

**Pisgah Elementary**

**School Improvement Plan**

**2016 – 2018**

**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 plan. This plan is based on an analysis of the data collected in the areas of academics, climate/culture, demographics and school characteristics. The following AdvancED Accreditation Standards for Quality Schools are addressed in this plan:

### NCSBE 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

Purpose and Direction  
Governance & Leadership  
Teaching & Assessing for Learning  
Resources & Support Systems  
Using Results for Continuous Improvement

Approved by secret ballot vote of the staff on 10-7-2016

Jeanann Yates Jeanann Yates  
Principal

Date  
Joseph B. Halpin [Signature]  
SIT Chairperson

*Please print your name above and write your signature below.*

Instructional Coach: Margo Hale

Signature: Margo Hale

Title I Teacher: Courtney Heulett

Signature: Courtney Heulett

Kindergarten Teacher: Beth Myers

Signature: Beth Myers

Instructional Support: Melody Davis

Signature: Melody Davis

1<sup>st</sup> Grade Teacher: Teneile Pickett

Signature: Teneile Pickett

Teacher Assistant: Jochell Godfrey

Signature: Jochell Godfrey

2<sup>nd</sup> Teacher: Leslie Cox

Signature: Leslie Cox

Parent Signature: Diana Kruk

Signature: Diana Kruk

3<sup>rd</sup> Grade Teacher: Stacey Pavlina

Signature: Stacey Pavlina

Parent Signature: Tara Gibson

Signature: Tara Gibson

3<sup>rd</sup> Teacher: Aimee Stewart

Signature: Aimee Stewart

4<sup>th</sup> Grade Teacher: Jan Caldwell

Signature: Jan Caldwell

Teacher Assistant: Jennie Lynn Krichbaum

Signature: Jennie Lynn Krichbaum Signature: \_\_\_\_\_

Teacher: Kristin Kehler School Counselor Teacher: \_\_\_\_\_

Signature: Kristin Kehler Signature: \_\_\_\_\_

# Direction and Purpose Statements

## BCS Direction Statement

Buncombe County Schools' students will reach their full potential and become successful, responsible citizens in a diverse, global society.

## BCS Purpose Statement

To collaborate with stakeholders to provide a safe, caring, rigorous and engaging learning environment that prepares all students to be College and Career Ready.

## Pisgah Elementary School Direction Statement

Students at Pisgah Elementary School will acquire the knowledge and skills necessary to become lifelong learners capable of being responsible citizens who can adapt to a changing world in the 21st century. It is our desire to work cooperatively with parents and the community to create a school environment which is safe, inviting, engaging and academically rigorous that prepares all students to be 21st century ready.

## Pisgah Elementary School Purpose Statement

Students at Pisgah Elementary School will be challenged through meaningful contexts, problem solving and life applicable experiences. At Pisgah Elementary we create a family of learners through building respect and caring about others. Students are safe and responsible. It is our vision to create a family of learners through building respect and caring about others. Students will be safe and responsible.

- *Students will find success through varied learning styles in a safe environment. We believe students will be positively encouraged to be actively engaged in their own learning.*
- *Students will have committed teachers dedicated to them in all ways: academics, discipline, respect, and self-esteem.*
- *Parents and community will share the common responsibility of understanding the expectations of and providing the support for an environment where maximum learning can occur.*

# School Profile Narrative Summary\*

*Based on your school's needs assessment, complete the following sections:*

## **Demographic/School Characteristics**

Pisgah Elementary School, a small rural school, is nestled at the foot of Mt. Pisgah. The school was built in 1951 and was renovated and upgraded in 2001, 2005 and 2006. Sitting on a 13-acre tract of land, the building and grounds are manicured throughout. It is not uncommon for the staff to know each student by name. Pisgah has a population of 176 students with 69 percent of the students receiving free or reduced lunch. The staff is made up of one Principal, ten Homeroom Teachers, one Media Specialist, one Title I Reading Specialist, one Resource Teacher, and one School counselor position, itinerant teachers consisting of support staff in the areas of Special Services, one Speech, one Physical Education, one Music and one Art, one Nurse, one Social Worker, one Curriculum Coach, eight Teacher Assistants (five full time; three half-time), two Title I half-time reading assistants, two Office Staff, two Bus Drivers, four Cafeteria Workers, and two Custodians.

Pisgah has a 30-student workstation computer lab with Internet access. Each 4th grade student is provided with a personal tablet to use all year. Once a week this lab provides 30 minutes of computer project based education to all students. In addition to the computer lab, each classroom has two Internet accessible computers. There are also three mobile iPad labs based in the Media Center. Each classroom has a teaching station laptop, data projector, document camera, and SMART Board.

The Media Center currently meets or exceeds standards that have been set up for the number of recommended per pupil books. Over the last several years Pisgah has prioritized funding to increase the number of books and decrease the age of the collection in the Media Center. This is and will continue to be a priority at the school. We currently have 8488 books, which equates to 47 books per child with an average publishing date of 2001. This year Pisgah received a \$10,000 grant for iPads and online math and science subscriptions.

**Climate/School Culture** - *Provide information from student, parent and staff surveys.*

## **Climate/School Culture**

For many years, Pisgah was considered a community school where generations of families attended and supported common educational goals. In recent years, the student population has become more transient/mobile. Many families have been adversely affected by economic conditions, which in turn, has impacted the educational setting in a variety of ways. "Red flags" such as lack of basic skills, reduced parent involvement, and increased behavioral issues have been observed. A continued effort is being made to provide a positive learning environment for all students as they assimilate into the "traditional" Pisgah Elementary community, by addressing social, academic, and safety concerns.

Challenges notwithstanding, Pisgah continues to enjoy a positive climate. A variety of approaches have been utilized over time and the successful strategies are still in place today. Students and staff continue to recite the “Pisgah Promise” and Pledge of Allegiance each morning. Students are recognized throughout the year for positive and respectful behavior from walking correctly in the hallway to riding the bus and all areas in between. Pisgah Pride Tickets are given to students when earned and these may be traded in at the Pisgah School Store or used for student/teacher-generated rewards, such as lunch with a friend in another class or reading with a book buddy. To continue to strengthen the climate and culture of the school, data boards are mounted in the front hall to highlight student and staff achievements. Also, staff members are encouraged to nominate a coworker for a Spirit Award. Monthly prize drawings are held. Dress-down Fridays allow staff to fund charitable giving to organizations, needy Pisgah families, and/or staff members in difficult circumstances. Many and varied after school opportunities are available for student participation such as our new Wetland, Trout Club and Garden Club. Pisgah also offers Destination Imagination, a creative problem solving strategy experience. Pisgah’s Team has qualified to compete globally the past eight years. These activities enhance climate, and help support high academic expectations.

## **Academic Achievement:**

For 2013/2014 and 2014/2015 Pisgah has been recognized as a National Title 1 Distinguished school. Our overall reading, math, and science scores for 3rd-5th grade were in the top 10 percent of the state. We are a 2016 National Blue Ribbon award-winning school. This award recognizes Pisgah as an exemplary high performing school by being in the top 15 percent of schools across the United States for students who participated in the most recently administered state assessments in reading and mathematics.

Based upon our EOG data, Pisgah saw a small drop in reading. Our scores dropped .6 percent from 75% to 74.4% as indicated by the EOG Internal Ready Review. In addition, our math scores had a decrease from 83.6 percent to 76 percent, resulting in a seven point six percent decrease, this was also indicated by the EOG Internal Ready Review.

In looking specifically at our cohorts, math scores increased in third grade to fourth grade from 72.1 percent to 76.9 percent. While our fourth to fifth grade cohort had a significant drop in scores from 88.1 percent to 77.3 percent.

Our reading scores showed a slight increase with the third to fourth grade cohort from 74.4 percent to 76.9 percent and our fourth to fifth grade cohort showing a slight decline from 76.2 percent to 72.7 percent.

Science scores continued to be an academic strength at our school with a performance composite that increased from 87.1 percent in 2014 to 90.9 percent in 2015.

Although Pisgah has a history of high growth and academic achievement, our staff shares the belief that there is always room for improvement as indicated by the decline in both reading and math in the specified areas.

We have developed numerous strategies used to increase student achievement:

- One of our most powerful tools at Pisgah is the abundance of highly qualified staff who are dedicated professionals and consistently have high expectation for their students and for themselves.
- Teachers and staff know our students both academically and socially and constantly seek to mitigate any barriers that prevent students from fully accessing the curriculum.
- Staff development opportunities that meet the needs of our students and enhance best practice
- Implementation of Buncombe County 90 minute literacy block and Math Investigations 3.0
- Common planning/Intervention Block embedded in the Master Schedule

Our current success significantly rests in the area of academics through the implementation of our Intervention Block Schedule and coordinating Title I, EC, AIG, Tutors, and Enrichment times to allow for more focused content area blocks. Additionally, highly qualified tutors and volunteers provide targeted differentiation by mentoring our struggling students and providing enrichment for students at or above grade level.

The staff of Pisgah is well aware that there is always room for growth in the area of academics. Based on the knowledge and the results of the recent survey, the following bulleted areas will be targeted for improvement over the next two years:

- Increase strategies to work with special needs/resource students in the area of math vocabulary.
- Implement a school-wide incentive program and new policy procedure to decrease tardiness to school.
- Implement “Wit and Wisdom”, a rigorous literacy program which will increase the percentage of students who perceive that their curriculum is challenging.

**We used the following item analysis information to determine our academic achievement focus:**

**Student Item Analysis: I believe the instructional program at this school is challenging.**

		Response Total	Response Percent
Strongly Agree		3	.08%
Agree		11	30%
Neutral		14	35%
Disagree		4	14%
Strongly Disagree		4	3%
Total Respondents		40	82.08%



**Student Item Analysis: When I am at school, my teachers believe I can learn.**

		Response Total	Response Percent
Strongly Agree		32	80%
Agree		6	15%
Neutral		2	.5%
Disagree		0	0%
Strongly Disagree		0	0%
Total Respondents		40	95.5%

## SMART Goal 1 and Strategies

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input checked="" type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship <input checked="" type="checkbox"/> Every student has a personalized education <input checked="" type="checkbox"/> Every student, every day has excellent educators <input type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators <input type="checkbox"/> Every student is healthy, safe, and responsible	<input checked="" type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input checked="" type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input checked="" type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input checked="" type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input checked="" type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources and Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input checked="" type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Transition Plans <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Support for Students Experiencing Difficulty <input checked="" type="checkbox"/> Teacher Involvement in Use of Assessment <input checked="" type="checkbox"/> Coordination of Programs
<p><b>SMART Goal 1:</b> To increase proficiency in K-4 reading by the following:</p> <p>Kindergarten to have 80% proficient (K EOY mCLASS)            1<sup>st</sup> grade from 63% (K EOY mCLASS) to 74% (1st EOY mCLASS) - 4 of 8 students below proficient.            2<sup>nd</sup> grade from 45% (1st EOY mCLASS) to 62% (2nd EOY mCLASS) - 5 of 11 students below proficient.            3<sup>rd</sup> grade from 56% (2nd grade EOY mCLASS) to 66% (3rd grade EOY mCLASS) - 4 of 4 students below proficient.            As measured by K-3 mCLASS TRC reading levels.</p> <p>4<sup>th</sup> grade from 64% to 73% (3 out 7 students below proficient) as measured by 4<sup>th</sup> grade EOG.</p> <p>*Teachers were provided a list of students below proficient to follow closely.</p>			
<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>Continue LetterLand (systematic, research based phonics program aligned with the Common Core Standards) in K-2.</li> <li>Increase consistency and accuracy in using mCLASS K-2 by drilling down and using independent student data to progress monitor.</li> <li>Use of Common Core ELA Standards to plan and develop goals.</li> <li>Continue 45 minute Intervention Block Schedule (Title I, Tutoring, EC, Enrichment).</li> <li>Implement the use of Scholastic Reading Counts to focus on reading strategies for each grade level.</li> <li>Deepen implementation of the PLC process to analyze data, evaluate areas/students in need of</li> </ol>		<p><b>Person/Group Responsible:</b></p> <p>Principal            Instructional Coach            Grade Level Teachers and Assistants            Title 1 Lead Teacher and Staff            EC Teacher            AIG Teacher            Media Specialist            Tutor</p>	

<p>intervention, and effectively form instructional groups.</p> <p>7. Continue use of Moby Max Computer Program to enhance student phonics and reading skills.</p> <p>8. Implemented Wit and Wisdom new reading program.</p> <p>9. Implement Scholastic Short Read</p> <p>10. Implement CASE 21 Item Bank and Mid-Year &amp; EOY Assessments</p> <p>11. District Literacy Team</p>	
<p><b>Progress Monitoring:</b> mCLASS (K-3) or Benchmark Data (4th)</p>	
<p><b>Professional Development Needed to Support Strategy:</b> Ongoing in-house training in LetterLand and mCLASS. Training for Scholastic Reading Counts. Professional Development on new literacy program, Wit and Wisdom</p>	
<p><b>Resources Required/Budgeted:</b></p> <ul style="list-style-type: none"> <li>• Benchmark Assessment (F&amp;P) kits</li> <li>• Order SRC for each grade level</li> <li>• Case 21</li> <li>• Sundance/Newbridge Progress Monitoring Kits- K-1</li> <li>• Wit And Wisdom Reading Program &amp; books</li> </ul>	

## SMART Goal 2 and Strategies

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input checked="" type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship <input checked="" type="checkbox"/> Every student has a personalized education <input checked="" type="checkbox"/> Every student, every day has excellent educators <input type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators <input checked="" type="checkbox"/> Every student is healthy, safe, and responsible	<input checked="" type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input checked="" type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input checked="" type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input checked="" type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input checked="" type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources and Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input checked="" type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Transition Plans <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Support for Students Experiencing Difficulty <input checked="" type="checkbox"/> Teacher Involvement in Use of Assessment <input checked="" type="checkbox"/> Coordination of Programs
<p><b>SMART Goal 2:</b> To increase math proficiency rates in 2016-2017 over 2015-2016:</p> <p>K - 72% to 80% in subitizing (K.CC.4)            1st grade - 34% to 52% (1st grade EOY State Summative 1.OA.7) - 5 out of the 10 targeted students            2nd grade - 34% (1st grade EOY State Summative 1. NBT.4) to 41% (2nd grade EOY State Summative 2.NBT.7) - 3 out of the 6 targeted students            3rd (2nd grade EOY State Summative 2.G.3) 7% to 24% (3rd grade EOY assessment NF.3)- (10 out of 41 students)            4th grade - move from 69.6% (3rd grade EOG) to 73.08% (4th grade EOG) 5% EOG pass rate increase</p> <p>**We are following the cohorts for each grade except for Kindergarten and 1st grade. We correlated these based on major work in the grade level instead of focusing on cohort needs.</p>			
<p><b>Strategies:</b>            Targeted Morning Work            PLC Meetings            Specific use of unpacking documents            AMC Math Games K-2            Realize Platform            Common Core Website            Interactive SMART Board practice            IXL Digital Math Subscription            District Math team</p>		<p><b>Person/Group Responsible:</b>            Principal            Instructional Coach            Grade Level Teachers and Assistants            EC Teacher            Tutor</p>	
<p><b>Progress Monitoring:</b>            County Benchmark Assessments            NCDPI mid-year math assessments</p>			
<p><b>Professional Development Needed to Support Strategy:</b>            Yearly PLC meetings to make data driven decisions and modifications.</p>			

**Resources Required/Budgeted:**

REALIZE Platform

Case 21

## SMART Goal 3 and Strategies

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input checked="" type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship <input type="checkbox"/> Every student has a personalized education <input type="checkbox"/> Every student, every day has excellent educators <input type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators <input checked="" type="checkbox"/> Every student is healthy, safe, and responsible	<input checked="" type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input checked="" type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input checked="" type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input checked="" type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input checked="" type="checkbox"/> Purpose and Direction <input checked="" type="checkbox"/> Governance & Leadership <input type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources and Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input checked="" type="checkbox"/> School-wide Reform Strategies <input checked="" type="checkbox"/> Transition Plans <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Support for Students Experiencing Difficulty <input type="checkbox"/> Teacher Involvement in Use of Assessment <input checked="" type="checkbox"/> Coordination of Programs
<b>SMART Goal 3: To maintain 90% on-time (tardiness) performance for 2016-2017</b>			
<b>Strategies:</b> Parenting Classes School-wide contest every 9 weeks Daily Info Board showing school-wide on-time rate PBIS Remarkable Roadrunner Award All-call reminders and recognitions for award winners		<b>Person/Group Responsible:</b> Principal Data Manager Classroom Teachers School Counselor Social Worker Parents/Students Title I Teacher	
<b>Progress Monitoring:</b> Every 9 weeks using PowerSchool			
<b>Professional Development Needed to Support Strategy:</b> None needed			
<b>Resources Required/Budgeted:</b> PBIS provides reward money from allocated funds. School counselor and nurse will provide and facilitate quarterly family education classes (sleep, nutrition, health, etc.). School counselor, social worker, and nurse will coordinate efforts to inform and access community classes for parents at least twice for the school year.			

## AMO Targets and Performance

<b>AMO Targets</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Performance Composite CCR %	<b>70.2</b>	<b>71.5</b>	<b>66.9</b>		
Performance Composite GLP %	<b>78.0</b>	<b>80.2</b>	<b>77.5</b>		
Total Number of AMO Targets	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>		
Number of AMO Targets Met	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>		
Percentage of AMO Targets Met	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>		
Overall Achievement	<b>78</b>	<b>80</b>	<b>78</b>		
Overall Growth	<b>89.9</b>	<b>81.0</b>	<b>75.8</b>		
Performance Score	<b>80</b>	<b>80</b>	<b>78</b>		
School Performance Grade	<b>B</b>	<b>B</b>	<b>B</b>		

<b>Grade</b>	<b>Subject</b>	<b>2013-2014 % Proficient</b>	<b>2014-2015 % Proficient</b>	<b>2015-2016 % Proficient</b>	<b>2016-2017 % Proficient</b>	<b>2017-2018 % Proficient</b>
3	BOG Reading GLP	<b>37.5</b>	<b>43.9</b>	<b>42.9</b>		
	EOG Reading GLP	<b>86.4</b>	<b>74.4</b>	<b>73.9</b>		
	Mathematics GLP	<b>79.5</b>	<b>72.1</b>	<b>69.9</b>		
4	Reading GLP	<b>65.5</b>	<b>76.2</b>	<b>76.9</b>		
	Mathematics GLP	<b>86.2</b>	<b>88.1</b>	<b>82.1</b>		
5	Reading GLP	<b>75.0</b>	<b>74.2</b>	<b>72.7</b>		
	Mathematics GLP	<b>70.8</b>	<b>93.5</b>	<b>77.3</b>		
	Science GLP	<b>75.0</b>	<b>87.1</b>	<b>90.9</b>		

# Annual Measurable Objectives (AMO) Report - Reading

## School Year: 2015-2016

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator	366			<10	<10	15	85	<10	257	267	38	71	54
Participation Status	Met			-	-	-	-	-	Met	Met	-	-	-
Proficiency # of Students	196	107	89	-	-	5	40	-	147	123	9	12	54
Proficiency Percentage	54.3	59.1	49.4			33.3	48.8		57.6	46.9	26.5	17.1	>95

## School Year: 2016-2017

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

## School Year: 2017-2018

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													



# Annual Measurable Objectives (AMO) Report - Math

## School Year: 2015-2016

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator	366			<10	<10	15	85	<10	257	267	38	71	54
Participation Status	Met			-	-	-	-	-	Met	Met	-	-	-
Proficiency # of Students	213	92	121	-	-	4	47	-	158	139	12	17	54
Proficiency Percentage	59.0	50.8	67.2	-	-	26.7	57.3	-	62.0	53.4	35.3	24.3	>95

## School Year: 2016-2017

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

## School Year: 2017-2018

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

# Annual Measurable Objectives (AMO) Report - Science

## School Year: 2015-2016

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator	113			<10	<10	<10	23	<10	85	80	<10	19	24
Participation Status	Met			-	-	-	-	-	Met	Met	-	-	-
Proficiency # of Students	75	38	37				11		61	45		5	24
Proficiency Percentage	67.0	70.4	63.8				50.0		71.8	57.0		26.3	>95

## School Year: 2016-2017

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

## School Year: 2017-2018

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

## EVAAS Academic Growth

Record in Level whether your school *Exceeded (EX)*, *Met (MET)* or *Did Not Meet (DNM)* Expected Growth.

Test/Subjects	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Growth Measure	Level	Growth Measure	Level	Growth Measure	Level	Growth Measure	Level	Growth Measure	Level
3 <sup>rd</sup> Math										
4 <sup>th</sup> Math	13.3	EX	17.3	EX	10.2	EX				
5 <sup>th</sup> Math	-2.7	MET	-4.8	DNM	-13.0	DNM				
Kindergarten Reading			-8.5	DNM	-5.7	DNM				
1 <sup>st</sup> Reading			-10.0	DNM	-7.3	DNM				
2 <sup>nd</sup> Reading			-4.4	DNM	6.7	EX				
3 <sup>th</sup> Reading	3.6	G	0.9	MET	1.5	MET				
4 <sup>th</sup> Reading	5.0	G	-.03	MET	-1.6	MET				
5 <sup>th</sup> Reading	6.0	B	-1.0	MET	-0.9	MET				
5 <sup>th</sup> Science	1.2	G	0.2	MET	-0.3	MET				
	Index	Level	Index	Level	Index	Level	Index	Level	Index	Level
School Accountability Growth Overall			.41	MET	0.83	MET				
Educator Effectiveness Growth Composite			-2.93	DNM	-1.55	MET				

## Kindergarten Reading 3D mClass

### Kindergarten LAP-D Screen 5

Year	Students Screened	Students Proficient	<i>Percent Proficient</i>	Students Referred	<i>Percent Referred</i>
2015-2016	<b>26</b>	<b>20</b>	<b>77%</b>	<b>6</b>	<b>23%</b>
2016-2017	<b>23</b>	<b>17</b>	<b>74%</b>	<b>6</b>	<b>26%</b>
2017-2018					

### Kindergarten MOY Benchmark Assessment

Year	Students Screened	MOY TRC Students Proficient On/ Above Level C	MOY TRC <i>Percent Proficient</i> On/Above Level C	MOY TRC Students Below Proficient Below Level C	MOY TRC <i>Percent Below Proficient</i> Below Level C
2015-2016	<b>37</b>	<b>15</b>	<b>40%</b>	<b>22</b>	<b>60%</b>
2016-2017	<b>25</b>	<b>16</b>	<b>64%</b>	<b>9</b>	<b>36%</b>
2017-2018					

### Kindergarten EOY Benchmark Assessment

Year	Students Screened	EOY TRC Students Proficient On/Above Level D	EOY TRC <i>Percent Proficient</i> On/Above Level D	EOY TRC Students Below Proficient Below Level D	EOY TRC <i>Percent Below Proficient</i> Below Level D
2015-2016	<b>35</b>	<b>22</b>	<b>63%</b>	<b>13</b>	<b>37%</b>
2016-2017					
2017-2018					

## First Grade Reading 3D mClass

### First Grade BOY Benchmark Assessment

Year	Students Screened	BOY TRC Students Proficient On/Above Level D	BOY TRC <i>Percent</i> Proficient On/Above Level D	BOY TRC Students Below Proficient Below Level D	BOY TRC <i>Percent</i> Below Proficient Below Level D
2015-2016	<b>29</b>	<b>24</b>	<b>83%</b>	<b>5</b>	<b>17%</b>
2016-2017	<b>35</b>	<b>22</b>	<b>63%</b>	<b>13</b>	<b>37%</b>
2017-2018					

### First Grade MOY Benchmark Assessment

Year	Students Screened	MOY TRC Students Proficient On/ Above Level G	MOY TRC <i>Percent</i> Proficient On/Above Level G	MOY TRC Students Below Proficient Below Level G	MOY TRC <i>Percent</i> Below Proficient Below Level G
2015-2016	<b>29</b>	<b>10</b>	<b>34%</b>	<b>19</b>	<b>66%</b>
2016-2017	<b>36</b>	<b>9</b>	<b>25%</b>	<b>27</b>	<b>75%</b>
2017-2018					

### First Grade EOY Benchmark Assessment

Year	Students Screened	EOY TRC Students Proficient On/Above Level J	EOY TRC <i>Percent</i> Proficient On/Above Level J	EOY TRC Students Below Proficient Below Level J	EOY TRC <i>Percent</i> Below Proficient Below Level J
2015-2016	<b>29</b>	<b>13</b>	<b>45%</b>	<b>16</b>	<b>55%</b>
2016-2017					
2017-2018					

## Second Grade Reading 3D mClass

### Second Grade BOY Benchmark Assessment

Year	Students Screened	BOY TRC Students Proficient On/Above Level J	BOY TRC <i>Percent</i> Proficient On/Above Level J	BOY TRC Students Below Proficient Below Level J	BOY TRC <i>Percent</i> Below Proficient Below Level J
2015-2016	<b>41</b>	<b>10</b>	<b>24%</b>	<b>31</b>	<b>76%</b>
2016-2017	<b>29</b>	<b>9</b>	<b>31%</b>	<b>20</b>	<b>69%</b>
2017-2018					

### Second Grade MOY Benchmark Assessment

Year	Students Screened	MOY TRC Students Proficient On/ Above Level L	MOY TRC <i>Percent</i> Proficient On/Above Level L	MOY TRC Students Below Proficient Below Level L	MOY TRC <i>Percent</i> Below Proficient Below Level L
2015-2016	<b>41</b>	<b>5</b>	<b>12%</b>	<b>36</b>	<b>88%</b>
2016-2017	<b>29</b>	<b>12</b>	<b>41%</b>	<b>17</b>	<b>59%</b>
2017-2018					

### Second Grade EOY Benchmark Assessment

Year	Students Screened	EOY TRC Students Proficient On/Above Level M	EOY TRC <i>Percent</i> Proficient On/Above Level M	EOY TRC Students Below Proficient Below Level M	EOY TRC <i>Percent</i> Below Proficient Below Level M
2015-2016	<b>41</b>	<b>23</b>	<b>56%</b>	<b>18</b>	<b>44%</b>
2016-2017					
2017-2018					

## Third Grade Reading 3D mClass

### Third Grade BOY Benchmark Assessment\*

Year	Students Screened	BOY TRC Students Proficient On/Above Level M	BOY TRC <i>Percent</i> Proficient On/Above Level M	BOY TRC Students Below Proficient Below Level M	BOY TRC <i>Percent</i> Below Proficient Below Level M
2015-2016	<b>42</b>	<b>17</b>	<b>40%</b>	<b>25</b>	<b>60%</b>
2016-2017	<b>39</b>	<b>18</b>	<b>46%</b>	<b>21</b>	<b>54%</b>
2017-2018					

### Third Grade MOY Benchmark Assessment

Year	Students Screened	MOY TRC Students Proficient On/ Above Level O	MOY TRC <i>Percent</i> Proficient On/Above Level O	MOY TRC Students Below Proficient Below Level O	MOY TRC <i>Percent</i> Below Proficient Below Level O
2015-2016	<b>46</b>	<b>21</b>	<b>46%</b>	<b>25</b>	<b>54%</b>
2016-2017	<b>40</b>	<b>18</b>	<b>45%</b>	<b>22</b>	<b>55%</b>
2017-2018					

### Third Grade EOY Benchmark Assessment

Year	Students Screened	EOY TRC Students Proficient On/Above Level P	EOY TRC <i>Percent</i> Proficient On/Above Level P	EOY TRC Students Below Proficient Below Level P	EOY TRC <i>Percent</i> Below Proficient Below Level P
2015-2016	<b>44</b>	<b>29</b>	<b>66%</b>	<b>15</b>	<b>34%</b>
2016-2017					
2017-2018					

## Attendance

<b>School Year</b>	<b>Attendance Rate</b>
<b>2013 – 2014</b>	<b>95.18</b>
<b>2014 – 2015</b>	<b>95.74</b>
<b>2015 – 2016</b>	<b>96.94</b>
<b>2016 – 2017</b>	
<b>2017 – 2018</b>	

\*

## Retentions

<b>Grade Level</b>	<b>Final Number of Retentions</b>				
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>K</b>	<b>0</b>	<b>2</b>	<b>1</b>		
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>		
<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>		
<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>		



## Dropout Data

<b>School Year</b>	<b># of Students</b>	<b>% Based on ADM</b>
<b>2013-2014</b>	<b>0</b>	<b>0%</b>
<b>2014-2015</b>	<b>0</b>	<b>0%</b>
<b>2015-2016</b>	<b>0</b>	<b>0%</b>
<b>2016-2017</b>		
<b>2017-2018</b>		

## At-Risk Students

*The following instructional practices 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 school.*

Implementation of 90-minute block for grades K-4.

45-minute Title 1 block five days a week for grades K-4.

In-school tutoring three days a week for grades 2-4.

After-school tutoring for grades 2-4 two days a week from February-May.

## Safe School Data

End of Year Total Number of Legally Reportable Acts

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	0	0		

End of Year Total Number Days of Out-of-School Suspension

	2015-2016	2016-2017	2017-2018
Short Term	8		
Long Term (>10)	0		

## Discipline

During the 2015-16 school year we implemented Positive Behavior Intervention and Support (PBIS), a proactive approach to school-wide discipline that reinforces the positive behaviors of students, and provides support for students who need extra assistance in reaching our school-wide expectations of being “Respectful, Responsible, and Safe.” All staff is trained and required to participate in the PBIS program. A notebook of essential tools, support materials, and information about Pisgah’s PBIS plan clarifies and fully supports implementation. Research indicates that when implemented effectively, PBIS increases instructional time, thereby increasing student success. Through the school-wide use of PBIS, we consistently define, teach, reinforce, and monitor positive behaviors. Our PBIS team of teachers meets monthly to examine data and collaborates to find solutions for individual and school-wide behavior problems.

During the 2015-16 school year, and the implementation of the PBIS program, we had 81 office referrals. Of those 81 referrals, 8 of these referrals were from the bus. While we did not meet goals set by our school, this wasn’t unexpected. It is typical with the implementation of a new program like PBIS. We expect to see a difference this year with having 2 consecutive years of utilizing the same behavior program. Students, staff, and parents are better acquainted with the expectations.

## Safety Considerations

In an effort to look more in depth of the needs of the school we analyzed the most recent student and staff surveys, which showed the following:

**Student Item Analysis: When I am at school, I am safe.**

	Response Total	Response Percent
Strongly Agree	19	53%
Agree	17	47%
Neutral	2	.03%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents	36	

**Certified and Classified Item Analysis: I feel knowledgeable of the content and procedures in our safe schools plan.**

	Response Total	Response Percent
Strongly Agree	10	33%
Agree	16	53%
Neutral	4	13%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents	30	

**Certified and Classified Item Analysis: I feel competent in my ability to respond to an emergency evacuation of school lockdown procedure.**

	Response Total	Response Percent
Strongly Agree	10	33%
Agree	19	63%
Neutral	1	.03%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents	30	

In summary, to effectively increase awareness of our school safety plan revisions will be made to current plan and we will review plan with staff and students to ensure that they have a better understanding of the Safe School Plan and procedures.

**Incident Response** – *As per 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 the 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.*

## Parent and Community Involvement

Number of Volunteer Hours / Number of Students Mentored

### Volunteers

Year	Total Volunteer Hours
2013-2014	<b>1612</b>
2014-2015	<b>1678</b>
2015-2016	<b>1754</b>
2016-2017	
2017-2018	

### Mentors

Year	Total # of Staff	Staff as Mentors	Students Served
2013-2014	36	0	0
2014-2015	35	0	0
2015-2016	35	0	0
2016-2017			
2017-2018			

Year	Volunteer Mentors	Students Served
2013-2014	3	4
2014-2015	2	3
2015-2016	4	5
2016-2017		
2017-2018		

## Teacher Time

### **Duty-Free Lunch –**

The School Improvement Team voted and decided to implement Duty Free Lunch for staff. A schedule was created using support staff and assistants to provide supervision. The schedule was designed so that no instructional time was comprised for teacher assistants.

### **Duty-Free Instructional Planning –**

Kindergarten through fourth grade staff will have 50 minutes, four days a week during the instructional day for planning and PLC's. All teachers will have one hour of planning after school three to four days a week.

### **Efficient Reporting –**

Teachers have access to electronic reporting for attendance, lunch count, PBIS, grading, staff evaluations, and all parent/staff/students surveys, minimizing redundancies and streamlining data. Students have access to online surveys and results, as well as the Parent Portal, in which families can review student grades and attendance. This information can be accessed through the use of PowerSchool, Google Docs, Buncombe County Moodle, and/or school created data collection sites.

# Action Plan for Healthy Students in Safe, Orderly and Caring Schools

## Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

**School Improvement Goal/Objective:** 1. Provide 150 minutes per week of moderate to vigorous physical activity for all K-8 students (a minimum of 30 minutes per school day).

*Please record your action steps.*

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and/or physical activity during the school day and that physical activity/exercise is not taken away or used as punishment. Indicate if this is in progress or not yet addressed.		<p style="text-align: center;"><b>All students receive 30 minutes of recess 4 days per week. The 5th day provides 50 min. of Physical Education.</b></p>		

Strategy	Yes	No	Total time during the school year
Provide physical education for every student taught by a highly qualified physical education teacher. Check the appropriate "yes" or "no" box and list the exact number of minutes in PE during the school year.	<b>X</b>		<b>1750</b>
Provide physical activity and/or recess for every student. List the exact number of minutes provided for recess and/or physical activity during the school year.	<b>X</b>		<b>1050</b>

# Mid-Year Progress Report

**School Year:**                    **Pisgah Elementary School**

Please list each current SIP Goal/Objective and provide a brief description of progress to date. Please modify this form as necessary to complete the Mid-Year Reflection.

SMART Goal 1:

Progress to Date:

SMART Goal 2:

Progress to Date:

SMART Goal 3:

Progress to Date:

SMART Goal 4:

Progress to Date:

SMART Goal 5:

Progress to Date:

*Signatures below indicate the School Improvement Team has participated in the development of the School Improvement Plan Mid-Year Reflection as submitted.*

\_\_\_\_\_

Principal

\_\_\_\_\_

SIT Chairperson

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

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# Year-End Progress Report

**School Year:**                    **Pisgah Elementary School**

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

*Respond to the following for each Goal/Objective in your School Improvement Plan. Use additional sheets as necessary.*

SMART Goal 1:

Major Accomplishments:

SMART Goal 2:

Major Accomplishments:

SMART Goal 3:

Major Accomplishments:

SMART Goal 4:

Major Accomplishments:

SMART Goal 5:

Major Accomplishments:

## Timeline

Complete and submit electronically to Candie Sellers, Director of Elementary and Intermediate Education.

- School Improvement Plan for 2016-2018 by **October 14, 2016**.
- Mid-Year Progress Report by **February 17, 2017**.
- Year-End Progress Report by **September 29, 2017**.
- School Improvement Plan revised for 2017-2018 including the following pages with 2016-2017 data: Please include any other pages which have been revised by **November 17, 2017**.

SMART Goals and Strategies

AMO Targets and Performance

Annual Measurable Objectives (AMO) Report – Reading

Annual Measurable Objectives (AMO) Report – Math

Annual Measurable Objectives (AMO) Report – Science

EVAAS Academic Growth

Kindergarten – Third Grade Reading 3D mCLASS

Attendance/Retentions

Dropout Data/At-Risk Students

Safe School Data

Parent and Community Involvement

- Mid-Year Progress Report by **February 16, 2018**.
- Year-End Progress Report by **September 28, 2018**.