



## School Improvement Plan

2014-2016

Brevard Elementary School

Kate Lalor, Principal

Beth Aspray, 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.

# Brevard Elementary School

## Vision

Through the collaboration of high quality professionals, Brevard Elementary School will be a joyful learning community for all students and their stakeholders.

## Mission

The mission of our school is to help students become critical thinkers while building upon exemplary character by providing an authentic, personalized education for each student.

## School Improvement Team Membership

Principal	Kate Lalor
Assistant Principal Representative	Melonie Harris
Lead Teacher	Carrie Norris
Teacher Representative & SIT Chair	Beth Aspray
Inst. Support Representative	Carol Martin
Teacher Assistant Representative	Alice Tate
Parent Representative	Christine Moorman
Parent Representative	Zoob Gentle
Goal I Chair	Kate Lalor and Beth Aspray
Goal II Chair	Christine Miller and Samantha Ray
Goal III Chair	Courtney Hagenau
Goal IV Chair	Kelci Thompson
Goal V Chair	Sarah Baldwin and Carol Martin

## **School Data and Summary Analysis**

### **Strengths**

By all measures, Brevard Elementary School has a great deal to celebrate in our mission to prepare each child for success. Based on data in EVAAS, in school year 2013 – 2014, students at all grades, third through fifth, met or exceed expected growth on all End of Grade Tests. In all grades, K – 2, the achievement level on the Reading 3D TRC assessment was higher than the state average. In kindergarten, students made expected growth and in grades 1 and 2, students exceeded expected growth. All teachers achieved Expected Growth or Exceeded Expected Growth. The Annual Measurable Objectives data indicates that we have met twenty-four of twenty-five targets.

Our staff agrees that we participate in data-driven professional development aligned with School Improvement Plan goals. Further, professional development enhances teachers' ability to implement instructional strategies that meet students' learning needs and improve student learning.

Our data reveals that our school is using the available technology resources, including classroom computers, computer labs, the laptop cart and LearnPads (when available) on a regular basis. The data also revealed that technology is being utilized for instructional use and progress monitoring using programs such as BrainPop, IXL, Accelerated Reading, Accelerated Math, Star Reading, Study Island, and Reading Eggs.

BES is a safe, healthy, and responsible school. Our peer mediation program, comprised of fourth and fifth graders trained as mediators, is in its second year. Mediators are elected by their peers. As part of our PBIS initiative, we have focused on bus behavior and safety by collecting daily feedback from bus drivers. This data is displayed on a hallway graph. Teachers refer students to the office for positive praise. We are continuing our "caterpillar pieces" which allow students, teachers, and administrators to write compliments which are shared on the Buzz, our daily student-led news show, and then displayed in the hallway.

### **Gaps or Opportunities for Improvement**

At every grade level, based on Reading 3D TRC and EOG data, we have subgroups and/or students in particular achievement ranges who are not achieving expected growth in reading, math, and/or science.

Teachers feel that there is not an atmosphere of mutual respect and trust at Brevard Elementary School and have concerns about the amount of time available to collaborate with colleagues and engage in professional development. They would like for professional development be differentiated based on their needs and to have time to reflect on their own practice. Teachers would also like the results of evaluations of professional development to be communicated with the staff.

While survey results and data regarding use of technology in the building do not indicate significant concerns, we will continue to work toward providing LearnPads or laptops for use in all classrooms, grades K – 5, and to provide adequate training on technology devices and instructional resources for use in the classroom.

Likewise, while survey and anecdotal data indicates that all stakeholders feel safe at Brevard Elementary, ensuring the safety and encouraging the health and well-being of all students will always be a priority in our school.

### **Missing Data/Procedure to Gather Needed Data to Make Improvements**

The most useful data is that which we collect from formative assessments during the school year. Reading 3D Benchmarks and Progress Monitoring, the BES K - 2 Phonics Assessment, Quarterly Assessments, and teacher-made assessments and observations provide timely information about

student learning and allow us to adjust skill-based intervention groups and core instruction to meet students' needs in an ongoing way.

### **Improvement Priorities for the School**

1. Every Brevard Elementary School student has a personalized education in preparation for graduating from high school prepared for work, higher education, and citizenship.
2. At Brevard Elementary School, professional development will support excellent educators every day.
3. Brevard Elementary School will be a learning environment where students are safe, healthy, and responsible.

#### Student Achievement:

- TRC growth for kindergarten students, where we have negative growth for all students except those in the Low Middle Achievement Range.
- TRC growth for first grade students in the Mid-High to Highest Achievement Range, where student growth is in the negative.
- TRC growth for second grade students in the Highest Achievement Range, where we have negative growth.
- EOG Reading performance, with particular attention to students in these Achievement Ranges: Fourth grade - Lowest and Low Middle; Fifth grade – Low Mid, Middle, and Mid-High
- EOG Math Performance, with particular attention to students in these Achievement Ranges: Fourth Grade – Middle, Mid-High, Highest; Fifth Grade – Mid-High and Highest
- EOG Science Performance for students in the Highest Achievement Range

#### Excellent Educators:

- The Spring 2014 Teacher Working Conditions Survey indicates that teacher satisfaction is below the district mean in these areas:
  - o Teachers have time to collaborate with colleagues.
  - o There is an atmosphere of trust and mutual respect in this school.
  - o An appropriate amount of time is provided for professional development.
  - o Professional development is differentiated to meet the individual needs of teachers.
  - o Teachers are encouraged to reflect on their own practice.
  - o Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices,
  - o Professional development is evaluated and results are communicated to teachers.

#### Safe, Healthy, Responsible:

According to the AdvanceEd survey from Spring 2014, 95% of parents feel Brevard Elementary School is a safe learning environment.

## Goal 1

Area for improvement and supporting data:	Students in some subgroups and some EVAAS Achievement Ranges are not making expected growth and/or demonstrating adequate proficiency rates in reading, math and science.
School Goal:	Every Brevard Elementary School student has a personalized education in preparation for graduating from high school prepared for work, higher education, and citizenship.
Supports District Goal(s):	1
Target:	(1) meet or exceed expected growth as measured by Reading, Math, and Science EOG's and/or Reading 3D TRC and (2) increase K-5 student proficiency rates to 90%.
Indicator(s):	EOG and Reading 3D Growth and Proficiency Rates
Milestone:	June 2015

### Improvement Strategies

**Strategy 1:** Teachers will provide personalized, standards-based instruction targeted to students' needs.

<b>Action Steps:</b>
1. Implement guided reading with fidelity to training and program delivery goals/expectations.
2. Provide support to students with special needs, as appropriate, in their classroom settings and provide targeted instruction based on PEP's, DEPs, and IEP's.
3. Assign Teacher Assistants across grade levels to support student learning
4. Use the Response to Intervention/Tier Process/MTSS Process.
5. Use Reading 3D Benchmarking Team to protect teacher instructional time
6. Provide intervention/enrichment support daily using targeted instruction to support student learning needs.

**Strategy 2:** Professional Learning Communities will support student learning.

<b>Action Steps:</b>
1. Protect two extended planning periods per month for PLC collaboration. Meet statutory requirements for other duty-free and instructional planning period times per N.C. G.S. 115C-105.27 and N.C. G.S. 115C-301.1
2. Administer benchmarks and/or quarterly assessments in reading and math; create and administer formative assessments and/or monitor progress. Data gathered from these assessments will be collaboratively analyzed and used to alter/improve instruction moving forward.
3. Collaboratively assess strategies as to their effectiveness in producing student learning

4. Conduct PLC data meetings at least twice monthly to adjust placement in intervention groups to target instruction during Enrichment and Intervention
5. Teachers share lesson plans to ensure alignment across each grade level.
6. Implement a common progress monitoring tool, like Study Island, in math and insure that teachers are trained in its use
7. Make use of research based strategies (Corrective Reading, Reading Mastery, Wilson, Foundations) for intervention
8. Use appropriate resources (Accelerated Reader, Leveled Readers, Reading Eggs, Study Island) to differentiate independent reading

**Strategy 3:** Work in partnership with families and community resources to support student learning.

<b>Action Steps:</b>
1. Communicate regularly with families regarding students' progress and needs with midterms, report cards, Read to Achieve letters, phone calls, notes in agendas and homework folders, and parent conferences as often as is necessary to provide parents with the information they need to work as partners with teachers to positively impact students' learning.
2. Collaborate with Boys and Girls Club, El Centro, Rise and Shine, the Augustine Literacy Project, Brevard College and others to provide instructional support.
3. Continue to conference with parents at the end of first and third quarters
4. Elicit teacher input regarding use of community resources through discussions at grade level meetings and through e-mail.
5. Maintain two-way communication with stakeholders regarding students' emotional and basic physical needs that impact student learning.

**Funding:**

Local district funds	<b>Funding amount:</b>	\$30,000.00
Federal funds - Title I	<b>Funding amount:</b>	0
Other	<b>Funding amount:</b>	0
	<b>Total initiative funding:</b>	<b>\$30,000</b>

**Review Frequency:** Quarterly

**Assigned Implementation Team:** Hire Reading 3D trained substitutes for quarterly assessments.

<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
Teacher Assistant Schedule; Exceptional Children Schedule; Reading 3D Benchmark completion; Personal Education Plans; Tier Three Team Minutes; Quarterly Benchmarks; Reading 3D Benchmark and Progress Monitoring; K - 2 Phonemic Awareness/Phonics Assessment; End-of-Grade Tests; PLC notes; Parent Contact Logs; Copies of report cards, midterms, and other communications with parents; Records of collaboration with community agencies
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>

Quarterly Benchmarks; Reading 3D Benchmark and Progress Monitoring; K - 2 Phonemic Awareness/Phonics Assessment; End-of-Grade Tests.

**Future Steps and Monitoring**  
**(To be reviewed in the 2015-2016 School Year)**

**What does data show regarding the results of the implemented strategies?**

**Based upon identified results, should/how should strategies be changed?**

## Goal 2

Area for improvement and supporting data:	Professional development is based on needs of the school. (Staff survey #32). Professional development builds the capacity of staff. (Staff survey #33.) Professional development provides opportunities for teachers to work with colleagues to refine teaching practices (Teacher Working Conditions Survey - J). Professional development is evaluated and results communicated to teachers (Teacher working conditions survey, K).
School Goal:	At Brevard Elementary School, professional development will support excellent educators every day.
Supports District Goal(s):	2
Target:	Staff and administration will oversee and facilitate at least one quarterly professional development opportunity throughout the year to support teachers in delivery of high quality instruction and measurable gains in student achievement and to address working conditions concerns.
Indicator(s):	Staff attendance at professional development offerings
Milestone:	June 2016

### Improvement Strategies

**Strategy 1:** Staff will communicate learning needs through a survey, which will indicate school-wide professional development needs that exist.

<b>Action Steps:</b>
1. Pam Granger-Gale will administer a staff professional development needs survey.
2. Team will analyze resulting data to determine current professional development needs of staff.
3. Team will collaborate with administration to determine which topics will be addressed through professional development.
4. The school will support both district and state professional development directives and/or priorities as necessary or required.

**Strategy 2:** Staff will be given opportunities to collaborate both within professional development and in the context of PLC's, in order to effectively implement the ongoing professional learning.

<b>Action Steps:</b>
1. Collaborative PLC meetings will take place during grade level meetings and in extended sessions when possible.
2. During professional development, teachers will have opportunities to collaborate.

3. Staff will have opportunities to collaborate with teachers at other grade levels to support implementation of best practices.

**Strategy 3:** Professional development activities will be evaluated by staff, and the results will be communicated to the staff.

**Action Steps:**

1. Following each professional development activity, participants will complete evaluations, the results of which will be shared with the staff.

**Funding:**

Local district funds	<b>Funding amount:</b>	\$7,000
Federal funds - Title I	<b>Funding amount:</b>	\$10,000
	<b>Total initiative funding:</b>	<b>\$17,000</b>

**Review Frequency:** Quarterly

**Assigned Implementation Team:** Principal, Assistant Principal, Lead Teacher, Courtney Hagenau, PLC Leadership Team, Vera Cubero

**What data will be used to determine whether the strategies were deployed with fidelity?**

PLC notes from meetings that follow professional development, staff surveys

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Results from staff feedback following professional development and the Teacher Working Conditions Survey

**Future Steps and Monitoring  
(To be reviewed in the 2015-2016 School Year)**

**What does data show regarding the results of the implemented strategies?**

**Based upon identified results, should/how should strategies be changed?**

### Goal 3

Area for improvement and supporting data:	Brevard Elementary will maintain a safe and healthy learning environment as evidenced by AdvanceED survey data and increase mutual respect among staff and students based on AdvanceEd Survey data.
School Goal:	Brevard Elementary School will be a learning environment where students are safe, healthy, and responsible and staff work to create a positive, professional, collaborative community.
Supports District Goal(s):	3
Target:	Brevard Elementary will maintain a safe and healthy learning environment as evidenced by AdvanceED or similar survey data.
Indicator(s):	According to the AdvanceEd survey or similar survey instrument in Spring 2015, 95% of parents feel Brevard Elementary School is a safe learning environment and 80% of students and staff will respond positively concerning respect and fairness within the school.
Milestone:	June 2016

#### Improvement Strategies

**Strategy 1:** Promote respectful behavior for all members of the Brevard Elementary School community.

<b>Action Steps:</b>
1. Make all members of the Brevard Elementary School community aware of our goal to allow the school community to support students in this effort.
2. Continue implementation PBIS
3. Priority Five Team collaborate with PBIS committee to use caterpillar pieces to emphasize respect
4. Develop resources to incorporate learning about respect into literacy instruction
5. Investigate production of a school video to promote respectful behavior

**Strategy 2:** Promote health and safety.

<b>Action Steps:</b>
1. Continue implementation of DARE
2. Continue implementation of NCSCOS in Health and Physical Education
3. Continue Walk to School, Bike Rodeo, and Bike Path Walk partnership with the City of Brevard
4. Continue use of SPARK PE Activities and Fitness Gram
5. Continue encouragement of lifelong recreational activities through partnership with the Pisgah Center for Wildlife Education

6. Continue encouragement of participation in the school breakfast and lunch programs and Backpack Buddies
7. Continue 4H partnership for nutrition instruction

**Funding:** None or N/A

**Review Frequency:** Quarterly

**Assigned Implementation Team:** Principal, Assistant Principal, Sarah Baldwin, Carol Martin, PBIS Team

<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>
Student survey, discipline data, formal and informal PBIS data
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
Periodic school-based surveys, end-of-year AdvancedEd survey, Teacher Working Conditions survey

**Future Steps and Monitoring**  
(To be reviewed in the 2015-2016 School Year)

<b>What does data show regarding the results of the implemented strategies?</b>
<b>Based upon identified results, should/how should strategies be changed?</b>