



2018-2020 Continuous School
Improvement Plan for Clear Creek
Elementary School

Approved by majority vote on October 10, 2018.

Marcie Wilson

Dr. Marcie Wilson, *Principal*

Abby Stinehart

Mrs. Abby Stinehart, *SIT Chair*

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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
Beth Baldwin	Kindergarten Teacher	September 17, 2018.
Leila Giesenschlag	1st Grade Teacher	September 17, 2018.
Kelly Bailey	2nd Grade Teacher	September 17, 2018.
Abby Stinehart	3rd Grade Teacher, Chair	September 17, 2018.
Cassie Melton	4th Grade Teacher	September 17, 2018.
Anita Fox	5th Grade Teacher	September 17, 2018.
Mich Rhodes	Counselor	September 17, 2018.
Amy Zecca	EC Teacher	September 17, 2018.
Beth Luce	Media Specialist	September 17, 2018.
Becky Shipman	Teacher Assistant, K	September 17, 2018.
Crystal Johnson	Teacher Assistant, 1st	September 17, 2018.
Marcie Wilson	Principal	September 17, 2018.
Michelle Miller	Assistant Principal	September 17, 2018.
Mary Phillips	Instructional Coach	September 17, 2018.
Simone Wertenberger	ESL Director	September 17, 2018.

The membership of our School Improvement Team was elected on September 17, 2018.

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

Achieve Success at CCS.

School Mission Statement

To learn and succeed in a safe, enriching environment that promotes growth and independence.

School Beliefs (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 Profile & Narrative Summary

Clear Creek Elementary School has approximately 525 students and is located in a rural area of Henderson County. In the past five years, our school population has grown by 60 students. Our minority population has grown from 29% to 41% since the 2012-2013 school year. The minority with the highest number of students remains our Hispanic population which has grown from 21% to 32% of our student population since 2012-2013. Our economic-disadvantaged students have dropped slightly since 2012-2013 from 69.2% to 65.8% while our percentage of students who meet the requirements as English Language Learners has grown from 15.9% to 18%. The growth of our ELL population as well as the overall growth in our student population has resulted in challenges for our school in regards to continuing to meet the academic, social and emotional needs of all of our students; however, our staff is devoted to the success of every student and collaboratively plans instruction within grade-level teams and with the support of our Exceptional Children Specialists, Reading Specialists, English as a Second Language Specialists, our Counselor and our Instructional Coach. Thirteen of our certified staff members have Master's Degrees and five of our certified staff members are National Board Certified Teachers. Our school continues to have a small, community school atmosphere and is also fortunate to have an active and supportive parent organization, The Community Cub Family.

Clear Creek Elementary School has revised our school vision and mission to align with 21st century learning and structures, allowing the School Improvement Team to establish goals that will move us in the direction of these statements. Based on recent test and assessment data in grades K-5, we determined the areas in which our efforts should be focused. By utilizing multiple sources of data, such as state and local academic assessments, daily classroom performance, teacher surveys, the NC Teacher Working Conditions survey results, the AdvancEd National Survey of Student Engagement (NSSE) results, school and PowerSchool discipline information, and feedback from our Parent/Teacher Organization, we constructed goals that we felt would support and produce high student achievement.

Goal 1 will require the consistent use of Wednesday planning times for collaborative planning with the support of administration and our instructional coach. These meeting times will be protected from other conflicts as a weekly time devoted to PLC work and is imperative to build staff relationships and teacher efficacy. In addition, our Hospitality committee will plan monthly staff bonding events that occur on and off campus to increase communication and relationships between staff members. Lastly, our school is committed to continuing our tradition of using school-wide positive behavior interventions and support strategies as well as the "7 Habits of Happy Kids."

Goal 2 will require the continued, consistent use of communication tools that promote communication between stakeholders. To better meet the communication needs of our stakeholders, Clear Creek's teachers will use the Bloomz app to communicate with our parents and our Principal will send a weekly parent email newsletter which will include school events and will also communicate the results of our event surveys to all stakeholders. Our new school social worker will work closely with our counselor and other staff members to provide resources and support to our families with the highest needs. All staff members will be trained on the new HCPS interpretation procedures to increase communication with our non-English speaking families.

Goal 3 will require the continued, consistent use of research-based, high-yield strategies, weekly collaborative planning and more extensive work with the PLC process. Progress monitoring will play a strong role as we strengthen our classroom formative assessments and continue to implement the more challenging expectations of the NC Standard Course of Study. More importantly, the use of our common formative assessments will be used to better determine student needs and will result in targeted information to utilize for differentiated student learning. Our teachers will continue to use Guided Reading and Guided Math to meet the needs of individual students. In addition, the change to our master schedule to allow cross-grade groupings based on students' needs will assist us in meeting the academic needs of all of our students.

Goal 4 will require the continued, consistent use of our new afternoon car rider procedures as well as continual feedback by parents and staff regarding its implementation. We believe these new procedures have increased our students' and staff safety during afternoon dismissal.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional time per week as outlined in [School Board policy 3430](#), our School Improvement Team has implemented a rotating plan for the specials schedule. The North Carolina G.S. has suggested a goal of 5 hours or 300 minutes per week for full-time classroom teachers. Clear Creek teachers have 250 minutes of planning time, which is under the recommended time. The time that is built into the classroom teachers' schedule allows for collaboration with grade level members and several support staff.

Duty Free Lunch

With staff input, the School Improvement Team decided the best use of our assistants would be as instructional liaisons. Therefore, in the best interest of our students, teachers will eat in the cafeteria with their classes rather than have a duty free lunch. Specialists, which include Reading Specialists, Media, PE and Cultural Arts teachers, have a common lunch period and are able to have 30 minutes of duty free lunch. However, some of these staff members choose to eat in the cafeteria to collaborate and build stronger relationships with other teachers.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Clear Creek Elementary

LEA Number: 450

School Number: 307

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 are influenced by PBIS, “The Seven Habits of Happy Kids,” and “Love and Logic.” We begin by teaching expectations through staff-made videos, scheduled PBIS practice days, our CCS Behavior Matrix which is posted in every classroom and throughout our school building, and the use of common language and vocabulary. Within every classroom, teachers model and support children to independently problem solve. In addition, all classes are taught strategies to solve conflict peacefully at their appropriate developmental level through classroom guidance lessons facilitated by our school’s counselor. Children are rewarded with verbal and tangible reinforcements and recognitions for following school expectations. Students strive to earn class and school-wide celebrations. When students struggle to follow school expectations, school staff provide interventions such as reteaching expectations, student reflections and reparations, and individual behavior plans.

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:



Human Resources

Community and Family Engagement

Personalized Learning

Safe 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:

- achieve a 95% or higher rating on the NC teacher working condition survey by June 2020 on the element, my school is a good place to work and learn.

C - In the area of Community and Family Engagement, we plan to:

- achieve a 90% or higher score on the teacher working survey item measuring parent/guardian support for teachers by increasing options for school/family communication by June 2020.

P - In the area of Personalized Learning, we plan to:

- continue to achieve high proficiency and will meet or exceed growth as determined by the North Carolina School Report Cards.

S - In the area of Safe and Nurturing Environments, we plan to:

- train 100% of staff to implement new car rider procedures to keep all of our car riders in the school building during afternoon dismissal.

Area One Goals: Human Resources

Human Resource Goal One:

By June 2020, our staff will achieve a 95% or higher rating on the NC teacher working condition survey to agree that my school is a good place to work and learn.

Strategies to Achieve this Goal:

- Our staff will participate in protected weekly collaborative team plannings and in monthly community meetings with teachers, teacher assistants, and tutors.
- Our staff will participate in a variety of staff bondings and Hospitality events throughout the year to increase positive staff relationships.
- Our staff will continue our tradition of using school-wide positive behavior interventions and support strategies as well as the “7 Habits of Happy Kids” under the direction of our PBIS team.

Measure of Success:

- Notes from common planning and sign in sheets from community meetings
- Google drive folders organized by grade level standards for stakeholders to access teaching methods, common assessments, and anchor charts
- Percentage of staff involved in bonding events
- PBIS monthly meeting notes and documentation of information distributed at monthly faculty meetings
- Teacher Working Conditions Survey Results

Persons Responsible

- All certified staff and support staff

Target Date:

June 2020

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

By June 2020, we will achieve a 90% or higher score on the teacher working survey item measuring parent/guardian support for teachers by increasing options for school/family communication.

Strategies to Achieve this Goal:

- There will be a school-wide implementation of the Bloomz App for home/school communication.
- The principal will send out a weekly parent email (CCS Parent Newsletter).
- The school will communicate using Facebook posts, Twitter posts, and the school website.
- Teachers will use new HCPS translation/interpretation procedures to reach more families, more often.
- The school social worker will increase two-way communication with high-risk, high-needs families.

Measure of Success:

- Percentage of people signed up for one or more school communication tools like Bloomz/Weekly Parent Email
- Teacher Working Conditions Survey results
- Increase in conference-type conversations whether face-to-face, on the phone, or through Bloomz.

Persons Responsible

- All certified staff and support staff
- Parents/guardians

Target Date:

June 2020

Area Three Goals: Personalized Learning

Personalized Learning Goal One:

Clear Creek Elementary will continue to achieve high proficiency and will meet or exceed growth as determined by the North Carolina School Report Cards.

Strategies to Achieve this Goal:

- 100% of students will access individualized iReady online instruction a minimum of 45 minutes a week in both reading and math (90 minutes total).
- 80% of students will meet their individual typical growth goals according to iReady diagnostic assessments in Reading and Math.
- All students will receive small group instruction based on formative and summative assessment data.
- The master schedule was changed to provide time for individualized instruction through flex grouping above or below their assigned grade to increase student growth.

Measure of Success:

- iReady diagnostic assessment results
- iReady lesson completion/lesson scores reports
- Classroom schedules/lesson plans
- Master Schedule
- NC School Report Card

Persons Responsible

- All certified staff and support staff
- All students

Target Date:

June 2020

Area One Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

In order to ensure the safety of our car riders, 100% of Clear Creek staff will be trained and will implement new car rider procedures to keep all of our car riders in the school building during afternoon dismissal.

Strategies to Achieve this Goal:

- School staff trained teachers in car rider procedures.
- School staff trained parents in car rider procedures through the use of a video and informational handouts.
- School staff trained students in car rider procedures through whole school and grade level dismissal practices.
- All parents were provided with a school-made identification car tag to display during car riders.
- Parents without the required school-made identification tag are required to park, enter the office, and show identification in order to pick up their student.

Measure of Success:

- CCS duty schedule for afternoon dismissal
- Dates for Training

Persons Responsible

- All certified staff and support staff
- Students
- Parents/guardians

Target Date:

June 2020

Data Review

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

EOG Proficiency Data

Subgroup	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	% Increase
All	72.5%	77.7%	82.6%	80.5%	79.3%	+6.8%
Black	40.7%	52.4%	59.1%	56.3%	60.0%	+20.7%
Hispanic	60.4%	69.7%	73.6%	76.6%	76.4%	+16%
2 or more	60.0%	60.7%	64.7%	58.3%	95.0%	+35.0%
White	78.1%	85.5%	89.9%	84.1%	81.5%	+3.4%
Economically Disadvantaged	64.7%	70.7%	78.8%	77.2%	76.4%	+11.7%
Limited English Proficient	57.1%	62.7%	64.4%	61.4%	72.4%	+15.3%
Students with Disabilities	20.6%	23.7%	50%	35.5%	29.6%	+9.0%

Groups	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	% Increase
All	72.5%	77.7%	82.6%	80.5%	79.3%	6.8%
3-5 Reading	66.7%	70.3%	77.4%	74.6%	75.4%	8.7%
3-5 Math	75.1%	84.9%	85.2%	84.4%	78.2%	3.1%
5th Science	80.6%	78.6%	90.5%	86.7%	93.3%	12.7%

Grade Level Test	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	% Increase/ Decrease
3rd Grade	66.7%	79.3%	82.9%	82.1%	80.9%	14.2%
3rd Reading	59.3%	68.3%	75.6%	76.2%	74.1%	14.8%
3rd Math	74.1%	90.2%	90.2%	88.1%	87.7%	13.6%
4th Grade	78.6%	73.6%	83.8%	77.5%	73.8%	-4.8%
4th Reading	71.4%	69.0%	84.4%	74.2%	75.6%	4.2%
4th Math	85.7%	78.2%	83.1%	80.9%	72.0%	-13.7%
5th Grade	73.1%	80.0%	81.7%	81.5%	81.6%	8.5%
5th Reading	69.9%	74.3%	72.6%	73.5%	76.4%	6.5%
5th Math	68.8%	87.1%	82.1%	84.3%	75.3%	6.5%
5th Science	80.6%	78.6%	90.5%	86.7%	93.3%	19.2%

Grade Level Test	2015-2016	2016-2017	2017-2018
3rd Grade	82.9%	82.1%	80.9%
4th Grade	83.8%	77.5%	73.8%
5th Grade	81.7%	81.5%	81.6%
3rd Reading	75.6%	76.2%	74.1%
4th Reading	84.4%	74.2%	75.6%
5th Reading	72.6%	73.5%	76.4%
3rd Math	90.2%	88.1%	87.7%
4th Math	83.1%	80.9%	72.0%
5th Math	82.1%	84.3%	75.3%

School Performance Grade

OVERALL Scores

Year	Achievement (80%)	Growth (20%)	Performance	Grade
17-18	79.9	59.1	76	B
16-17	81	80.3	80	B
15-16	83	88.8	84	B
14-15	78	82.2	79	B

Reading Scores

Year	Achievement (80%)	Growth (20%)	Performance	Grade
17-18	76.3	69.5	75	B
16-17	75	82.1	76	B
15-16	77	88.0	80	B
14-15	70	85.5	73	B

Math Scores

Math	Achievement (80%)	Growth (20%)	Performance	Grade
17-18	78.8	57.5	75	B
16-17	84	75.3	83	B
15-16	85	80.0	85	A
14-15	85	73.9	85	A

K-3 Reading 3D Assessment Data

Grade Level Scores	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten TRC	85%	84%	88%	58%
Kindergarten Composite	87%	85%	90%	81%
1st TRC	71%	71%	69%	59%
1st Composite	76%	80%	69%	67%
2nd TRC	77%	81%	59%	12%
2nd Composite	84%	88%	85%	78%
3rd TRC	89%	82%	75%	50%
3rd Composite	72%	85%	59%	70%

3rd Grade Reading 3D and EOG Comparison Data

Third Grade Testing	2014-2015	2015-2016	2016-2017	2017-2018
3rd EOG	68.3%	75.6%	76.2%	74.1%
3rd Composite	72%	85%	59%	70%
3rd TRC	89%	82%	75%	50%

Comparison Ranking Among HCPS Elementary Schools

Test Category	Overall	3rd	4th	5th
Reading	4th	4th	5th	3rd
Math	6th	4th	6th	5th
Science	1st	(No Data)	(No Data)	(No Data)
All EOG's	4th	3rd	5th	4th

Demographic Data

Subgroup	2015-2016	2016-2017	2017-2018
All	519	531	545
Asian	9	8	7
Black	26	24	34
Hispanic	162	167	165
2 or more	26	27	28
Hawaiian/Pacific Islander	9	10	10
White	287	295	301