

West Buncombe Elementary School

School Improvement Plan

2018 – 2020

Buncombe County Schools

Table of Contents

Table of Contents.....	2
Statement of Assurance	3
School Improvement Team Members	4
Staff Development	6
School Safety	6
At Risk Students	8
Teacher Time.....	10
Healthy Students.....	10
EVAAS Data	11
Volunteers and Mentors.....	12

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.

West Buncombe Elementary School Improvement Plan 2018-2020

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

Principal: [Signature]
Date: 10-11-18

SIT Chairperson: Brook Baker
Date: 10-11-18

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: [Signature]
Signature: [Signature]

SIT Chairperson: Brook Baker
Signature: Brook Baker

Assistant Principal: Robin C Paine
Signature: Robin C Paine

Instructional Support: maegan Dauphinais
Signature: maegan Dauphinais

Teacher: Traci Stewart
Signature: Traci Stewart

Teacher Assistant: Jill Hutson
Signature: Jill Hutson

Teacher: Shelly Krupp
Signature: Shelly Krupp

Parent: Charity Burleson
Signature: Charity Burleson

Teacher: Kristy Dodd
Signature: Kristy Dodd

Parent: _____
Signature: _____

Teacher: Crystal Preevette
Signature: Crystal Preevette

Member: Briana Hastings
Signature: Briana Hastings

Teacher: Christin Payne
Signature: Christin Payne

Member: Leah D... [Signature]
Signature: [Signature]

Teacher: Tsianina Tovar
Signature: [Signature]

Member: _____
Signature: _____

Teacher: Katie Robinson
Signature: [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: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Staff Development

Staff Development funds this year will be used with a strong emphasis on learning and implementing the new state standards. A county-wide staff development day for the new standards will occur on October 15th 2018 and two follow-up sessions on early release days. We have also allotted funds for each grade level team to have two professional development planning days during the school year. One day will be focused on the new literacy standards and the other day will be focused on the new math standards. The funds will pay for substitutes for these professional development days. Long range plans and assessment will be created by each team, curriculum coach, and administration.

We have also allotted funds for two school visits. One team will visit Clement Elementary in February. Clement is ranked 11th in North Carolina in school performance. Another team will visit Clear Creek Elementary in March. Clear Creek is ranked 117th in North Carolina in school performance. These two schools are matching our demographics and out performing our students. We will study their instruction and tutoring programs. Funds will pay for substitutes.

Our MTSS team is participating in cohort one training from DPI this school year. We have several training dates throughout the year. We will need two half day professional development days to develop and implement new strategies for our school. Funds will pay for substitutes and materials.

Our K-3 students were issued personal technology devices this year. The NCTIES Conference is an excellent conference for classroom technology professional development. We will be sending two grade level teams for this conference. Funds will be used for substitutes and conference expenses.

We have also set aside funds for individual teachers to attend NCCAT, NSTA, NCAEA, NCMTA, and NCELA conferences throughout the school year.

School Safety

Discipline

Issues

During the 2016-2017 school year West Buncombe had a total of 62 majors. In 2017-2018 West Buncombe had a total of 79 majors. We were up 17 majors compared to the 16/17 year. The increase was based on the 31 majors from the 17/18 kindergarten class compared to the 6 we had during the 16/17 year. When we look at comparable class data (grades 1-4) we were down a total of 8. Our kindergarten class had a number of students with significant needs. The areas of concern to address are inappropriate/aggressive behavior (total of 40) and disrespect to staff and students (total of 10). Nearly 70% of our majors are in these two categories. Classroom, playground and bathroom are the locations for inappropriate/aggressive behavior.

Corrective Actions

The entire staff continues to make efforts to improve discipline school wide. Staff is briefed on PBIS data at monthly staff meetings. Different programs are put in place when needed to address areas of concern. The PBIS tier 2/3 team meets regularly to review discipline data, address areas of concerns, make plans for professional development in monthly staff meetings, and formulate individual student behavior plans as necessary. Several staff are trained in writing and implementing Behavior Intervention Plans and Functional Behavioral Assessments. The PBIS tier 2/3 team is notified by email each morning when a minor office referral is given and immediately when a major office referral is given. The team contacts the teacher and address that student's needs by the best method for that individual.

PBIS

The West Buncombe PBIS team meets monthly to review data and plan for PBIS activities.

Currently, the team sponsors many events and reward systems, such as:

- School-wide positive behavior expectations – SOAR (Safe, Optimistic, Accountable, & Respectful). Posters with expectations displayed in all areas of the school/classrooms/school buses.
- School-wide reward days for students without Major Referrals every nine weeks.
- School-wide use of positive reinforcement tickets for both students and staff.
- Specialists use of soaring eagle tickets for class reward system.
- Positive Behavior Referrals – awards given to students for a specific SOAR behavior. These awards are announced on the morning announcements over the intercom.
- Names from Positive Behavior Referrals are entered into a weekly drawing for a WBES SOAR t-shirt.
- Identification of “Soaring Eagles” – students who exemplify the traits of SOAR. These students are recognized in school assemblies with parents/families in attendance. Teachers tell about their SOAR achievements, give them an award, and a soaring eagle medallion to wear.

Safety Considerations

Facility Related Safety

All doors at West Buncombe Elementary School are locked. Visitors must enter through the front office entrance using the doorbell to request entry. Currently, two entrance doors are monitored by video/audio and have doorbells to request entry. We are scheduled to receive additional interior video cameras during the 2018-2019 school year.

Incident Response

As per NC General Statute GS 115C-105.27(c1), specific information on incident response is not included in the school improvement plan; however, each Buncombe County School has a crisis response plan. The principal has communicated this plan to their faculty, staff, and students as appropriate. Further, this plan has been approved by the Buncombe County Board of Education and is on file in the Assistant Superintendent's Office.

At Risk Students

West Buncombe 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 West Buncombe Elementary:

- Strong Core Instruction: School wide focus on standards based instruction.
- 90-minute continuous literacy block for literacy instruction.
- Variety of instructional programs based on student strengths and weaknesses.
- Language and Phonics development at all grades.
- Student journals for all content areas for written responses to learning.
- Teachers use exit tickets for formative common assessment data to drive math instruction.
- Intervention/Remediation Blocks for reading & math will be defined by focused, data-driven instruction & assessment. Small groups are formed based on individual student need.
- Inclusion services for student support during the 90 minute literacy block as appropriate according to student need.
- Imagine Learning online program.
- Literacy/STEM Lab for students in all grade levels.
- Extended Day Tutoring Programs based on specific students area of need.
- Summer Slide extended year program to keep student's literacy skills sharp during the summer.
- STEM camp extended year program for uprisng Kindergarteners to prepare them for school.
- Team data meetings held every 30 school days to discuss growth/interventions for struggling students. Use of data walls for tracking purposes.
- Referring students for additional supports as needed. A process for identifying students for referral for special services.
- Additional student support through bi-monthly CHAPS meetings.
- A comprehensive counseling program.
- Community support resources.
- Continued use of PBIS reward system – eagle tickets, positive referrals, soaring eagle recognition & assemblies, and reward days.
- Clubs and service learning groups.
- Attendance at reading or math professional development and/or conferences.
- New teachers will attend county-led literacy and math trainings.

Transition Plans

Transitioning to Kindergarten includes several opportunities for parents and students to tour the school. Local daycares and preschools send groups to our schools for tours. We host Kindergarten “Here I Come” in April and have Kindergarten Enrollment in late April/early May. Opportunities for tours and enrollment to Kindergarten take place all summer. Case managers from preschools, headstart programs, and daycares transition records and files to schools in early August.

Parents of all students have the opportunity to attend several grade level academic sessions throughout each year when they can choose to see the upcoming grade level. All student information, including At-Risk student or students with special educational/behavior/health plans is transitioned to the appropriate person at the next grade level through the use of a file transfer system.

Eblen Intermediate School allows fourth grade students to attend school tours and hosts an Open House for parents of uprising Intermediate School students. A similar file transition system exists between our two schools to maintain that smooth transition between schools.

Teacher Time

Duty Free Lunch

Teachers are scheduled for a duty-free lunch daily by using teacher assistants for lunch supervision.

Duty-Free Instructional Planning

Through the use of “Pullout Specials” (Art, Music, PE, Media, Technology & STEM labs), teachers receive 45 minutes per day of duty-free planning. Additional duty-free planning time is available afterschool four afternoons per week (at least 30 minutes daily).

Efficient Reporting

Teachers are not required to submit paper copies of any reports accessible electronically or online. Each year, the school works to identify other areas of redundant reporting by gaining feedback from staff through surveys and/or questionnaires.

The LEA has made improvements to streamline student records through new online registration so that electronic documents have replaced hand written paper copy documents. The LEA continues the use of an electronic Volunteer Tracker system so the school can monitor the status of parent & community volunteers online instead of maintaining paper copies of applications. LobbyGuard – an online system for checking in volunteers and visitors continues to replace paper sign-ins and log books. LobbyGuard also continues to be used to record tardies and early dismissals for students which means we can eliminate any paper copies of these items.

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.

The schedule allows the physical education teacher to instruct students in every class for 45 minutes once per week. On the days classes do not see the physical education teacher, they have 30 minutes of physical activity (recess) with the classroom teacher. This means that students at our school exceed the recommendation and actually receive 165 minutes per week.

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	.64	Green: Meets Expected Growth
(2017) – 2018		
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, School Accountability Growth

Educator Effectiveness Growth (Composite)

Year	Index	Level (B/G/R)
(2016) – 2017	.39	Green: Meets Expected Growth
(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	0.2 Green			
Grade 1 Reading	-0.6 Green			
Grade 2 Reading	0.1 Green			
Grade 3 Reading	-1.6 Green			
Grade 4 Math	2.0 Green			
Grade 4 Reading	1.1 Green			

Source: EVAAS, School Value Added

Volunteers and Mentors

Year	Total Volunteer Hours	Total # Staff	# Staff as Mentors	# Students Mentored by Staff	# Volunteer Mentors	# Students Mentored by Volunteers
2017-18	2531	110	16	29	7	95
2018-19						
2019-20						

Source: School