



2018–2020 Continuous School Improvement Plan for Atkinson Elementary

Approved by majority vote on October 10th, 2018.

A handwritten signature in black ink, appearing to read "Mark S. Page".

Mr. Mark S. Page, *Principal*

A handwritten signature in black ink, appearing to read "Kim C. Smith".

Mrs. Kimberly Smith, *SIT Chair*

Table of Contents

2018-2020 Continuous School Improvement Plan for Atkinson Elementary

Statement of Assurances

School Improvement Team Membership

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools' Guiding Principle

Henderson County Public Schools' Core Values

School Vision Statement

School Mission Statement

School Beliefs (Core Values)

School Profile & Narrative Summary

New Initiatives at Our School

Instructional Planning Time

Duty Free Planning

Duty Free Lunch

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

Conflict Resolution

Strategic Goals

We Value Excellence In:

Continuous Improvement

Summary of Goals

Area One Goals: Human Resources

Human Resource Goal One:

Strategies to Achieve this Goal:

Measure of Success:

Persons Responsible

Target Date:

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

Strategies to Achieve this Goal:

Measure of Success:

sign-in sheets will reflect families attendance at events

Persons Responsible

Target Date:

Area Three Goals: Personalized Learning

Personalized Learning Goal One:

Strategies to Achieve this Goal:

Measure of Success:

Persons Responsible

Target Date:

Personalized Learning Goal Two:

Strategies to Achieve this Goal:

Measure of Success:

Persons Responsible

Target Date:

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

Strategies to Achieve this Goal:

Measure of Success:

Persons Responsible:

Target Date:

Safe and Nurturing Environments Goal Two:

Strategies to Achieve this Goal:

Measure of Success:

Persons Responsible:

Target Date:

Data Review

Math (Levels 4 and 5)

ATK Level Math for Grades 3-8

Data for ALL STUDENTS

Data for WHITE STUDENTS

Data for ECONOMICALLY DISADVANTAGED STUDENTS

ELA (Levels 4 and 5)

ATK Level Reading for Grades 3-8

Data for ALL STUDENTS

Data for WHITE STUDENTS

Data for ECONOMICALLY DISADVANTAGED STUDENTS

Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following:

- Henderson County [School Board Policy 3430](#)
- Henderson County Public Schools Strategic Plan
- Henderson County Public Schools Technology Plan
- NC Accountability Model & ESSA
- AdvancED School Accreditation Standards

School Improvement Team Membership

Team Member Name	Position	Date Elected
Christine Seropian	Kindergarten	August 21st, 2018
Suzanne Burnette	Grade 1	August 21st, 2018
Catherine Gilbert	Grade 2	August 21st, 2018
Sherri Hartman	Grade 3	August 21st, 2018
Lisa Dennison	Grade 4	August 21st, 2018
Caroline Moser	Grade 5	August 21st, 2018
Lynne Evans	Media Specialist	August 21st, 2018
Rebecca Norris	EC	August 21st, 2018
Kim Smith	Reading Specialist	August 21st, 2018
Lisa Holbert	Teacher Assistant	August 21st, 2018
Susan Ray	School Counselor	August 21st, 2018
Mark Page	Principal	August 21st, 2018
Rachel Wilson	Parent	August 21st, 2018
Matthew Gruebmeier	District Representative	August 21st, 2018
Tabitha Capps	Parent Involvement Coor.	August 21st, 2018

The membership of our School Improvement Team was elected on August 21st, 2018.

The School Improvement Plan was approved by secret ballot vote on October 10th, 2018.

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Henderson County Public Schools' Guiding Principle

The success of a child, is the result of a collaborative partnership of school, child parent and community.

Henderson County Public Schools' Core Values

We are here for the children we serve.

- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

School Vision Statement

Children who attend Atkinson Elementary School will succeed as lifelong learners.

School Mission Statement

The staff at Atkinson Elementary will work together to provide a safe, nurturing environment in which each child has the opportunity to successfully develop the academic, emotional, and social skills necessary to effectively contribute in an increasingly diverse society.

School Beliefs (Core Values)

- Student learning is the chief priority of the school.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- Exceptional students are provided with appropriate special services and resources.
- A safe and nurturing environment promotes student learning.
- Students learn in different ways and will be provided with a variety of instructional approaches to support their learning.

School Profile & Narrative Summary

Atkinson Elementary School is located in the southwest part of Henderson County in the Valley Hill district. Atkinson is set in a wooded locale with a stream flowing through the campus which provides a unique environment. For the 2017 to 2018 school year, on the NC School Report Card, Atkinson earned the distinction of being a B School. Atkinson Elementary has a student body of 344 (2017) with a class size average of 20 students. Approximately 47% (Mar, 2018) of Atkinson students qualify for the free and reduced lunch program. Over the past 10 years, Atkinson's economically disadvantaged population has grown about 1% each year. The percentage of students receiving free and reduced lunch allows Atkinson to receive the designation as a School-Wide Title I school. The school ethnicity and gender makeup consists of 47% females and 53% males. Approximately 10% of our student population is Hispanic, 1% is Multiracial, <1% is Black, 1% is Asian, and <1% is Pacific Islander. This results in a total minority population of approximately 14%. Atkinson EC population is 7% and EL population is 4%. Of the EL population, 8% are identified EC students.

The staff of Atkinson Elementary is made up of 52 staff members. All 31 certified staff members are highly qualified, and two are National Board Certified. Amongst our staff, 69% of our teachers have 10 or more years experience, and 40% have attained advanced degrees. Our dedicated staff provides many years of service as indicated by our faculty turnover rate of just 4%. Atkinson has 18 grade level teachers, three per grade level. Atkinson has 6.5 teacher assistants, two of which are certified teachers. Of the 52 staff members, 8% are male, and 2% multiracial.

The Atkinson School Improvement Team has conducted comprehensive needs assessments. We reviewed data from multiple sources such as our EOG test scores, K-3 TRC levels, K-2 math assessments, 3-5 Benchmark Assessments in reading and math, additional Reading 3D data reports, writing samples evaluated on county and state rubrics, AdvancEd Self-Assessment, North Carolina State Report Cards, PowerSchool reports, and EVAAS reports. We utilized the Henderson County Public Schools' 2015 - 2017 Strategic Plan and developed goals that support and align our School Improvement Plan to the HCPS

Strategic Plan, AdvancED Indicator Alignment, and the HCPS Technology Plan, as well as with the program components and requirements of a school-wide Title I school. Strong community and parent support, Title I and Student Intervention funds, and effective teaching contribute to academic success at Atkinson Elementary School.

Our 1st goal is in the area of Human Resources. We plan to create a school culture and climate in which teachers live by the 7 Habits of Highly Effective People. Therefore, feeling empowered to do their personal best, teachers will inspire the best in others, and contribute to the success of the entire school. Teachers will indicate an increase in satisfaction with school culture and climate on the Leader In Me Measurable Results Assessment, by June 2020. The percent of staff who *strongly agree* that Atkinson is a good place to work and learn will increase to 80% from 71% on the Teacher Working Conditions survey. Therefore, the School Improvement Team developed a plan to achieve these results. We will create this empowered culture and climate by utilizing common language. Common language will empower students and staff in their ability to communicate and work toward common goals. Shared language will allow students and staff to establish and grow a common connection and more easily collaborate. By creating a physical environment that reflects the goals of Leader in Me, students and staff will feel connected to the ideals of the program and common community through visibility. The staff will create class mission statements for each classroom. Students will create and work toward both personal and class goals. Students and staff will feel connected to school-wide common values, demonstrated by the Leader in Me Process. Leadership roles will be defined for teachers and slowly transferred to students. Students will begin to feel empowered to lead and have a voice within the school. Their voice in the school will be demonstrated in students' input into classroom codes of conduct. As a result of the implementation of these behaviors and procedures, students and staff will demonstrate accountability, respect, and responsibility within the school. Visibly within the school, there will be student work to promote and empower the goals of Leader in Me. This representation will reinforce the ideals that are bonding students and staff.

The 2nd goal for our school is to enhance the connection between teachers, parents, and the community. To do this, Atkinson will host events that encourage the attendance and participation of families and stakeholders, such as HCEF and PTO business supporters.

70% of Atkinson families will attend one or more events by the end of 2019. In order to achieve this goal, events will take place over the course of each school year at a variety of times, to best accommodate working parents. To promote parent and stakeholder attendance, invitations will be distributed through a variety of methods, such as: email, fliers, Alert Now, and PeachJar. We will also use personal means like: Class Dojo, Remind, phone calls, or contact from the school Social Worker. Emphasis will be placed on specifically inviting HCEF members and PTO business supporters by sending out personal invitations to each event, as well as, thank you notes for their attendance. To best encourage parent and stakeholder attendance, we will provide food or snacks as appropriate. We will implement student leaders in active roles during family events. Parents and stakeholders will be given survey opportunities to provide feedback or input at events.

Our 3rd goal is to reflect personal learning by increasing the number of students who demonstrate proficiency and growth in math.

In grades 4 and 5, along with the following subgroups, students will demonstrate an increase in Career and College Readiness (CCR) in the area of math. This will be accomplished by increasing the proficiency of All Students, White Students, and Economically Disadvantaged Students.

In grades K, 1, 2, and 3 students will demonstrate an increase in proficiency (Tier 1) on the iReady Diagnostic from BOY to the EOY measure in June, 2019.

Student growth will be assessed based on data collected from CCR and iReady assessments. Teachers will use DPI recommended resources to guide instruction. Teachers will use tools like Tools for Teachers, number talks, and cluster organization for grade level standards. Teachers will also consider cohort data to inform areas of need. To supplement instruction, teachers will utilize the online student component of iReady to support students.

Similarly, our 2nd goal will be to reflect personal learning in reading.

In grades 4 and 5, along with the following subgroups, students will demonstrate an increase in Career and College Readiness (CCR) in the area of reading. This will be

accomplished by increasing the proficiency of All Students, White Students, and Economically Disadvantaged Students.

In grades K, 1, 2, and 3 students will demonstrate an increase in proficiency at the End of Year (EOY) measure on the TRC component of Reading 3D from EOY 2018 to EOY 2019.

Differentiated instruction will be used in ELA, along with strategic grouping. These groups will be based off of assessment data. Teachers will measure student growth and achievement from assessment data and revise grouping as necessary.

Our 4th goal reflects our desire to create a safe and nurturing learning environment. Students will demonstrate an increase in positive responses to the Leader In Me Measurable Results Assessment by 2020. Students will indicate that they feel like an important part of the school and that their teachers and classmates care about and understand them. Students will also indicate that they feel excited to learn and work toward personal goals, as well as feel that LIM activities help them to achieve academic and personal success.

To accomplish this, family Meetings, used in accordance with the Leader in Me rollout pacing guide, will be a daily routine that establishes connection between staff and students in the classroom. To further nurture and empower students, teachers will follow the Leader in Me rollout pacing guide to establish student leadership roles. Students will feel safe reaching out to the guidance counselor, knowing that she is available to receive student communication at any time by sending her a message in her drop box. Relationships will be further developed, not only during family meeting time, but also by using adult or student morning greeters. Students will feel safe and supported knowing that, daily, they are welcomed into a caring school environment. Students and staff will respond to the nurturing and caring environment by sharing positive affirmations and feeling a part of caring classroom environments. Additionally, students and staff will notice a reduction in office referrals and the establishment of positive student-staff and student-peer relationships. Students will also be aware of bully prevention and reporting strategies.

In order to further create a safe and nurturing environment, Atkinson will ensure the safety of all students, staff, and visitors to Atkinson. To do this, the school will follow all safety protocols and procedures put into place by the School Safety Committee. Strategies to support this mission will include developing routines, relationships, and responses, as well as conducting six scheduled drills. Routines will include students utilizing the Report It, Don't Ignore It app and finding the related posters visible within the school. A front window security film will be installed to create reduced visibility into the school. The Knox Box will remain accessible to emergency personnel. Classrooms will be equipped with "Go Kits" that include emergency information and preparedness supplies. During the month of October, Bully Prevention Month will be observed and classrooms will establish awareness through lessons and activities. Relationships will be a cornerstone of this goal's success. The school will need to utilize the Safety Committee and its recommendations and mandates. Henderson County Sheriff's Department will need to maintain a visual presence at Atkinson. Additionally, Atkinson will need to implement all suggestions from local law enforcement following any Safety Drills or observations. In response to the establishment of these procedures, students and staff feel safe everyday at Atkinson. They will feel safe because they will know safety procedures.

New Initiatives at Our School

Atkinson Elementary School will begin to implement The Leader in Me this year. The Leader In Me is not a program, but rather a process. The process starts with teachers learning and living by the 7 Habits of highly successful people. It is followed by teachers sharing the 7 Habits with students. The school and staff will provide students with the knowledge and opportunity to begin living by the 7 Habits themselves. It is based on the following concepts:

- The Leader in Me sees all students as having strengths to become leaders.
- The Leader in Me searches out talents in each student and each staff member, and provides opportunities for using and nurturing those talents.
- The Leader in Me seeks to develop the whole person - mind, body, heart, and spirit.
- The ultimate end in mind is for students to develop the skills and mindsets that will allow them to lead their own lives, to be able to work effectively with others throughout life, and to make a meaningful contribution wherever they go in life - at home, at school, at work, at play.

Atkinson Elementary School will also begin to implement the iReady Math Program this year. iReady is a diagnostic tool to identify where students are working in mathematics. It identifies where students are working below, at, and above grade level in order to provide instructional tools, differentiation, and best practices. iReady's resources help teachers ensure that students achieve proficiency and personal growth. This tool will assist teachers in maximizing their effectiveness, by breaking students knowledge into domains, and identifying the concepts and skills in which instruction is needed.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional planning time per week as outlined in [School Board policy 3430](#), our School Improvement Team has...

Duty-free instructional planning time is provided for every full-time assigned classroom teacher, every day at Atkinson Elementary School. Each grade level teacher has a 45 minute, daily planning period that is consistent with all teachers in the same grade level. Each grade level teacher also has one 90 minute instructional planning period once a week to allow for extended planning and collaboration weekly. This schedule allows for collaboration, professional development, individual planning and an average of more than four hours of duty free planning for each teacher, every week. Teacher assistants perform most duties before and after school so teachers may utilize this time, as well, for collaborative planning and/or professional learning communities.

Duty Free Lunch

With staff input, the School Improvement Team analyzed the current school-wide schedule in an effort to accommodate duty free lunch. At this time, the committee agrees that the time allotted through the general statute for duty free lunch is utilized during the daily duty free planning and before and after school planning time. Our SIT voted to continue using our non-certified staff as instructional assistants. It is the responsibility of the classroom teacher to supervise his/her class at lunch.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Atkinson Elementary

LEA Number: 450

School Number: 302

Building-Level Waiver Information

Please insert the waiver you are requesting:

When funds allow and quality instructional materials are available, we are requesting the flexibility to use state textbook funds to purchase texts/materials that are not on the current state-approved adoption list.

Identify the law, regulation or policy from which you are seeking an exemption:

General Statute 115c-9b: Use of textbooks not adopted by the State Board of Education

Please state how the waiver will be used.

There are a limited number of textbook titles available on the state-approved textbook list. This waiver allows us the flexibility to use state textbook funds to purchase texts that are currently in use in the district, but are no longer available on state contract and for texts that we already purchase off state contract. Additionally, the waiver would allow us the flexibility to purchase texts off the state contract for courses for which there is no text available.

Please state how the waiver will promote achievement of performance goals.

While teachers integrate many supplementary resources into classroom instruction, student texts are basic and essential instructional materials.

Conflict Resolution

In compliance with [School Board Policy 3431](#), we take steps in our school to resolve conflict. Our specific strategies include the use of PBIS, The Leader in Me, use of our school counselor, and school social worker.

The counselor works with students both individually and in classroom guidance to teach conflict resolution skills, how to get along with peers, and basic social interaction skills. Every classroom holds weekly and, in many cases, daily Family Meetings where the teacher and students discuss the culture of the classroom, resolve conflicts, raise concerns, brainstorm solutions, and identify weekly Big Rocks as taught through Leader in Me.

Strategic Goals

Henderson County Public Schools strives to provide a quality educational experience for all students. We do so through strategic planning, collaboration and a commitment to our mission, vision and values.



We Value Excellence In:

- H**uman Resources
- C**ommunity and Family Engagement
- P**ersonalized Learning
- S**afe and Nurturing Environments

Where Every Piece Matters. Excellence to the Core.

Continuous Improvement

Valuing improvement, the following school-based goals and strategies represent strategic priorities over the next two years.

Summary of Goals

Details can be found on the pages that follow, but note these bullet points as the highlights of our goals:

- H** - In the area of Human Resources, we plan to:
 - create a school culture and climate in which teachers live by the 7 Habits of Highly Effective People. Therefore feeling empowered to do their personal best, inspire the best in others, and contribute to the success of the entire school.
- C** - In the area of Community and Family Engagement, we plan to:
 - host events that encourage the attendance and participation of families and stakeholders, such as HCEF and PTO business supporters. 70% of Atkinson families will attend one or more events by the end of 2019
- P** - In the area of Personalized Learning, we plan to:
 - demonstrate proficiency and growth in math, and
 - demonstrate proficiency and growth in reading
- S** - In the area of Safe and Nurturing Environments, we plan to:
 - create a positive and nurturing learning environment for students.

Area One Goals: Human Resources

Human Resource Goal One:

In the area of Human Resources, Atkinson Elementary School will create a school culture and climate in which teachers live by the 7 Habits of Highly Effective People. Therefore feeling empowered to do their personal best, inspire the best in others, and contribute to the success of the entire school.

Teachers will indicate an increase in satisfaction with school culture and climate on the Leader In Me Measurable Results Assessment by June, 2020, as well as on the Teacher Working Conditions survey. The percent of staff who *strongly agree* that Atkinson is a good place to work and learn will increase to 80% from 71% on The Teacher Working Conditions survey.

Strategies to Achieve this Goal:

We will utilize:

- common language
- physical environment

We will create:

- class mission statements
- personal and class goals
- school-wide common values
- leadership roles for teachers and students
- classroom codes of conduct with student input

We will demonstrate:

- accountability, respect, and responsibility
- visible student work to promote and empower the goals of LIM
- participation
- growth
- collaboration
- connection

Measure of Success:

We will use both quantitative and qualitative measures.

Quantitative Measures:

- increase to 80% of staff who *strongly agree* that the school is a good place to work and learn on the Teacher Working Conditions survey by June, 2020
- increase in satisfaction with school culture and climate on the Leader In Me Measurable Results Assessment by June, 2020
- student academic growth
- student achievement of personal goals
- 100% of classrooms will have mission statements
- 100% of classrooms will have student contribution to classroom codes of conduct
- the school will have visible student work to promote and empower the goals of LIM
- documentation of LIM meetings, events, lessons, etc
- visible student leadership roles

- student survey results

Qualitative:

Students and staff:

- feel empowered to do their best
- inspire the best in themselves and others
- contribute to the entire school's success
- feel pride in their school
- feel connected
- Collaborate
- will use common language
- will see classroom behavior disruptions go down

Students:

- participate in school-wide activities
- experience personal and academic growth

Persons Responsible

- Principal
- Lighthouse team
- Co-Chairs
- Action Teams
- Staff
- Students

Target Date:

June, 2019

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

In order to enhance the connection between teachers, parents, and the community, Atkinson will host events that encourage the attendance and participation of families and stakeholders, such as HCEF and PTO business supporters. 70% of Atkinson families will attend one or more events by the end of 2019.

Strategies to Achieve this Goal:

Events will:

- over the course of the year, be at a variety of times, to accommodate working parents
- have invitations sent through a variety of methods, such as: email, fliers, Alert Now, and PeachJar, as well as personal means like: Class Dojo, Remind, phone calls, or contact from the school Social Worker
- provide food or snacks as appropriate
- use student leaders in active roles during family events
- HCEF members and PTO business supporters will receive a personal invitation to our event, as well as thank you notes for attending
- participating families and stakeholders will complete surveys that share their input

Measure of Success:

- sign-in sheets will reflect families attendance at events
- survey data will reflect an increase in feedback and input
- the culmination of attendance for all events throughout the year will have 70% of families represented
- increase in community stakeholders in attendance

Persons Responsible

- Atkinson staff and administration
- Student Leaders
- Parent Involvement Coordinator

Target Date:

June, 2019

Area Three Goals: Personalized Learning

Personalized Learning Goal One:

Atkinson students will demonstrate proficiency and growth in math.

In grades 4 and 5, along with the following subgroups, students will demonstrate an increase in Career and College Readiness (CCR) in the area of math. All Students will increase from 69.4% to 79.8%, White Students will increase from 72.5% to 79.9%, and Economically Disadvantaged Students will increase from 56.2% to 73.8%, by June, 2019.

In grades K, 1, 2, and 3 students will demonstrate an increase in proficiency (Tier 1) on the iReady Diagnostic from BOY 86% to EOY 90% by June, 2019.

Strategies to Achieve this Goal:

- data will be collected through assessments and utilized to create strategic math groups
- data from assessments will be used to inform instruction
- data will be used to assess student growth
- Use DPI recommended resources to guide instruction (like Tools for Teachers, number talks, cluster organization for grade level standards)
- data will follow cohorts year to year to inform areas of need
- teachers will utilize the online student component of iReady

Measure of Success:

- All Students in grades 4 and 5 will increase proficiency in CCR math to 79.8% by 2019
- White Students will increase proficiency in CCR math to 79.9% by 2019
- Economically Disadvantaged Students will increase in CCR math to 73.8% by 2019
- K, 1, 2, 3 students will increase in proficiency (Tier 1) on the iReady Diagnostic from BOY 86% to EOY 90% by June, 2019.
- teachers will use differentiated math instruction
- teachers will use strategic math grouping

Persons Responsible

- administration
- instructional coach
- teachers
- support staff

Target Date:

June, 2019

Personalized Learning Goal Two:

Atkinson students will demonstrate proficiency and growth in reading.

In grades 4 and 5, along with the following subgroups, students will demonstrate an increase in Career and College Readiness (CCR) in the area of reading. All Students proficiency will increase from 60.3% to 63.4%, White Student proficiency will increase from 64.7% to 66.2%, and Economically Disadvantaged Student proficiency will increase from 37.8% to 57.2%, by June, 2019.

In grades K, 1, 2, and 3 students will demonstrate an increase in proficiency at the End of Year (EOY) measure on the TRC component of Reading 3D from 77%, at 2018 EOY, to 85% by EOY 2019.

Strategies to Achieve this Goal:

Data will be:

- collected through assessments
- utilized to create strategic ELA groups
- used to inform instruction
- used to assess student growth

Teachers will:

- model strategies using complex and grade level appropriate literary and informational texts
- begin using ISR strategies in daily ELA blocks
- use Guided Reading and small groups to facilitate differentiated instruction and strategies

Students will:

- participate in text based discussion
- use self-assessment to monitor their comprehension

Measure of Success:

- All Students in grades 4 and 5 will increase in CCR reading to 63.4% by 2019
- White Students will increase in CCR reading to 66.2% by 2020
- Economically Disadvantaged Students will increase in CCR reading to 57.2% by 2020
- K, 1, 2, 3 students will increase in proficiency to 85% in TRC at EOY 2020
- teachers will use differentiated ELA instruction
- teachers will use strategic ELA grouping

Persons Responsible

- administration
- instructional coach
- teachers
- support staff

Target Date:

June, 2019

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

Atkinson staff and students will create a positive and nurturing learning environment for students.

Students will demonstrate an increase in positive responses to the Leader In Me Measurable Results Assessment by 2020. Students will indicate that they feel like an important part of the school and that their teachers and classmates care about and understand them. Students will also indicate that they feel excited to learn and work towards personal goals, as well as feel that LIM activities help them to achieve academic and personal success.

Strategies to Achieve this Goal:

Routine:

- Family Meetings
- Leader in Me rollout pacing guide
- establish student leadership roles
- school counselor available to receive student communication by drop box

By implementing, with fidelity, classroom meetings and students' leadership roles from the Leader in Me Program.

Relationships:

- family meetings
- adult or student morning greeters

Response:

- positive affirmations
- reduction in office referrals
- caring classroom environments
- bully awareness and prevention
- positive peer relationships
- positive staff student relationships

Measure of Success:

- biannual student surveys
- family meetings conducted in all classrooms
- reduction in office referrals
- reduction in reports of bullying

Persons Responsible:

- Administration
- Lighthouse Team
- staff
- support staff

Target Date:

June, 2019

Safe and Nurturing Environments Goal Two:

In order to ensure the safety of all students, staff, and visitors to Atkinson, the school will follow all safety protocols and procedures put into place by the School Safety Committee.

Strategies to Achieve this Goal:

Routine:

- Report It, Don't Ignore It app posters visible in the school
- front window security film will be installed
- Knox Box will remain accessible
- school safety drills
- classroom "Go Kits"
- October bully prevention and awareness lessons and activities

Relationships:

- Utilizing the Safety Committee
- maintain a visual presence of the Henderson County Sheriff's Department
- implement suggestions from local law enforcement following any Safety Drills

Response:

- students and staff feel safe everyday
- students and staff know safety procedures

School Safety Drill Dates

- School-wide Safety Drill - September 12th 1:05 (Tutors stay late)
- School-wide Safety Drill - January 30th 1:05 (Tutors stay late)
- Staff Safety Drill (Scenario) - Dismissal/Arrival
- Staff Safety Drill (Scenario) - Lunch
- Staff Safety Drill (Scenario) - Assembly
- Staff Safety Drill (Scenario) - Recess

Measure of Success:

- biannual student surveys
- students and staff feel safe everyday
- students and staff know safety procedures

Persons Responsible:

- administration
- emergency response personnel
- safety committee
- staff
- support staff

Target Date:

June, 2019

Data Review

We value making decisions based on data. The information that follows has been reviewed by our stakeholders as we determined school goals.

Math (Levels 4 and 5)

Grade Level	2014-15	2015-16	2016-17	2017-18
Grade 3	61.2	72.2	70.0	67.7
Grade 4	73.9	75.4	79.6	75.9
Grade 5	53.2	75.4	66.1	64.0

ATK Level Math for Grades 3-8

Data for ALL STUDENTS

2015-16 Baseline Performance for ALL STUDENTS: 74.4 % CCR Proficient

Percent Increase Per Year: 2.709 %

Category	2017-18 (Percent Proficient) Yearly Measures of Interim Progress	2018-19 (Percent Proficient) Yearly Measures of Interim Progress	2019-20 (Percent Proficient) Yearly Measures of Interim Progress	2020-21 (Percent Proficient) Yearly Measures of Interim Progress	2021-22 (Percent Proficient) Yearly Measures of Interim Progress	2022-23 (Percent Proficient) Yearly Measures of Interim Progress	2023-24 (Percent Proficient) Yearly Measures of Interim Progress	2024-25 (Percent Proficient) Yearly Measures of Interim Progress	2025-26 (Percent Proficient) Yearly Measures of Interim Progress	2026-27 10-Year Goal (Percent Proficient)	10-Year Percent Improvement
Den	173.0	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Goal	77.1	79.8	82.5	85.2	87.9	90.6	93.3	95.0	95.5	96.0	21.6
Pct (CCR)	69.4	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Status	Not Met	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

Data for WHITE STUDENTS

2015-16 Baseline Performance for WHITE STUDENTS: 75.3 % CCR Proficient

Percent Increase Per Year: 2.325 %

Category	2017-18 (Percent Proficient) Yearly Measures of Interim Progress	2018-19 (Percent Proficient) Yearly Measures of Interim Progress	2019-20 (Percent Proficient) Yearly Measures of Interim Progress	2020-21 (Percent Proficient) Yearly Measures of Interim Progress	2021-22 (Percent Proficient) Yearly Measures of Interim Progress	2022-23 (Percent Proficient) Yearly Measures of Interim Progress	2023-24 (Percent Proficient) Yearly Measures of Interim Progress	2024-25 (Percent Proficient) Yearly Measures of Interim Progress	2025-26 (Percent Proficient) Yearly Measures of Interim Progress	2026-27 10-Year Goal (Percent Proficient)	10-Year Percent Improvement
Den	153.0	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Goal	77.6	79.9	82.2	84.5	86.8	89.1	91.4	93.7	95.0	95.5	20.2
Pct (CCR)	72.5	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Status	Not Met	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

Data for ECONOMICALLY DISADVANTAGED STUDENTS

2015-16 Baseline Performance for ECONOMICALLY DISADVANTAGED STUDENTS: 67.4 % CCR Proficient

Percent Increase Per Year: 3.2 %

Category	2017-18 (Percent Proficient) Yearly Measures of Interim Progress	2018-19 (Percent Proficient) Yearly Measures of Interim Progress	2019-20 (Percent Proficient) Yearly Measures of Interim Progress	2020-21 (Percent Proficient) Yearly Measures of Interim Progress	2021-22 (Percent Proficient) Yearly Measures of Interim Progress	2022-23 (Percent Proficient) Yearly Measures of Interim Progress	2023-24 (Percent Proficient) Yearly Measures of Interim Progress	2024-25 (Percent Proficient) Yearly Measures of Interim Progress	2025-26 (Percent Proficient) Yearly Measures of Interim Progress	2026-27 10-Year Goal (Percent Proficient)	10-Year Percent Improvement
Den	73.0	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Goal	70.6	73.8	77.0	80.2	83.4	86.6	89.8	93.0	95.0	95.5	28.1
Pct (CCR)	56.2	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Status	Not Met	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

ELA (Levels 4 and 5)

Grade Level	2014-15	2015-16	2016-17	2017-18
Grade 3	55.2	57.4	73.3	60.0
Grade 4	78.3	54.1	59.3	59.3
Grade 5	51.6	66.2	54.2	62.0

**ATK Level Reading for Grades 3-8
Data for ALL STUDENTS**

**2015-16 Baseline Performance for ALL STUDENTS: 59.4 % CCR Proficient
Percent Increase Per Year: 2.003 %**

Category	2017-18 (Percent Proficient) Yearly Measures of Interim Progress	2018-19 (Percent Proficient) Yearly Measures of Interim Progress	2019-20 (Percent Proficient) Yearly Measures of Interim Progress	2020-21 (Percent Proficient) Yearly Measures of Interim Progress	2021-22 (Percent Proficient) Yearly Measures of Interim Progress	2022-23 (Percent Proficient) Yearly Measures of Interim Progress	2023-24 (Percent Proficient) Yearly Measures of Interim Progress	2024-25 (Percent Proficient) Yearly Measures of Interim Progress	2025-26 (Percent Proficient) Yearly Measures of Interim Progress	2026-27 10-Year Goal (Percent Proficient)	10-Year Percent Improvement
Den	174.0	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Goal	61.4	63.4	65.4	67.4	69.4	71.4	73.4	75.4	77.4	79.4	20.0
Pct (CCR)	60.3	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Status	Not Met	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

Data for WHITE STUDENTS

**2015-16 Baseline Performance for WHITE STUDENTS: 63.0 % CCR Proficient
Percent Increase Per Year: 1.606 %**

Category	2017-18 (Percent Proficient) Yearly Measures of Interim Progress	2018-19 (Percent Proficient) Yearly Measures of Interim Progress	2019-20 (Percent Proficient) Yearly Measures of Interim Progress	2020-21 (Percent Proficient) Yearly Measures of Interim Progress	2021-22 (Percent Proficient) Yearly Measures of Interim Progress	2022-23 (Percent Proficient) Yearly Measures of Interim Progress	2023-24 (Percent Proficient) Yearly Measures of Interim Progress	2024-25 (Percent Proficient) Yearly Measures of Interim Progress	2025-26 (Percent Proficient) Yearly Measures of Interim Progress	2026-27 10-Year Goal (Percent Proficient)	10-Year Percent Improvement
Den	153.0	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Goal	64.6	66.2	67.8	69.4	71.0	72.6	74.2	75.8	77.4	79.1	16.1
Pct (CCR)	64.7	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Status	Met	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

Data for ECONOMICALLY DISADVANTAGED STUDENTS

**2015-16 Baseline Performance for ECONOMICALLY DISADVANTAGED STUDENTS:
52.2 % CCR Proficient
Percent Increase Per Year: 2.464 %**

Category	2017-18 (Percent Proficient) Yearly Measures of Interim Progress	2018-19 (Percent Proficient) Yearly Measures of Interim Progress	2019-20 (Percent Proficient) Yearly Measures of Interim Progress	2020-21 (Percent Proficient) Yearly Measures of Interim Progress	2021-22 (Percent Proficient) Yearly Measures of Interim Progress	2022-23 (Percent Proficient) Yearly Measures of Interim Progress	2023-24 (Percent Proficient) Yearly Measures of Interim Progress	2024-25 (Percent Proficient) Yearly Measures of Interim Progress	2025-26 (Percent Proficient) Yearly Measures of Interim Progress	2026-27 10-Year Goal (Percent Proficient)	10-Year Percent Improvement
Den	74.0	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Goal	54.7	57.2	59.6	62.1	64.6	67.0	69.5	71.9	74.4	76.9	24.6
Pct (CCR)	37.8	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Status	Not Met	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data