



Etowah Elementary

**2018–2020 Continuous School
Improvement Plan for Etowah
Elementary**

Approved by majority vote on October 17, 2018.

Matthew Haney

Mr. Matthew Haney, *Principal*

Karen Mertz

Mrs. Karen Mertz, *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
Matthew Haney	Principal	8/14/2018
Karen Mertz	Chair 2nd Grade	8/14/2018
Teresa Rhodes	Kindergarten	8/14/2018
Jessica Brewer	1st Grade	8/14/2018
Amy Stertzbach	3rd Grade	8/14/2018
Staci Baker	4th Grade	8/14/2018
Mark Buzzell	5th Grade	8/14/2018
Amanda Johnson	Media	8/14/2018
Julia Keyse	Reading Specialist	8/14/2018
Grayson Morgan	Teacher Assistant	8/14/2018
Kelly Lyrene	Parent	8/14/2018
Crystal Plum	EC Teacher	8/14/2018
Lisa Lee	Instructional Coach	8/14/2018

The membership of our School Improvement Team was elected on August 14, 2018.

The School Improvement Plan was approved by secret ballot vote on October 17, 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 envision a school that provides a safe, orderly environment with optimal conditions for each individual to develop his/her abilities to the fullest. An Etowah "Star" is well-adjusted, self-sufficient and is self-disciplined. We foresee our students becoming productive citizens in the 21st century. Our vision for our school is to produce lifelong learners who are caring, responsible, competent "builders" of our global community

School Mission Statement

Etowah Elementary School will provide students the opportunity to become lifelong learners. We will respect the whole child and nurture his/her potential in a safe environment

School Beliefs (Core Values)

- All children can learn.
- A child's education is a result of partnerships between school, home and community.
- Diverse learning styles require diverse instructional approaches.
- All students, teachers and staff should acknowledge, appreciate, and respect cultural and academic differences.
- The school community plays an integral part in developing responsible character in each student.
- High expectations encourage high performance.
- Character education is essential to helping children become productive citizens.

School Profile & Narrative Summary

Etowah Elementary School, repeatedly nominated as a Title I Distinguished School, is a thriving learning community of approximately 360 students, including 46.45% economically disadvantaged and 21% minority students. Many of our current students are the children and grandchildren of former Etowah students. The surrounding area includes several retirement communities who contribute to the school by supporting our neediest students, along with our partnering agencies, the Etowah Lions Club and the Etowah Horse Shoe Volunteer Fire and Rescue Department. Over 70 volunteers give assistance in the classroom and throughout the school environment, including providing meals and snacks to meet nutritional needs. Local banks and churches, aware of the rural setting and economic need of our students, provide school supplies each fall in order to ensure that every student is prepared for learning.

Performance on End of Grade testing and grade-wide cognitive abilities testing in third grade has led to the identification of 4% of students as Academically and Intellectually Gifted, as well as an additional 9% of students who are categorized as Nurtured under the AIG program. Our percentage of AIG Identified and Nurtured students rank as one of the highest elementary school in the district, and those students receive differentiated instruction both from an AIG specialist and their classroom teachers.

Our EL teacher serves 4% of the student body, as identified by the WIDA screener upon enrollment and the ACCESS for English Learner Students(ELS) testing each spring. At the end of the 2017-2018 school year, the ELS subgroup met growth projections, although they did not meet proficiency standards. Their continued small group instruction based on best practice research standards should show continued growth each year.

Two Exceptional Children (EC) teachers serve the 6.8% of students who have been identified as EC. The SWD subgroup also met growth projections last year, although proficiency was not met. An additional 11.7% of students are in the Tier process and are receiving additional support in academic areas, including weekly progress monitoring in applicable subjects. Students are identified for the Tier process through data from mClass for language arts measures, i-Ready for math measures, Curriculum Based Measures, performance on district and state benchmark testing, report cards, and teacher observation. Our entering kindergarten class, consisting of 46 students, had 63% of those students identified as at-risk upon initial assessment in mClass. These students receive small group, daily targeted interventions from the Reading Specialist and two Title I tutors, with the expectation that they will catch up by MOY assessments.

New Initiatives at Our School

Etowah Elementary implements the updated NCSCOS, Henderson County Public Schools initiatives, technology, and teacher-led collaboration to intensify student achievement. Throughout the school, you will find pervasive research-based and data-driven practices such as guided reading, guided math, differentiated instruction, anchor charts, and the use of technology as a tool for learning. For the 2018-19 school year, we have two new initiatives and some of our instructional practices have been updated to maintain high achievement.

Updated Initiatives
<p>Letterland Online--Etowah's K-2 classes have enhanced their phonics instruction with the district implementation of Letterland three years ago. The program provides students with the same instructional language as they master reading, from phonemic awareness to fluency. New opportunities for students to practice skills learned from the program while using technology are available this year because the district purchased Letterland online, which includes decodable readers.</p>
<p>MClass reading assessment-MClass assessment is a state mandate to assess each individual K-3 student in Reading through diagnostic measures . During ELA blocks, teachers use data from mClass testing and progress monitoring to guide their instruction. For the 2018-19 school year, the benchmark texts were updated from Rigby books to Atlas books and the writing component was moved from benchmarking to progress monitoring, in accordance to HCPS policy for progress monitoring.</p>
<p>Updated PowerSchool online K-2 report card-- HCPS has updated our report card so that parents can now see their child's progress online in PowerSchool. K-2 teachers, our data manager, and instructional coach will receive training in PowerTeacher Pro for this update.</p>

New Initiatives
<p>iReady Math-In 2017-2018, our math scores on state testing showed increased proficiency from 76% to 81%. To maintain and continue growth in our math scores, we are using iReady, which is a HCPS county wide initiative to assess and customize lessons for each student according to standards.</p>
<p>Whoo's Reading--Etowah met growth in reading EOG scores in the 2017-2018 school year. To maintain this high achievement in ELA scores, we have adopted Whoo's Reading, an online program designed to accelerate reading comprehension and writing skills using open-ended questions. Like iReady Math, Whoo's Reading will provide us with data insights and "next steps" for each individual student in grades K-5.</p>

Instructional Planning Time

Duty Free Planning

Etowah Elementary School currently provides all classroom teachers with a duty free instructional planning time. This planning time has been scheduled at least five times each week for teachers at a particular grade level to allow for collaborative planning.

Duty Free Lunch

Etowah Elementary School currently provides a duty-free period for teachers at the end of the day from 3:00-3:30 in lieu of duty-free lunch.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Etowah, LEA Number: 450, School Number: 324

Building-Level Waiver Information
<p>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.</p>
<p>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</p>
<p>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.</p>
<p>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.</p>

Conflict Resolution

In compliance with [School Board Policy 3431](#), we take steps at our school to resolve conflict. Our specific proactive strategies include 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. Etowah 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. Etowah encourages the concept of communicate and problem solve 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:

- Increase the number of teachers achieving high growth in the areas of reading and math by 5%.
- Reduce to 0% or eliminate turnover of any teaching staff unless staff are retiring from the teaching profession

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

- Increase the number of Etowah Community Partners from 4 to 8.

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

- Increase grade level math proficiency in grades 3-5 from 79.9 percent to 89 percent by June 2020.
- Increase grade level reading proficiency in grades 3-5 from 77.4 percent to 87 percent by June 2020.

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

- Increase by 10% the number of students in attendance each day while decreasing tardiness and early checkouts by 5%

Area One Goals: Human Resources

Human Resource Goal One

Increase the number of teachers achieving high growth in the areas of reading and math by 5%.

Strategies to Achieve this Goal

- Principal, Assistant Principal, Instructional Coach, or other staff designee will provide coaching opportunities for all teachers for improving growth during the 2018-19 school year. Including but not limited to: Model research-based practices, provides instructional resources, aligning the standards with the check in, facilitated the interpretation of the standards into research-based instructional strategies
- Principal and Assistant Principal will meet with teachers individually to discuss strengths and weaknesses in student growth
- Provide additional training for teachers regarding the teacher evaluation system, and the EVAAS growth Model

Measure of Success

- Increase the percentage of teachers with overall “blue” (exceeded growth) by 15% during the 2018 -2020
- Etowah will strive to have 0 teachers with overall “red” (did not meet growth)

Persons Responsible

Principal, Assistant Principal, Instructional Coach, and the School Improvement Team

Target Date

June, 2020

Human Resource Goal Two

Reduce to 0% or eliminate turnover of any teaching staff unless staff are retiring from the teaching profession

Strategies to Achieve this Goal

- Continuous supports for beginning teachers using teacher mentors, Instructional Coaches, and monthly school BT meetings with school administration
- Professional Learning Community (PLC) support for every teacher in the school

- A commitment to make Etowah a positive work environment and family atmosphere

Measure of Success

Zero turnover of teaching staff except those who are retiring from the teaching profession

Persons Responsible

Principal, Assistant Principal, Instructional Coach, Teacher Mentors, Social Committee

Target Date

June, 2019

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One

Increase the number of Etowah Community Partners from 4 to 8.

Strategies to Achieve this Goal

- Invite and encourage potential Etowah Community Partners to participate in school activities
- Improve recognition of involved community members by acknowledging them on social media, school marquee, and the school's website.
- Utilize school marquee to advertise specific school volunteer opportunities and needs.
- Invite community members and agencies to participate in school planning committees.
- Invite community volunteers to the annual Volunteer Breakfast.
- Students will send thank you notes to community volunteers.

Measure of Success

The number of involved community members will be 8 by 2020, in comparison to the 5 current members.

Persons Responsible

Front Office Personnel, Parent Involvement Coordinator, Title I Literacy Specialist

Target Date

June, 2020

Community and Family Engagement Goal Two

Increase the percentage of parents who participate in planned parent involvement activities from 40% to 60%.

Strategies to Achieve this Goal

- The school will use social media and the school marquee to communicate with parents regarding volunteer opportunities, classroom activities and school-wide parent involvement programs.
- Provide training of school technology resources for parents.
- Provide incentives for families who attend activities.

Measure of Success

Increase the number of involved parents, by comparing number of involved parents using sign-in sheets to previous years.

Persons Responsible

Front Office Personnel, Parent Involvement Coordinator, Title I Literacy Specialist, Classroom Teachers, Specialists

Target Date

June, 2019

Area Three Goals: Personalized Learning

Personalized Learning Goal One

Increase grade level math proficiency in grades 3-5 from 79.9 percent to 89 percent by June 2020.

Strategies to Achieve this Goal

- i-Ready for 45 minutes, on average per week, per student across grade levels using the i-Ready personalized learning pathways
- Utilize i-Ready data to inform planning for guided math groups
- Certified teacher Math tutors to target students' individual needs in math in grades 2-4
- Teachers participate in vertical and grade level Professional Learning Communities to analyze student data and performance
- Teachers participate in i-Ready professional development sessions to effectively utilize the diagnostic data in making instructional decisions.

Measure of Success

- Quarterly NC Check-In (grades 3-5) assessment scores to determine students' mastery of standards and needs
- NC End of grade Math assessments (in grades 3-5)
- Utilize i-Ready diagnostic assessments and online instruction to target students' personalized math goals and increase students' performance (grades K-5)

Persons Responsible

Classroom Teachers, Instructional Assistants, Certified Tutors, Instructional Coach, Principal and Assistant Principal

Target Date

June, 2020

Personalized Learning Goal Two

Increase grade level reading proficiency in grades 3-5 from 77.4 percent to 87 percent by June 2020.

Strategies to Achieve this Goal

- Whoos's Reading used weekly, per student across grade levels to differentiate students' goals related to reading levels
- Utilize mCLASS data to inform planning for small literacy and guided reading groups
- Certified teacher Reading tutors to target students' individual needs in reading in grades K-5
- Teachers participate in vertical and grade level Professional Learning Communities to analyze student data and performance
- Since emphasis was placed on Guided Reading professional development during the past two years, new teachers will participate in guided reading professional development sessions so that guided reading instruction language can be shared among and across grade levels

Measure of Success

- Quarterly NC Check-In (grades 4 and 5) assessment scores to determine students' mastery of standards and needs

- NC End of grade Reading assessments (grades 3-5)
- Utilize mCLASS diagnostic assessments (grades K-3) to target students' personalized reading goals and increase students' performance

Persons Responsible

Classroom Teachers, Instructional Assistants, Certified Tutors, Instructional Coach, Principal and Assistant Principal

Target Date

June, 2020

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

Increase by 10% the number of students in attendance each day while decreasing tardiness and early checkouts by 5%

Strategies to Achieve this Goal:

- Create and provide extrinsic supports for students, encouraging mental and emotional health of Etowah students by using our mentor/mentee program Sunshine Pals
- Create a school climate of independence, hard work, and determination among students by utilizing our Medal of Honor character education program
- Create a school wide attendance program that encourages students to come to school and reduce early checkouts and tardies.

Measure of Success

Increasing our attendance rate to 96.5% each day, and a reduction in tardies and checkouts by 5%

Persons Responsible

Principal, Assistant Principal, Instructional Coach, and the School Improvement Team

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.

ELA (Proficiency Levels 3, 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	70.3	81.3	79.7	77.9
Grade 4	82.9	74.6	77.9	71.4
Grade 5	79.7	74.3	82.6	82.4

Math (Proficiency Levels 3, 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	87.8	85.9	79.7	83.8
Grade 4	75.7	77.5	73.5	74.6
Grade 5	83.1	81.4	76.8	80.9

Science (Proficiency Levels 3, 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 5	84.7	90.0	91.3	89.7

For the 2017-18 school year Etowah Elementary met growth and earned a “B” school status. Looking at the cohort trends over the last three years SIT notices a drop in both Math and ELA in terms of proficiency from test scores from 3rd to 5th. This could be due to factors such as increased class size from 3rd to 4th and recent teacher turnover in 4th grade specifically. To address this decrease in math proficiency, Etowah Elementary school is implementing iReady diagnostic program, Math tutors in 2nd, 3rd and 4th Grade, in-depth data analysis, and rigorous pacing aligned with NC Check Ins and the NCSCOS. In terms of performance composite Etowah Elementary’s overall Math score increased from a 76.5 to 79.9. The school projects a continued rise in the overall Math scores due to implementing iReady, increased tutoring, and breaking down strengths and weaknesses on the Check In Reports.

In Reading, Etowah Elementary’s performance composite score dropped from a 80.1 to a 74.4. The school is addressing this with computer based programs, such as Whoos Reading and MyOn. Data analysis and rigorous pacing also applies to what the school

projects as a higher proficiency among students. Math and Reading performance composite will also be added by an Assistant Principal tasked with increasing student attendance rate.