

Pisgah 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: _____
Date: _____

SIT Chairperson: _____
Date: _____

School Improvement Team Members

2018 - 2019 SIT Members

The following were members of the School Improvement Team for the 2018 – 2019 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: Jeanann Yates _____
Signature: _____

SIT Chairperson: _____
Signature: _____

Assistant Principal: _____
Signature: _____

Instructional Support: _____
Signature: _____

Teacher: _____
Signature: _____

Teacher Assistant: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
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Teacher: _____
Signature: _____

Member: _____
Signature: _____

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: _____
Signature: _____

SIT Chairperson: _____
Signature: _____

Assistant Principal: _____
Signature: _____

Instructional Support: _____
Signature: _____

Teacher: _____
Signature: _____

Teacher Assistant: _____
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Teacher: _____
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Member: _____
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Member: _____
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Teacher: _____
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Teacher: _____
Signature: _____

Member: _____
Signature: _____

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

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.*

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 productive and engaged community members.

Pisgah Elementary School Belief Statements

We believe that students learn in a variety of ways, and as educators it is our job to provide different modalities to promote academic success. A shared sense of purpose among our stakeholders is vital in our effort to instill a love for learning. We believe that each student is a valued member of our community and arrives with a variety of social, emotional, physical, academic needs and strengths. We are committed to providing a safe, comfortable, and rigorous learning environment that supports student growth and achievement. Pisgah continues to provide evidence based professional development to its staff in order to create innovative and engaging classrooms that will translate into students that strive for success.

Profile Narrative

Demographics/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. We just recently received a grant for fifty azalea bushes that our Garden Club has planted strategically around the school. One of the many benefits of a small school is that it is not uncommon for the staff to know each student by name. Pisgah has a population of 164 students with a current 53.70 percent of the students receiving free or reduced lunch. This is a preliminary percentage at the beginning of the year with an expected rise to occur as the forms are processed. The staff is made up of one Principal, ten Homeroom Teachers, one Media Specialist, one Title I Reading Specialist, one Resource Teacher, one School Counselor position, and 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 Office Staff, two Bus Drivers, three Cafeteria Workers, and two Custodians. Pisgah also has two retired teachers that volunteer on a regular basis. One volunteers on a daily basis in a 4th grade math class and one comes once a week to facilitate a fourth-grade book club.

With the Buncombe County 1:1 initiative, every student at Pisgah has an iPad or a Lenovo Thinkpad. Kindergarten through second grade students are provided iPads, grades third and fourth students are provided Lenovo Thinkpads. Currently 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, and every teacher and assistant has an iPad. Biltmore Charitable Funds have also been instrumental in continuously providing additional technology support for our students with various robotics and fulfilling STEM Lab resources.

The Media Center currently exceeds standards set up for number of recommended books per pupil. 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 7890 books, which equates to 46 books per child with an average publishing date of 2002.

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. One of the many challenges that our community faces is the lack of affordable housing. Several families have had to move to other areas of Buncombe County in order to locate adequate housing. Although the unemployment rate is lower than in years past, many families have been adversely affected by economic conditions, which in turn, has impacted the educational setting in a variety of ways. Parents often have to work two to three jobs in order to “make ends meet,” which affords them little to no time for academics. As a result, there has been a reduction in parent involvement. A continuous effort is being made to increase family engagement by providing a variety of opportunities that encourages more participation in school

sponsored activities. Teachers and staff strive to create 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. Through the PBIS program, 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. 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. The faculty and staff at Pisgah share a unique bond with one another. There is a close knit and caring relationship that is shared by everyone. We make an effort to have team building and staff outings that foster a strong sense of family that translates into a power work environment as well as deep friendships.

Many and varied after school opportunities are available for student participation such as Trout Club, Garden Club, Recess Club, and Board Game 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, promote student leadership, and help support Pisgah’s high academic expectations. However, the location of Destination Imagination has been relocated to Iowa instead of Knoxville. Funding will be a determining factor, as to if this program will continue for our Pisgah students.

Our student, staff, and parent surveys all had positive results. The teacher and staff survey indicated that teachers and staff feel empowered, safe, have adequate resources, and feel respected by administration. In addition, the student survey yielded positive results such as a high percentage of students feel safe, respected, successful, understand the high expectations, and they know who to turn to, if they have an issue. Finally, the parent survey also indicated positive results such as feeling welcome at Pisgah, respecting staff, safety, communication, and preparing their child for future success. In addition, the Title I survey also had positive feedback from parents about the use of available resources to meet the needs of their child.

Academic Achievement

In 2013-2014 and 2014-2015 Pisgah was recognized as a National Title 1 Distinguished School. The overall reading, math, and science scores for 3rd-5th grade were in the top 10 percent of the state. We were also recognized as a 2016 National Blue Ribbon award-winning school. This award recognized 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. One of Pisgah’s goals is to be recognized again as a National Title I Distinguished and a National Blue Ribbon award-winning school.

Pisgah Elementary School) School Improvement Plan 2018-2020

As a result of this effort, Pisgah experienced high academic success in 2017-2018 with an increase of 14.9 percent in overall achievement from 2016-2017. Our Performance Grade has increased from a C to a B with only one point separating us from an A school. Our Growth Composite increased from 74.9 to 90.0 percent, which resulted in an Exceeded Growth status. Third grade reading increased from 55.8 percent to 83.9, third grade math from 79.1 percent to 93.5, fourth grade reading from 64.4 percent to 75.0 and fourth grade math increased from 66.7 to 75.0.

We believe that several areas contributed to these increases such as being in our third year of Wit & Wisdom implementation for our ELA core instruction, providing bus transportation for Extended Day Remediation, utilizing Motivation Reading and Math for the afterschool remediation, using i-Ready data for strategic grouping and targeting “bedrock deficit skills,” and having such knowledgeable and committed staff that consistently nurture, yet hold students accountable and stress high expectations. Our Title I Teacher and funding has been instrumental in targeting academic needs and providing skilled intervention.

School Improvement Plan Goals

Goal #1

SMART Goal: To increase ELA proficiency in K-4 by the following:

Overall K-2 proficiency of 65% on mCLASS TRC EOY assessments, which was derived from our 3-year rolling average as follows:

Grade Level	2015-2016	2016-2017	2017-2018	3-Year Avg.
Kindergarten	63%	80%	80%	74.3%
First	83%	51%	64%	66%
Second	56%	55%	71%	44%

(Due to the new assessment materials and cut-points, we will use the 2018-2019 data results to establish new baselines for setting future goals and following cohorts.)

Overall 3rd and 4th grade reading EOG results will be 72.5% proficiency based upon our 3-year rolling average as follows:

Grade Level	2015-2016	2016-2017	2017-2018	3-Year Avg.
Third	73.9%	55.8%	83.9%	71.2%
Fourth	76.9%	64.4%	75.0%	72.1%

Strategies

- K-2 Master Schedule includes a 30-minute phonics block using Foundations with classroom teachers responsible for the instruction.
- Two of the six K-2 teachers are receiving Reading Foundations training this year with a long-range goal of all staff attending the training to be designated yearly by the principal.
- Cindy Malgadey, (BCS Reading Foundations Trainer) will provide an introduction for all staff using Reading Foundations instructional practices including syllable types, phonological processors, and the Scarborough Strands for Language Comprehension and Word Recognition. She will also provide model lessons within the classrooms and will meet with teachers during PLC's for follow-up for specific information pertinent to each grade level.
- 90-minute Wit & Wisdom core for ELA instruction by classroom teachers-3rd year of school wide implementation for K-4.
- On October 31, 2018 PES staff will join with the staff from Barnardsville Elementary for a joint training. The Pisgah teachers will mentor the Barnardsville teachers on successful planning and implementation of the Wit & Wisdom curriculum and to share challenges and successes.
- Purchase Wit & Wisdom first grade Geode Decodable readers for small group reading instruction as well as take home readers. Parents will receive training during a literacy

night on how to effectively use these materials to help their child with reading homework led by classroom teachers and Title I staff.

- Our Kindergarten team will do a follow-up to the professional development of Lisa Cleveland's Write from The Start literacy workshop. Our two kindergarten teachers will observe Mrs. Lisa Cleveland's classroom in Haywood County. This will be coordinated by the respective principal.
- Purchase strategically chosen, leveled books for Kindergarten take-home readers. Parents will receive training at a Title I literacy night on how to help their child as a beginning reader with reading homework led by classroom teachers and Title I staff.
- 3rd and 4th grade will incorporate a Genre Wheel component to their ELA instruction. Students will be challenged to read **broadly and deeply** on their Lexile Level with an AR quiz for accountability to be monitored by classroom teachers.
- Carol Sutton, retired master teacher, will host a book club for our high achieving 4th graders. The club will meet weekly using complex novels for in-depth activities and discussions.
- Title I funds will be used to add a Title I part time assistant for targeted interventions to be hired by the principal.
- An Intervention Block is designated within the Master Schedule for each grade level. Using multiple data sources, students are placed into small skill-based groups for targeted instruction. The Title I lead teacher will provide consultation and monitoring. The Title I team, classroom teachers, specialist and assistants are utilized for this instruction.
- Beginning this year PES will implement a blended learning model during the intervention time. Using the Curriculum Associates iReady program in K-4, students will receive both individualized on-line and teacher led instruction based on the program's adaptive diagnostic. This assessment tool identifies each student's strengths and weaknesses and recommends specific lessons for interventions based on skill deficits. Program implementation will be monitored by the Title I lead teacher.
- Every effort will be made to double and triple dip struggling students using classroom teachers, the Title I team, and all specialists. This will be determined during our monthly data digs by the Curriculum Coach, Principal, Title I Lead Teacher, EC Teacher, and classroom teachers.
- Extended Day Remediation for Reading and Math will begin in January 2019 for grades 2-4 using certified teachers and Mentoring Minds instructional materials. Bus transportation will be provided. Principal will coordinate this effort.
- New ELA Pacing Guides and Unpacking Documents will be used and discussed during PLC's led by the Curriculum Coach.
- Monthly Data Digs to triangulate data from multiple sources to inform instruction and decision making with Curriculum Coach, Principal, Title I Lead Teacher, EC Teacher, and classroom teachers.

Resources Required

- Purchase Foundations magnetic boards and tiles for grades K-2
- Purchase Wit & Wisdom consumables for K-4
- Purchase Wit & Wisdom Geode readers for 1st grade
- Purchase take home readers for kindergarten
- Purchase iReady Teacher Toolbox K-4 Reading/Math
- Purchase Mentoring Minds materials for Extended Day Remediation
- Purchase novel sets for 3rd & 4th grade Book Clubs
- VIK: Virtual Implementation Guide

Staff Development

- Three iReady required trainings ongoing throughout the year in August, October, January
- PES leadership to attend the Curriculum Associates i-Ready Summit in Charlotte in November
- October 31st PES/BES Wit & Wisdom PLC meeting
- Reading Foundations training for two teachers for five days in the fall
- Kindergarten teachers to visit Lisa Cleveland’s classroom for staff development follow-up
- Monthly Title I meetings/training
- Monthly staff professional development for PES staff
- One 2nd grade teacher to attend Foundations training to complete all K-2 staff trained
- October 15th county wide differentiated staff development

Progress Monitoring

- 3rd Grade BOG in August
- i-Ready diagnostic assessment K-4 Reading/Math BOY, MOY, EOY
- mCLASS BOY, MOY, EOY
- NC Check-Ins
- Classroom formative assessments

Date: 10/1/2018

Revised:

Alignment (mark all that apply)

(X)	NCSBE Goal
X	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.
X	Every student, every day has excellent educators.
X	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
X	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
X	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
X	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancEd Standards
X	Clear Direction

Pisgah Elementary School) School Improvement Plan 2018-2020

X	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
X	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #2

SMART Goal:

To increase K-4 Math proficiency rates in 2018-2019 over 2017-2018 by the following:

Kindergarten Math:

Task 2 (K.CC.2) Counting Forward: Our goal is 80% proficiency.

This goal is a target for this cohort of students based on past EOY assessment results for Kindergarten.

1st grade Math:

Task 6 part 1 (1.NBT.1): Extend the Counting Sequence: Our goal is 75% proficiency.

This goal is based on this cohort's performance on the EOY Kindergarten State Summative.

2nd grade Math:

Task 11 (1.G.3): Partitioning Circles and Rectangles: Our goal is 75% proficiency.

This goal is based on this cohort's performance on the EOY 1st grade State Summative.

3rd grade Math:

The 3-year rolling average on the 3rd grade Math EOG is 80.7%.

(15-16 was 69.6%, 16-17 was 79.1%, and 17-18 was 93.5%)

Our 2018-2019 goal is to maintain our 3-year rolling average of 80%.

This goal is based on the overall composite of this cohort's performance on the EOY 2nd grade State Summative.

4th grade Math:

The 3year rolling average on the 4th grade Math EOG is 74.6%.

(15-16 was 82.1%, 16-17 was 66.7%, and 17-18 was 75%.)

Our 2018-2019 goal is 85%.

This goal is based on this cohort's 3rd grade Math EOG of 93.5%.

Strategies

- Math Investigation Grades K-4 facilitated by classroom teachers
- Aligning instruction with new pacing guides and using Tools for NC Teachers for website support
- Realize Platform K-4 facilitated by classroom teachers
- AMC Kathy Richardson K-2 facilitated by classroom teachers, progress monitoring, selecting appropriate assessments based upon the time of year and pacing guides, using the AMC activities to provide intervention
- IXL Digital Math subscription facilitated by classroom teachers
- iReady Math as an intervention facilitated by classroom teachers and Title I lead Teacher

Pisgah Elementary School) School Improvement Plan 2018-2020

- Extended Day Math remediation starting in January. Bus Transportation provided and principal will coordinate this effort.

Resources Required

- Purchase Math Investigations Consumable Workbooks
- BCS Math Pacing Guide and Un-Packing Documents K-4
- Purchase Mentoring Mind Motivation Math materials for Extended Day remediation
- Purchase iReady Math Teacher Toolbox using a grant
- Purchase Kathy Richardson AMC using Title I funds

Staff Development

- AMC Kathy Richardson Training K-2 Teachers
- Rick Welsh Inclusion Training; JB Halpin/Molly Carver
- New Math Standards Training for K-4 teachers
- October 15th county wide differentiated workshop

Progress Monitoring

- NC Check-Ins for 3rd and 4th grade
- BCS Benchmark Assessments for K-4
- iReady Diagnostic K-4: BOY, MOY and EOY
- AMC Kathy Richardson for K-2
- Classroom Formative Assessment K-4

Date: 10-02-2018

Revised:

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
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(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
X	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
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X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancEd Standards
X	Clear Direction
X	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
X	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #3

SMART Goal

100% of Pisgah Elementary Students will have the opportunity to develop strong leadership skills to promote positive outcomes. The following are grade level options for students:

- **Kindergarten**-Classroom Helper of the day, Breakfast in the Classroom Helper, and Morning Meeting facilitator
- **First Grade**-Breakfast in the Classroom Helper, Morning Meeting Facilitator, Bathroom Monitor, Cafeteria Helper, Line Leader, Supply Manager
- **Second Grade**-Morning Math Checkers, Teacher Assistant, Secretary, Breakfast Club Helper, Red Bag Helper, Paper Handler, Buddy Helpers, Folder Friends, Homework Facilitator Responsibilities, Cafeteria Helpers
- **Third Grade**- Morning Announcement Rotation, Classroom Helper, Breakfast in the Classroom Helper, Recess Equipment Handlers, Line Leader, Caboose-(Confirms that everyone is out of the classroom and cuts the lights out) Paper Passer, Paper Taker Upper, Table Washers, Sweepers, Red Bag Transportation, Mailbox Handler, Door Holder
- **Fourth Grade**- Flag Ambassadors, Breakfast in the Classroom Ambassadors, Meet and Greet Ambassadors, Pisgah Pride Bookstore Curators, Tech Support for Classroom Computers, Morning Announcement Rotation, Peer Helpers, and rotating leadership responsibilities in the classroom. Fourth grade teachers will coordinate this effort.

Strategies

- PBIS Roadrunner Rockstar Awards will be presented every quarter based upon academic, attendance, and citizenship. These awards are presented by our School Counselor and Principal during our Award's Ceremonies. In addition, classroom teachers will award good citizen certificates to students from their classrooms. These names will be announced by the Principal and School Counselor during morning announcements and our Award's Ceremonies.
- The Master Schedule accommodates the implementation of classroom Morning Meetings in grades K-4 for using the *Responsive Classroom Approach*. This fifteen minutes per day is designed to create community and encourage leadership qualities. Meetings are facilitated by Classroom Teachers and the School Counselor.
- Student led conferences will be utilized during parent meetings to foster leadership and ownership for academic performance for K-4 students and monitored by classroom teachers.
- Students will be encouraged to participate in our afterschool club programs. This includes Garden Club, Recess Club, Trout Club, Chorus Club, and Board Game Club. Faculty will facilitate the clubs.
- School Counselor will create a 2nd through 4th grade Student Government Association group that will meet monthly and accomplish student led goals.

Resources Required

- Responsive Classroom 3rd Edition, *The Morning Meeting Book* by Roxann Kriete & Carol Davis
- Grants and community resources to assist with funding for clubs.
- Purchase Morning Meeting books for classroom teachers
- Purchase materials and supplies for clubs
- Student led conference notebooks

Staff Development

- Classroom teachers will collaborate to determine the procedures and guidelines for the student led conferences and provide training for students.
- School Counselor and Social Worker will model ideas and strategies for effective Morning Meeting implementation during every monthly staff meeting.

Progress Monitoring

- Quarterly award recipient spreadsheet to document students that receive recognition
- Student led conference notebooks that will document their academic goals and achievement
- Club rosters, attendance reports, and decreased Educators Handbook referrals
- List of students that maintain classroom and whole school responsibilities throughout the year.

Date: @(insert date)

Revised:

Alignment (mark all that apply)

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	Implementation Capacity
(X)	Title I
	School-wide Reform Strategies
	Transition Plans
	Parental Involvement

Pisgah Elementary School) School Improvement Plan 2018-2020

	Support for Students Experiencing Difficulty
	Teacher Involvement in Use of Assessment

School Safety

Discipline

Issues

Our Educator's Handbook data from 2017-2018 indicated that Pisgah had 42 Office Referrals and 66 Minor Referrals. The majority of the Office Referrals occurred on the playground on Thursdays between 12-1 p.m. during recess. Our Minor Referrals occurred during the first half of the year, mainly in the classroom setting. Disruptive Behavior was the primary infraction occurring on Wednesdays and Thursdays at 1:00 p.m. In looking at the offenders, the data indicates that 3 to 4 male students had repetitive offenses.

Corrective Actions

As a result of implementing behavior plans and strategic classroom assignments for the above-mentioned students, our referrals have drastically declined. We have also implemented Morning Meeting into our Master Schedule to build community and have a more positive start to the student's day. One of the predicted outcomes of this particular program is a reduction in disciplinary issues.

PBIS

Pisgah is in their fourth year of PBIS implementation. Our schoolwide expectations for students are to be respectful, responsible, and safe. These characteristics are stressed continuously by teachers and staff. Each morning during announcements students take turns in each grade level by leading the school in reciting the Pisgah Promise and the Pledge of Allegiance. In addition, students are given Pisgah Pride tickets for exhibiting appropriate behavior and use their tickets to "purchase" items in the Pisgah Pride Store. Classrooms can also receive recognition for exemplary behavior by receiving Magical Moment Awards. The various classroom recipients are announced and teachers provide a special reward for their students. Students are nominated for the Roadrunner Rock Star Awards, and each Friday a winner is drawn. The nominees are announced during the week. During our 9-week award ceremonies, our PBIS Roadrunner Rock Stars receive certificates and public recognition for positive behavior, academic performance, and attendance. Our PBIS Team meets monthly to discuss action steps, review data, and plan staff development and data reviews. In reviewing our PBIS data, Pisgah has seen a decline in the number of Office and Minor referrals. This program has obviously had a positive impact on student behavior, student safety, and has created a more conducive environment for learning.

Safety Considerations

Facility Related Safety

The following are facility related initiatives that the Safety Team will address:

- Privacy window film to be added to the side entrance door from the modular buildings to prevent unobstructed visual access from the outside to the entire length of the main hallway. (Suggested by the SRO)
- New outside entrance doors into the K-1 wing classrooms to remedy the plexiglass window panes in order to add more security and safety for students and staff.

Pisgah Elementary School) School Improvement Plan 2018-2020

- Introduced new Safety Plan this year
- Staff to visit Biltmore Baptist Church on an early release day to see the facility and practice a mock school site evacuation with staff only.
- Purchase new radios for office staff and classroom teachers with teachers to now have radios in their Grab and Go Bags.

Incident Response

As per NC General Statue 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.

At Risk Students

Pisgah Elementary School 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 on grade 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 Pisgah Elementary School:

- Master Schedule that includes an Intervention Time for all struggling students as well as on and above grade level.
- Our Exceptional Children's schedule reflects inclusion, intervention, and special services targeted toward students with learning disabilities.
- The AIG teacher is at Pisgah on Fridays and has a schedule for students that qualify for the program as well as a schedule for students that have shown above grade level ability.
- Title I funding has been utilized for a part time highly qualified Title I assistant that serves all grade levels.
- Our TIPS/MTSS Team meets periodically to discuss struggling students and recommend specific targeted interventions prior to any testing referrals.
- Weekly PLC's to discuss struggling students and make recommendations for interventions and differentiating instruction.
- Monthly Data Digs to analyze student data and the creation of flexible grouping
- School Counselor, Social Worker, and Nurse meet weekly to provide critical input concerning social, emotional, physical, behavioral concerns that impact academic performance.
- A Dollar General Literacy Grant in the amount of \$3,000 was received and utilized for i-Ready software called "Teacher Toolbox Access" for math and reading. This software compliments the i-Ready diagnostic and differentiated instructional interventions.
- The Biltmore Grant in the amount of \$8,000 this past year provides additional technology resources for STEM and a variety of software apps that enhance a variety of content areas.

Transition Plans

We will communicate with our feeder school concerning any student academic, social, emotional, or behavioral issues. Our school counselor, classroom teachers, and EC teacher meet with the staff of our feeder school prior to students transitioning to the Intermediate. We also receive Head Start information and data concerning incoming Kindergarten students. The following is Pisgah's plan for successful transitions for at risk students:

- Transition letters sent to all 4th grade parents explaining upcoming transition events which include Alumni Meet and Greet, The Grand Tour, and Parent Night
- Pisgah principal to meet with the Enka Intermediate principal to discuss ideas to support Pisgah's fourth grade student's transition to the larger school.

- Spring Placement Spreadsheet listing all students and their demographics
- Preschool transition plan for upcoming kindergarten students regarding registration dates, registration notifications sent to all daycares in the Candler area, School Messenger and website notifications, appointments scheduled for registration and enrollment procedures,
- Kinder Camp was implemented this past year for a two-day orientation for students to become acclimated to Pisgah, and a Meet the Teacher is held yearly prior to the first day of school.

Teacher Time

Duty Free Lunch

Due to the need for adequate supervision of students, a staff decision was made this year that teachers would not have a scheduled duty-free lunch period. Grade level teams will have the freedom to create a rotation of lunch duty, if and when they feel it is appropriate and ensures the necessary supervision of all students.

Duty-Free Instructional Planning

The PES master schedule allows for classroom teachers to have a duty-free planning time daily. This time coincides with the specials schedule. Classroom teachers are not given any extra responsibilities during this time. Teachers also have afternoon planning.

Efficient Reporting

Teachers have access to electronic reporting for attendance, lunch count, PBIS, grading, staff evaluations, and all parent/staff/student's surveys, thus minimizing redundancies and streamlining data. Parents 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. Teachers use a variety of methods such as Remind 101, Class Dojo, classroom newsletters, daily communication folders/logs, phone calls, emails, text messages, etc. to maintain a direct line of communication with parents. Each grade level has a PLC document that has been created and shared through Google Docs., and a Weekly Bulletin is emailed to all staff detailing important events, staff duties, and other relevant information that needs to be disseminated each week. The principal does a weekly phone message/email through School Messenger that is sent to all parents and staff. Pisgah is committed to strong home/school communication.

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.

Pisgah Elementary School) School Improvement Plan 2018-2020

The PES Master Schedule provides each classroom with a Physical Education block of 45 minutes/two days per week. An additional day of PE has been added every other week. On the days a class does not report to the PE teacher, 30 minutes of Recess has been built into their daily schedule. It is a schoolwide norm and understood by all teachers that PE and Recess are part of the BCBOE Policy and that it will not be taken away or used as a form of punishment. Pisgah also received a Fuel Up & Play grant for \$3900.00 this past year. This grant will allow us to purchase a new piece of playground equipment, smoothie machines, and ingredients for the nutritional part of the grant. Haywood Electrical Membership Cooperative donated \$2000.00 for Pisgah's portion of the grant requirements to complete the purchase of the playground equipment. A dedication ceremony is being planned, and all stakeholders will be invited to attend.

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)

2018 – 2019 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)

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)

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	66.5	81.0		
Growth Status	MET	EXCEEDED		
Growth Index	-1.02	4.00		
SPG Overall Achievement	67	81.9		
SPG Reading Achievement	60	79.7		
SPG Math Achievement	73	84.1		
SPG Overall Growth	74.9	90.0		
SPG Reading Growth	71.3	88.1		
SPG Math Growth	81.4	87.0		
SPG Overall Performance	68	84		
SPG Overall Grade	C	B		

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	66.5	81.0		
Reading 3	55.8	83.9		
Reading 4	64.4	75.0		
Math 3	79.1	93.5		
Math 4	66.7	75.0		

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

mCLASS Data

Kindergarten

Kindergarten: BOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	40	23	57%	17	43%
2018 – 19	34	22	64%	12	36%
2019 – 20					

Kindergarten: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	40	20	51%	20	49%
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					
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	21	14	66%	7	34%
2018 – 19	38	18	47%	20	53%
2019 – 20					

Grade 1: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	22	10	46%	12	54%
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	22	13	59%	9	41%
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	36	11	31%	25	69%
2018 – 19	21	13	62%	8	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	32	16	50%	16	50%
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	35	25	71%	10	29%
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	30	14	47%	16	53%
2018 – 19	39	29	74%	10	26%
2019 – 20					

Grade 3: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	30	18	60%	12	40%
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	31	17	55%	14	45%
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	30	23	7
Fall 17	6	6	0
Spring 18	25	21	0
Fall 18	8	6	2
Spring 19			
Fall 19			
Spring 20			
Fall 20			
Spring 21			

Source: School

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	-1.02	Green
(2017) – 2018		
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, School Accountability Growth

Educator Effectiveness Growth (Composite)

Year	Index	Level (B/G/R)
(2016) – 2017	-1.72	Green
(2017) – 2018		
(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	-7.1 R			
Grade 1 Reading	-2.8 G			
Grade 2 Reading	3.2 G			
Grade 3 Reading	-0.8 G			
Grade 4 Math	1.1 G			
Grade 4 Reading	-4.1 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	White	EDS	LEP	SWD	AIG
Num	142	80	82.3	<10	<10	<10	<10	<10	81.7	75.5	<10	46.7	>95
Reading 3	83.9	89.5	75.0	<10	<10	<10	<10	<10	89.7	78.9	<10	<10	<10
Reading 4	75.0	66.7	84.2	<10	<10	<10	<10	<10	73.5	70.0	<10	36.4	<10
Reading 5	-	-	-	-	-	-	-	-	-	-	-	-	-
Math 3	93.5	>95	83.3	<10	<10	<10	<10	<10	93.1	89.5	<10	<10	<10
Math 4	75.0	66.7	84.2	<10	<10	<10	<10	<10	73.5	70.0	<10	36.4	<10
Math 5	-	-	-	-	-	-	-	-	-	-	-	-	-
Science 5	-	-	-	-	-	-	-	-	-	-	-	-	-

2018 – 2019 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blck	Hisp	Mult	White	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													
Science 5													

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

2019 - 2020 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual

Source: Internal Ready Review (new, specifics unknown)

Attendance Data

Chronic Absent is a student who missed more than 17 days

School Year	# Chronic Absent	# Final Enrollment	% Chronic Absent
2016 – 2017			
2017 – 2018			
2018 – 2019			
2019 – 2020			

Source: Data manager

Retention Data

Grade	2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	#	%	#	%	#	%	#	%
K	1		1					
1	1							
2								
3	1							
4								
5								

Source: Data Manager

Parent Survey Data

2017 - 2018

Number of responses: 16	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school	25%	68.75%	6.25%		
6) I feel welcome at my child's school	68.75%	31.25%			
7) I respect the school staff	81.25%	18.75%			
8) The school communicates expectations for student learning and goals	56.25%	37.50%	6.25%		
9) The school responds in a timely manner when I have concerns	62.50%	37.50%			
10) The school is successful in preparing my child for the future	43.75%	50.00%	6.25%		
11) There are clear behavior expectations that are supported by school staff	43.75%	31.25%	12.50%		

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
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					

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	1767	39	0	0	5	5
2018-19						
2019-20						

Source: School

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	93	42		
@(UB #1)	Inappropriate Behavior-31	Aggressive Behavior-15		
@(UB #2)	Aggressive Behavior-23	Disrespect of Faculty and Staff-8		
@(UB #3)	Insubordination-11	Inappropriate Behavior-7		
@(UB #4)	Disruptive Behavior-10	Disruptive Behavior-6		
@(UB #5)	Disrespect of Faculty and Staff-7	Inappropriate Behavior-2		
@(RO #1)	Admin. Conference with Student	OSS		
@(RO #2)	OSS	Time Out		
@(RO #3)	ISS	ISS Partial Day		

Offense Cost: Office Referral

(By cost in days, list top five offenses)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	93	42		
@(Offense #1)	1.13	7.67		
@(Offense #2)	.71	.10		
@(Offense #3)	0.16	1.77		
@(Offense #4)	3.58	1.00		
@(Offense #5)	.75	.10		

Offenses: Minor Incidents

(By # of incidents, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Minor Incidents	480	66		
@(UB #1)	Inappropriate Behavior-195	Disruptive Behavior-39		
@(UB #2)	Disruptive Behavior-148	Inappropriate Behavior-12		

@(UB #3)	Disrespect of Faculty and Staff-64	Disrespect of Faculty/Staff-4		
@(UB #4)	Aggressive Behavior-18	Insubordination-3		
@(UB #5)	Insubordination-13	Bullying-2		

Discipline Actions: Office Referrals

(By # of assignments, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Action #1)	52	13		
@(Action #2)	33	11		
@(Action #3)	13	8		
@(Action #4)	10	3		
@(Action #5)	6	3		

Discipline Actions: Minor Incidents

(By # of assignments, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Action #1)	253	31		
@(Action #2)	101	17		
@(Action #3)	73	10		
@(Action #4)	63	9		
@(Action #5)	47	6		

Locations: Office Referrals

(List top 5 locations)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Location #1)	Classroom	Playground		
@(Location #2)	Gymnasium	Classroom		
@(Location #3)	Playground	Gymnasium		
@(Location #4)	Cafeteria	Bus		
@(Location #5)	Music	Cafeteria		

Source: Educators Handbook

Timeline

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