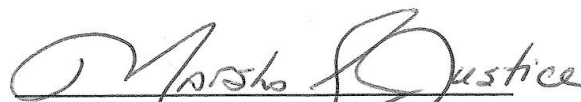




2018-2020 Continuous School Improvement Plan for Edneyville Elementary School

Approved by majority vote on October 15, 2018.


Mrs. Marsha Justice, Principal



Mr. John Rhodes, SIT Chair

Table of Contents

2018-2020 Continuous School Improvement Plan for Edneyville Elementary School

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

Persons Responsible

Target Date

Area Three Goals: Personalized Learning

Personalized Learning Goal One

Personalized Learning Goal Two

Strategies to Achieve this Goal

Measure of Success

Persons Responsible

[Target Date](#)

[Area One Four Goals: Safe and Nurturing Environments](#)

[Safe and Nurturing Environments Goal One](#)

[Strategies to Achieve Goal 1](#)

[Measure of Success](#)

[Safe and Nurturing Environments Goal Two](#)

[Strategies to Achieve Goal 2](#)

[Measure of Success](#)

[Persons Responsible](#)

[Target Date](#)

[Data Review](#)

[EOG Proficiency Data](#)

[Demographic Data](#)

[K-3 Reading 3D Assessment Data](#)

[3rd Grade Reading 3D and EOG Comparison Data](#)

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
Marsha Justice	Principal	September 21, 2018
Benita Rudi	Assistant Principal	September 21, 2018
Lisa Lee	Instructional Coach	September 21, 2018
Sarah Case	Parent	September 21, 2018
Beth Queen	Kindergarten	September 21, 2018
Stephanie Turner	First Grade	September 21, 2018
Anna Whitaker	Second Grade	September 21, 2018
Lorraine Thomas	Third Grade	September 21, 2018
Angie King	Fourth Grade	September 21, 2018
JB Rhodes	Fifth Grade	September 21, 2018
Gabbard, Atkins, Adams	EC	September 21, 2018
Sherry Miller	ESL	September 21, 2018
Mary Webber	Media Specialist	September 21, 2018
Kasi Morrow	Instructional Assistant	September 21, 2018

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

The School Improvement Plan was approved by secret ballot vote on October 15, 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

"We are confident problem-solvers prepared to be leaders and learners in the 21st century!"

School Mission Statement

"Leadership begins with me."

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

Edneyville Elementary serves a rural, largely agricultural community. Students come to our school from Gerton, Lake Lure, Chimney Rock, Bat Cave, and Edneyville. Enrollment over the last three years has averaged 438 students. The attendance rate is consistently around 95%. Edneyville is a school-wide Title 1 school with more than 72.7% of our students receiving free or reduced lunch. Our school's ethnicity in 2018-19 is currently .45% American Indian, 1.1% Asian, 35.7% Hispanic, 1.6% Black, and 2.3% Multiracial. We serve 10% LEP students and 11.7% students with disabilities. 28.6% of teachers at Edneyville have advanced degrees and three of the 28 certified staff have a National Board Certification.

Edneyville Elementary School has aligned the school vision and mission to 21st century learning and current school structures, allowing the School Improvement Team to establish goals that will assist us with embracing these statements. Based on recent test and assessment data in grades K-5, we determined the areas in which our efforts should be focused. Multiple sources of data including state and local academic assessments, daily classroom performance, teacher/student surveys, NC Teacher Working Condition survey results, and feedback from our parents, we constructed goals that we felt would support increased student achievement.

Goal 1 will allow staff to provide input into the types of valuable, diverse professional development that will benefit both students and staff. Administration is dedicated to providing the resources needed to attend professional development at the school/ county level, WRESA, NCCAT, and DPI. Edneyville staff will bring back valuable knowledge and strategies from these trainings to share with the entire faculty.

Goal 2 will require the consistent use of communication tools to promote communication between all stakeholders. To better meet the communication needs of our stakeholders, Edneyville teachers will use classroom agendas, Buzz folders, positive postcards, newsletters, Remind 101, and See-Saw. The principal will send a bi-monthly 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. Edneyville 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 consistent use of research-based, high-yield strategies, weekly planning, and more dedication to data PLC work. 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 provide intervention and enrichment for flexible grouping which will assist us in meeting the academic needs of all students.

Goal 4 will require the consistent use and training of car rider procedures during the new building process as well as continual feedback by parents and staff regarding its implementation. In addition, continued communication will be necessary by all faculty members to ensure a positive culture.

New Initiatives at Our School

In compliance with [School Board Policy 3110](#), any new initiative or program must be presented to the Board of Education as part of School Improvement Planning.

Edneyville Elementary has implemented the Leader In Me this year. This evidenced-based, comprehensive school improvement model empowers students with leadership and life-skills to ensure their success in the 21st century. Through the support of our district, Edneyville is also using iReady Math schoolwide. iReady is directly correlated to NC State Standards and allows students to receive remediation or enrichment based on data from real-time reporting.

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. Edneyville 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. Teachers also have an opportunity before and after school for planning if not serving on the duty rotation.

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 Tier Interventionist, 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: Edneyville Elementary, LEA Number: 450, School Number: 322

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 at our school to resolve conflict. Our specific proactive strategies include 25 minutes of daily Leader In Me instruction, classroom guidance, parent communication, and practicing active and empathic listening skills. Within every classroom, teachers model and support children to independently problem solve. Our school counselor provides support for both teachers and students by teaching strategies to solve conflict peacefully at the developmental level of the student. Edneyville students receive positive reinforcement and recognitions for leadership and meeting school expectations. Students that struggle with conflict are provided additional support including interventions, social skills group, and behavior plans. Edneyville encourages the concept of communication and problem-solving from the point of origin when students, staff, or parents experience conflict. Teachers are expected to be proactive with concerns and communication to ensure a positive school environment.

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 to agree that Edneyville offers differentiated professional development to meet the needs of teachers.

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.

P -

- In the area of Personalized Learning, we plan to achieve 80% proficiency and will continue to exceed growth as determined by the North Carolina School Report Cards

and use Guided Reading techniques to promote literacy skills, track literacy growth, and differentiate instruction.

S -

- In the area of Safe and Nurturing Environments, we plan to achieve implementation of a new car rider line, with 100% of car riders being supervised both AM and PM by staff to ensure student safety.
- In addition we will increase the number of contacts with positive based feedback while improving two way communication for parents.

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 Edneyville offers differentiated professional development to meet the needs of teachers.

Strategies to Achieve this Goal

- Our staff will participate in differentiated professional development that is provided at the school level, WRESA, NCCAT, HCPS, and DPI.
- Staff will provide input as to what types of professional development is needed via google docs.
- Administration will provide resources to attend professional development as available.

Measure of Success

- Teacher Working Conditions Survey Results
- Percentage of staff involved in differentiated professional development
- Documentation of staff sharing of PD to staff with feedback
- Professional development evaluation

Persons Responsible

- All certified staff and support staff
- Administration

Target Date

June 2020

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One

By June 2020, Edneyville will achieve a 90% or higher score on the Teacher Working Condition Survey item measuring parent/guardian support for teachers by increasing options for school/ family communication.

Strategies to Achieve this Goal

- Administration will send out a weekly parent email (EDN Parent Newsletter)
- Staff will use the new HCPS translation/ interpretation procedures to reach more families more frequently reducing communication barriers.
- Edneyville will communicate using Twitter posts, Facebook posts, and the school website.
- The school social worker will increase two-way communication with high-risk high-needs families.
- Positive messages will be sent home by all certified staff via Edneyville postcards.
- Daily Buzz folders will be sent home to provide important information to families.

Measure of Success

- Teacher Working Conditions Survey results
- Increased conversations (phone, written, electronic) as evidenced by anecdotal notes
- Percentage of parent/guardian signed up for school communication (Parent Newsletter, Remind 101, See-Saw)

Persons Responsible

- All certified staff and support staff
- Parents/ guardians

Target Date

June, 2020

Area Three Goals: Personalized Learning

Personalized Learning Goal One

Edneyville Elementary will achieve 80% EOG proficiency and will continue to exceed growth as determined by the North Carolina School Report Cards.

Personalized Learning Goal Two

Teachers will use Guided Reading techniques to promote literacy skills and differentiate instruction, improving literacy scores by 10%.

Strategies to Achieve this Goal

- The master schedule was changed to provide intervention and enrichment for flexible grouping to provide individualized instruction.
- All students will receive small differentiated group instruction based on formative and summative assessment data.
- Multi-Tiered Student Support (MTSS) practices in Tier 1 with a focus on core instruction and differentiation will be used to challenge all students.
- 100% of students will access individualized iReady online instruction a minimum of 45 minutes a week.

Measure of Success

- Master Schedule reflects a focus on core instruction
- iReady diagnostic assessment and weekly lesson completion.
- Classroom schedules/ lesson plans reflects emphasis on core instruction
- MTSS documentation and agendas

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

With the implementation of the new bus/car rider line, 100% of bus and car riders are supervised both AM and PM by staff to ensure student safety.

Strategies to Achieve Goal 1

- School staff and parents trained in bus/ car rider procedures through the use of video, Twitter, Facebook, and informational handouts.
- All parents are provided with a school-made identification car tag to display during car riders.

Measure of Success

- Edneyville duty schedule for supervision for arrival and dismissal

Safe and Nurturing Environments Goal Two

All staff will make an effort to increase the number of contacts with positive based feedback while improving two way communication for parents.

Strategies to Achieve Goal 2

- Positive communication (Buzz Folders, positive postcards, translated letters and calls, agendas, informational lunch and learns)

Measure of Success

- Positive feedback from parents/ community evidenced by survey

Persons Responsible

- All certified 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.

North Carolina Teacher Working Conditions Survey Data
North Carolina School Report Card 2017

EOG Proficiency Data

Subgroups	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All	49.7	54.4	68.0	71.4	64.5
Black	22.2	11.1	38.1	44.4	na
Hispanic	37.9	50.6	70.9	73.5	64.8
2 or more	57.9	52.9	38.1	na	21.4
White	54.5	58.5	69.6	72.6	66.6
Economically Disadvantaged	43.9	48.0	67.7	67.3	60
Limited English Proficient	30.8	30.4	50	63.3	56.3
Students with Disabilities	24.3	12.9	23.8	22.1	17.0

Tests	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All	49.7	54.4	68.0	71.4	64.5
3-5 Reading	56.3	53.8	61	64.7	59
3-5 Math	44.8	54.6	71	72.3	62.7
5th Science	44.3	55.6	78	93.5	86.1

Grade Level Test	2015-2016	2016-2017	2017-2018
3rd Grade	66.1	67.5	54.4
4th Grade	71.9	65.8	63.2
5th Grade	67.7	80.1	70.9
3rd Reading	59.5	59.0	48.5
4th Reading	66.7	67.1	64.7
5th Reading	59.0	71.0	60.8
3rd Math	72.6	76.0	60.3
4th Math	77.2	64.5	61.8
5th Math	66.0	75.8	65.8

Demographic Data

SUBGROUPS	2015-2016	2016-2017	2017-2018
All	463	434	435
Asian	5	3	5
Black	14	11	8
Hispanic	154	156	157
2 or more	14	13	11
Hawaiian/Pacific Islander	0	0	0
White	275	250	253

School Performance Grade

Overall	Achievement (80%)	Growth (20%)	Performance	Grade
17-18	64.5	85.3	69	C
16-17	71	86.8	74	B
15-16	68	92.3	73	B
14-15	54	66.3	57	C

Reading	Achievement (80%)	Growth (20%)	Performance	Grade
17-18	59.1	81.7	64	C
16-17	65	85.9	69	C
15-16	61	91.0	67	C
14-15	54	69.4	57	C

Math	Achievement (80%)	Growth (20%)	Performance	Grade
17-18	62.9	84.1	67	C
16-17	72	80.4	74	B
15-16	71	87.9	74	B
14-15	55	68.7	57	C

K-3 Reading 3D Assessment Data

Assessment Measure	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten TRC	67%	89%	72%	63%
Kindergarten Composite	86%	91%	78%	83%
1st TRC	71%	46%	58%	41%
1st Composite	77%	72%	70%	72%
2nd TRC	72%	73%	34%	42%
2nd Composite	78%	83%	76%	73%
3rd TRC	81%	67%	65%	51%
3rd Composite	69%	76%	76%	73%

3rd Grade Reading 3D and EOG Comparison Data

Assessment Measure	2014-2015	2015-2016	2016-2017	2017-2018
3rd EOG	56.3	66.1	67.5	54.4
3rd Composite	69%	76%	76%	73%
3rd TRC	81%	67%	65%	51%