement Team.(5135)

B1.03   A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

A4.01   The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.06   ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.16   The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.04   The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)