2018-2020 Continuous School Improvement Plan for Fletcher Elementary School

Approved by majority vote on September 13, 2018.

Jennifer R. Shelton
Ms.Jennifer Shelton, *Principal*

Cassady R.Dillin
Ms. Cassady Dillin, *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
Jennifer Shelton	Principal	9/11/18
Cassady Dillin	EC Teacher/SIT Chairperson	9/11/18
Amber Brown	Assistant Principal	9/11/18
Dianne Wells	Instructional Coach	9/11/18
Susan Garren	Guidance	9/11/18
Cindy Norman	Kindergarten Teacher	9/11/18
Angela Regtmeier	First Grade Teacher	9/11/18
Melissa Golden	Second Grade Teacher	9/11/18
Kelley Cranford	Third Grade Teacher	9/11/18
Maria Gass	Fourth Grade Teacher	9/11/18
Amy Pace	Fifth Grade Teacher	9/11/18
Catie Grieve	Specialist	9/11/18
Kristin Johnson	Specialist	9/11/18
Megan Shaffer	Teacher Assistant	9/11/18
Nardea Hepler	Parent	8/15/18
Heather Hefner	Parent	8/15/18

The membership of our School Improvement Team was elected on September 11, 2018.

The School Improvement Plan was approved by secret ballot vote on September 13, 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

Fletcher Elementary will provide all students with the opportunity to be leaders.

School Mission Statement

FLE: Focus, Learn, Excel!

School Beliefs (Core Values)

We value every child.
- We value developing the leadership potential of every child.
- We value a safe and caring school.
- We value our staff's dedication to student achievement.
- We value the 7 Habits of Highly Effective People.

School Profile & Narrative Summary

Fletcher Elementary's current enrollment is 431 students and we have seen a decline in our student numbers over the last few years. Part of this decline is related to a charter school opening less than a mile away and also because several families chose to homeschool for safety reasons. Our school population was 45 percent economically disadvantaged last year and is usually around 75 percent white and 25 percent minority with Hispanic being our largest minority group at 13 percent. We are seeing growth in our English Language Learners as well, which is new for us. The community we serve is changing and although there is a great deal of growth in the area, it is mostly in surrounding school attendance areas rather than ours although another apartment complex is currently under construction nearby.

In the 2017-18 school year, we achieved a school letter grade of B and also earned a B overall for reading and math. We met growth again for the third year in a row. This year is the first we received grades for each subgroup and our subgroups were all, Hispanic, white, economically disadvantaged, English learners, and students with disabilities. For these subgroups in reading and math and we met long term goals in all reading subgroups, but only met the long term goals for two out of five subgroups in math even though our overall proficiency in math was higher than in reading.

For the 2018-19 school year, we are very excited about implementing "The Leader in Me" (LIM) at our school this year thanks to the generous support of the Henderson County Education Foundation and our Parent Teacher Organization (PTO). Our school strongly believes our use of the 7 Habits makes us better educators and teaches our students the 21st century skills they need in order to be successful in all aspects of life.

Implementation of LIM in addition to our new standards is our focus for this year. All teachers and teacher assistants as well as other staff members attended professional development on the 7 Habits and LIM this summer and again at the start of the school year. We established a Lighthouse Team to guide us through implementation of LIM this year and we work in professional learning communities to implement our new standards. We are also using iReady™ to personalize math instruction as well as using a "Pause Place" in every classroom to encourage and teach students to regulate their emotions.

New Initiatives at Our School

       This year Fletcher Elementary is implementing "The Leader in Me" (LIM). LIM develops student leadership through the use of the 7 *Habits of Highly Effective People* by Stephen Covey. According to "The Leader in Me" website, LIM "is [FranklinCovey's whole school transformation process](). It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader." For Fletcher Elementary, The 7 Habits will be integrated schoolwide by staff and students and our goal specifically for our students is to help them develop the skills they need to be successful in their scholastic and personal lives.

       During this year, we as a staff are focused on learning and implementing the 7 Habits in our own lives as a way to model it for our students. Additionally, we have a Lighthouse Team that plans our LIM implementation as we move throughout the year and determines what our focus is at different times. We have a schedule for teaching the Habits to our students, which we began during the first quarter and are already seeing students becoming more thoughtful about their words and actions. LIM allows students to develop to their fullest potential through:

- Leadership
- Responsibility
- Accountability
- Problem Solving
- Adaptability
- Communication
- Initiative and Self-Direction
- Creativity
- Cross-Cultural Skills
- Teamwork

       Finally, we will have our follow up coaching days with our LIM trainer, Diane Vance, who will continue to guide us through the implementation process.

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 developed a master schedule that provides protected planning time for all teachers for at least 50 minutes each day.

Duty Free Lunch

With staff input, the School Improvement Team decided to have duty free lunch every other day.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Fletcher Elementary,   LEA Number: 450, School Number: 332

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:

      Students at Fletcher Elementary learn conflict resolution in a variety of ways. First, use of the 7 Habits encourages conflict resolution, specifically Habit 4 "Think Win-Win" and Habit 5 "Seek First to Understand Then to be Understood". Students who consider the needs of all around them are more likely to be successful in all aspects of life and they learn these skills through daily lessons, which are integrated across all classrooms and subjects.

      Additionally, all students learn about "Kelso's Choices" through their monthly guidance lessons. Kelso helps students learn the difference between big and little problems along with specific conflict resolution strategies to use with each.

      Finally, we teach students about self-regulation by using a "Pause Place" in every classroom. A Pause Place is an area students can go when they feel overwhelmed, anxious, upset, etc. with short activities that help them refocus so they can return to learning. Students are instructed how and when to use these spaces at the beginning of the year. As a result, students are removed less often from the classroom, better develop self-monitoring and regulation skills, and return to instruction better focused and ready to learn.

      Each of these interventions to resolve conflict make Fletcher Elementary a safe and orderly 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:
- implement "The Leader in Me" to improve school climate and increase teacher leadership opportunities. As a result, the number of teachers who strongly agree that Fletcher is a good place to work and learn will increase from 56% to 70% by June of 2020.

C – In the area of Community and Family Engagement, we plan to:
- implement "The Leader in Me" in order to collaborate more effectively for the benefit of students. Parents and families will demonstrate increased understanding of "The Leader in Me" on parent surveys from spring 2019 to spring 2020.

P – In the area of Personalized Learning, we plan to:
- Fletcher Elementary will improve in the following areas:
  - EVAAS math growth from -1.80 to 0.0 by June 2019 and to 1.0 by June 2020.
  - Career and College Ready Math Proficiency will increase from 71.2% to 75.0% by June, 2019 and from 75% to 78% by June, 2020.
  - iReady Math Assessment Proficiency (Tier I) will improve from 89% to 95% by June, 2020.

S – In the area of Safe and Nurturing Environments, we plan to:
- Students will demonstrate improved behaviors, as evidenced by a reduction in office referrals from 119 in 2017-2018 to 90 in the 2018-2019 school year and then to 75 in the 2019-2020 school year.

Area One Goals: Human Resources

Human Resource Goal One:

Fletcher Elementary will implement "The Leader in Me" to improve school climate and increase teacher leadership opportunities. As a result, the number of teachers who strongly agree that Fletcher is a good place to work and learn will increase from 56% to 70% by June of 2020.

Strategies to Achieve this Goal:

Leader in Me professional development and follow up activities throughout the school year.

Creation and implementation of a Lighthouse Team and Action Teams to plan and implement LIM activities.

Implementation of daily Leader in Me (LIM) lessons in all regular education classrooms with reinforcement provided in specials.

Measure of Success:

Staff use of the 7 Habits on a daily basis.

Observation of student behaviors and habits as they are learned by their teacher through LIM lessons.

100% of students will be using manners such as saying please, thank you, good morning (with a handshake), eye contact with others when spoken to, and other habit related behaviors throughout all areas of the school.

Observations of daily LIM lessons.

Teacher Working Conditions Survey

Persons Responsible

All Fletcher staff

Target Date:

June, 2020

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

Fletcher Elementary stakeholders will implement "The Leader in Me" in order to collaborate more effectively for the benefit of students. Parents and families will demonstrate increased understanding of "The Leader in Me" on parent surveys from spring 2019 to spring 2020.

Strategies to Achieve this Goal:

- Parent Nights to learn about the 7 Habits
- Monthly newsletters with a focus on the 7 Habits
- Social Media postings on the 7 Habits
- 100% of K-5 regular classrooms will implement a Lunch and Lead classroom event.

Measure of Success:

- Attendance at Lunch and Lead event.
- In response to a parent survey, we will increase the number of families responding they know about LIM and the 7 Habits.

Persons Responsible

- Administrative Staff
- Lighthouse Team

Target Date:

June 2020

Area Three Goal: Personalized Learning

Personalized Learning Goal One:
Fletcher Elementary will improve in the following areas:
- EVAAS math growth from -1.80 to 0.0 by June 2019 and to 1.0 by June 2020.
- Career and College Ready Math Proficiency will increase from 71.2% to 75.0% by June, 2019 and from 75% to 78% by June, 2020.
- iReady Math Assessment Proficiency (Tier I) will improve from 89% to 95% by June, 2020.

Strategies to Achieve this Goal:

- iReady professional development for all staff.
- All students will be assessed during three iReady benchmark windows.
- We will individualize math instruction for all students, 100% of classroom math teachers will adopt and implement personalized learning in math through the use of iReady at least 45 minutes each week.
- Teachers, our instructional coach, and administrators will conduct data analysis to determine small group or one on one instruction for appropriate intervention or accelerations for all students based on their individual needs.
- Students who need additional support will be monitored through the MTSS process.

Measure of Success:
- EOG Scores
- EVAAS Growth
- iReady Diagnostic Results

Persons Responsible

- All math teachers
- School administrators
- Instructional coach

Target Date:

June, 2020

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

Students will demonstrate improved behaviors, as evidenced by a reduction in office referrals from 119 in 2017-2018 to 90 in the 2018-2019 school year and then to 75 in the 2019-2020 school year.

Strategies to Achieve this Goal:

- Professional Development on purpose and use of a Pause Place. A Pause Place is a space in every classroom with specific activities students can use to reduce anxiety, remove distractions, and refocus so they are able to return to classroom instruction without ever leaving the classroom.
- Purchase materials to make items needed for the space along with time to make them.
- County Behavior Specialist will have a conference day at Fletcher Elementary to help teachers with positive behavior strategies.

Measure of Success:

- 100% of classrooms will have a "Pause Place" in their classroom and students' out of class time will be reduced.

Persons Responsible

- All teachers
- Cassady Dillin and Susan Garren
- Behavior Specialist

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.

Community Information
 (Source: North Carolina Roadmap of Need, NC Public School Forum)

Health

Focus	Overall Ranking in NC	Teen Pregnancy (rank)	No. Physicians (rank)	Child Fatalities (rank)	Child Food Insecurity (rank)	Child Obesity (rank)
2017	5	43	16	15	13	8
2016	6	47	15	33	12	8
2014	5	38	16	38	21	16

Youth Behavior and Safety

Focus	Overall Ranking in NC	Juvenile Delinquency (rank)	ST Suspensions (rank)	Juvenile Detention (rank)	Children in DSS Custody (rank)	Child Abuse and Neglect (rank)
2017	28	40	22	33	64	55
2016	21	18	25	44	60	60
2014	27	45	17	47	59	48

Education

Focus	Overall Ranking in NC	Graduation Rate (rank)	3rd Grade EOG Percent Proficient (rank)	Math 1 EOC (rank)	ACT Score (rank)	AMO Targets (rank)
2017	11	9	28	33	17	9
2016	6	12	13	18	11	3
2014	8	15	13	23	11	16

Economic Development

Focus	Overall Ranking in NC	Median Household (rank)	Child Poverty (rank)	Unemployment Rate (rank)	Adults with Bachelor's Degree (rank)	Single Parent Households (rank)
2017	6	26	6	3	18	9
2016	6	17	20	4	18	8
2014	8	15	13	23	11	16

School Demographics

School Demographics: Gender and Ethnicity

(Source: HCPS Principals Monthly Report 1)

School	2014-2015	2015-2016	2016-2017	2017-18
Male	53%	54	52.4	53.8
Female	47%	46	47.6	46.1
American Indian/Pacific	0%	0	0	0
Asian	3%	3	3	4
Hispanic	13%	14	15.4	16.1
Black	5%	5	5.2	3.5
Multiracial	5%	5	4.8	4.1
Total Minority	25%	27	28.5	27.7

School Demographics: Language Proficiency and Economic Disadvantage

(Sources: HCPS LEP, School District Profile, Title I, and NCDPI School Nutrition PS YTD Data)

School	2014-2015	2015-2016	2016-2017	2017-18
Language Proficiency	5.5%	5.6%	7.4%	8.9%
Econ Disadvantage	43.3%	41.8%	45%	45%

HCPS	2014-2015	2015-2016	2016-2017	2017-18
Language Proficiency	10.0%	9.8%	8.5%	(Blank Cell)
Econ Disadvantage K-5	60.4%	60.7%	61.8%	(Blank Cell)

NC	2014-2015	2015-2016	2016-2017	2017-18
Language Proficiency	7.2%	(Blank Cell)	(Blank Cell)	(Blank Cell)
Econ Disadvantage	52.8%	62.1%	(Blank Cell)	(Blank Cell)

School Demographics: Mobility

The percent of students who joined and left our schools or district since the first day of school.

(Source: PowerSchool)

School	2014-2015	2015-2016	2016-2017	2017-18
(1) Initial Enrollments (E1)	485	489	472	453
(2) Other Enrollments (E2,R3, R4)	29	33	21	19
(3) Total Enrollments (1) + (2)	514	522	493	472
(4) Total Withdrawals (W1, W2, W3)	34	33	39	42
(5) Sum of Other Enrollments and Withdrawals (2) + (4)	63	66	60	61
(6) Mobility Rate (5)/(1)	13.0%	13.5%	12.7%	13.46%

HCPS	2014-2015	2015-2016	2016-2017	2017-18
(1) Initial Enrollments (E1)	6439	6451	6267	(Blank Cell)
(2) Other Enrollments (E2,R3, R4)	414	263	243	(Blank Cell)
(3) Total Enrollments (1) + (2)	6853	6714	6510	(Blank Cell)
(4) Total Withdrawals (W1, W2, W3)	610	558	508	(Blank Cell)
(5) Sum of Other Enrollments and Withdrawals (2) + (4)	1024	821	751	(Blank Cell)
(6) Mobility Rate (5)/(1)	15.9%	12.7%	12.0%	(Blank Cell)

Student Attendance

Students in Violation of HCPS Attendance Policy

(Source: Powerschool, Ad Hoc Report, Department of Student Services)

Fletcher Elementary School	Number of Violators 17–20 Absences	Percent	Number of Violators 21 – 27 Absences	Percent	Number of Violators 35 Absences or More*	Percent	Total Violators	Percent
2016–2017	16	3.5%	7	1.5%	7	1.5%	30	6.5%
2015–2016	15	3.0%	4	0.8%	0	0.0%	19	3.8%
2014–2015	17	3.5%	1	0.2%	3	0.6%	21	4.4%

HCPS – Elementary Schools	Number of Violators 17-20 Absences	Percent	Number of Violators 21 – 27 Absences	Percent	Number of Violators 35 Absences or More*	Percent	Total Violators	Percent
2016-2017	183	3.0%	130	2.1%	61	1.0%	374	6.1%
2015-2016	240	3.8%	59	.9%	24	.4%	323	5.1%
2014-2015	220	3.5%	51	.8%	28	.4%	299	4.8%
2013-2014	198	3.1%	40	.6%	23	.4%	261	4.1%
2012-2013	205	3.3%	42	.7%	24	.4%	271	4.4%

Note: 2016-2017, number of violators with 28 or more absences

Students with Chronic Attendance Difficulties

(Source: Powerschool – Daily Absences Report (DDE), Department of Student Services)

Fletcher Elementary School	Tier I 8 absences or fewer	Percent	Tier I.I 9 to 18 absences	Percent	Tier II 19 to 36 absences	Percent	Tier III 37 or more absences	Percent	Total Chronic (Tier II and III)	Percent
2017-2018	289	66.8%	123	28.4%	13	3%	1	0.0%	14	3%
2016-2017	264	57%	176	38%	19	4%	3	0.6%	22	5%
2015-2016	306	61%	178	36%	16	3%	0	0.0%	16	3%

HCPS – Elementary Schools	Tier I 8 absences or fewer	Percent	Tier I.I 9 to 18 absences	Percent	Tier II 19 to 36 absences	Percent	Tier III 37 or more absences	Percent	Total Chronic (Tier II and III)	Percent
2017-2018	(Blank Cell)	(Blank Cell)	(Blank Cell)	(Blank Cell)	(Blank Cell)	(Blank Cell)	(Blank Cell)	(Blank Cell)	(Blank Cell)	(Blank Cell)
2016-2017	3979	64.8%	1864	30.3%	277	4.5%	25	.4%	302	4.9%
2015-2016	4135	65.8%	1884	30.0%	241	3.8%	23	.4%	264	4.2%

School Performance

School Performance: Grades

The School Performance Grade is comprised of the school's Achievement Score (80%) and Growth Score (20%).
(Source: State School Report Card)

2017-2018

Elementary	Perf Grade	Perf Score	Growth Status	Achievement Score	Growth Score
Overall	B	77	Met	(Blank Cell)	(Blank Cell)
EOG Reading	B	74	Met	72.4	80.8
EOG Math	B	77	Met	78.3	71.0
EOG Science	(Blank Cell)	(Blank Cell)	(Blank Cell)	86.1	(Blank Cell)

2016-2017

Elementary	Perf Grade	Perf Score	Growth Status	Achievement Score	Growth Score
Overall	B	75	Growth Met	74	79.2
EOG Reading	B	69	(Blank Cell)	70	(Blank Cell)
EOG Math	B	76	(Blank Cell)	78	(Blank Cell)
EOG Science	(Blank Cell)	(Blank Cell)	(Blank Cell)	84	(Blank Cell)

2015-2016

Elementary	Perf Grade	Perf Score	Growth Status	Achievement Score	Growth Score
Overall	B	75	Met	74	76.8
EOG Reading	B	72	(Blank Cell)	69	84.0
EOG Math	B	72	(Blank Cell)	75	60.0
EOG Science	(Blank Cell)	(Blank Cell)	(Blank Cell)	87	(Blank Cell)

School Performance: Affinity Group Comparisons

Elementary Schools – Group 4
Our School Compared to similar schools in the top four like-sized districts in North Carolina

Demographics
Economically Disadvantaged Students (by poverty)

The percent of students enrolled in our district who qualify for free or reduced meal prices
(Sources: NCDPI, State Free and Reduced, adjusted for CEP, when available)

School	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)	Hendersonville (Henderson)	McDougle (Chapel Hill)	Marlow (Henderson)	Catawba (Lincoln)
2016-2017 Percent of Students Classified as Economically Disadvantaged	45	53.6	39.8	36.5	36.3	34.4	27.7

School	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)	Hendersonville (Henderson)	McDougle (Chapel Hill)	Marlow (Henderson)	Catawba (Lincoln)
2015-2016 Percent of Students Classified as Economically Disadvantaged	42.8	45.1	42.0	35.7	>35.0	37.1	30.3

EOG Proficiency, Grade Level Proficient (by score)

(*Source: State, District, School Level EOG & EOC Achievement Level*)

School	Marlow (Henderson)	Hendersonville (Henderson)	Catawba (Lincoln)	McDougle (Chapel Hill)	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)
2016-2017 All EOGs	83.8	86.5	47.5	72.1	74.4	60.2	79.5

School	Marlow (Henderson)	Hendersonville (Henderson)	Catawba (Lincoln)	McDougle (Chapel Hill)	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)
2015-2016 All EOGs	87.2	86.4	80.4	70.9	74.4	65.1	81.6

School	Marlow (Henderson)	Hendersonville (Henderson)	Catawba (Lincoln)	McDougle (Chapel Hill)	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)
2014-2015 All EOGs	86.1	79.1	77.9	76.3	71.0	66.4	64.2

EOG Reading 3–5 Proficiency (by overall proficiency)

2016-2017

School	Catawba (Lincoln)	Fletcher (Henderson)	Hendersonville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Reading 3	55.0	71.3	81.5	89.9	67.9	72.2	58.1
Reading 4	40.3	71.3	80.5	80.0	72.9	76.3	54.4
Reading 5	46.2	65.4	77.8	84.7	72.6	71.1	64.8
Reading 3-5	45.1	69.3	80.0	84.7	71.0	73.2	59.3

2015-2016

School	Catawba (Lincoln)	Fletcher (Henderson)	Hendersonville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Reading 3	78.7	71.6	84.4	84.9	73.4	77.3	65.9
Reading 4	73.6	71.6	82.9	83.1	75.3	75.3	75.3
Reading 5	77.3	64.7	84.5	84.0	58.8	71.0	50.6
Reading 3-5	76.5	69.2	83.9	84.1	68.4	74.4	64.1

School	Catawba (Lincoln)	Fletcher (Henderson)	Hendersonville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Reading 3	74.7	65.1	79.2	79.1	87.1	60.7	74.7
Reading 4	83.7	65.6	81.1	81.0	68.1	72.3	62.4
Reading 5	68.8	66.2	66.7	82.0	74.4	68.0	64.4
Reading 3-5	75.9	65.6	75.7	80.7	76.4	67.3	67.1

EOG Math 3–5 Proficiency (by overall proficiency)

2016-2017

School	Catawba (Lincoln)	Fletcher (Henderson)	Hendersonville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Math 3	**58.3**	**81.3**	**87.0**	**88.4**	**72.6**	**88.9**	**59.5**
Math 4	**45.2**	**77.5**	**83.2**	**82.7**	**67.1**	**81.7**	**57.0**
Math 5	**43.1**	**70.4**	**87.8**	**86.1**	**71.4**	**81.4**	**60.2**
Math 3-5	**48.2**	**76.3**	**85.8**	**85.6**	**70.6**	**83.9**	**58.9**

2015-2016

School	Catawba (Lincoln)	Fletcher (Henderson)	Hendersonville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Math 3	**80.9**	**82.7**	**85.7**	**87.7**	**75.0**	**89.8**	**68.3**
Math 4	**80.5**	**65.5**	**87.1**	**84.4**	**71.9**	**81.7**	**74.2**
Math 5	**84.1**	77.6	**92.6**	**85.9**	**68.0**	**87.0**	**57.0**
Math 3-5	**81.8**	**75.2**	**86.2**	**88.1**	**71.2**	**86.1**	**66.5**

2014-2015

School	Catawba (Lincoln)	Fletcher (Henderson)	Hendersonville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Math 3	79.7	75.9	80.6	87.9	83.5	67.9	80.0
Math 4	86.0	73.3	85.1	89.3	63.7	78.7	55.4
Math 5	77.5	73.2	70.8	91.0	79.3	81.0	68.1
Math 3-5	81.2	74.2	78.9	89.4	75.2	76.3	67.6

School Performance: Early Grades Reading Comprehension and Skills

BOY Kindergarten, Percent Proficient or Above, TRC
(Source: Reading 3D, Comparing Populations: Dibels Next, Students enrolled on Test Day)

Group	2014-2015	2015-2016	2016-2017	2017-18
School	54	44	71	42
HCPS	34	33	44	(Blank Cell)
NC	35	34	45	(Blank Cell)

BOY Kindergarten, Percent Above Proficient, FSF
(Source: Reading 3D, Comparing Populations: Dibels Next, Students enrolled on Test Day)

Group	2014-2015	2015-2016	2016-2017	2017-18
School	69	67	68	51
HCPS	56	57	55	(Blank Cell)

EOY K-3, Percent Proficient or Above, TRC

(Source: Reading 3D, Comparing Populations: Dibels Next, Students enrolled on Test Day)

School	2014-2015	2015-2016	2016-2017	2017-2018
K	87	82	83	78
1	63	73	64	35
2	76	66	68	61
3	65	75	73	46

HCPS	2014-2015	2015-2016	2016-2017	2017-2018
K	73	76	67	(Blank Cell)
1	59	62	52	(Blank Cell)
2	71	62	55	(Blank Cell)
3	75	73	61	(Blank Cell)

Region 8	2014-2015	2015-2016	2016-2017	
K	68	68	68	(Blank Cell)
1	57	56	54	(Blank Cell)
2	62	58	56	(Blank Cell)
3	67	63	64	(Blank Cell)

NC	2014-2015	2015-2016	2016-2017	
K	63	65	67	(Blank Cell)
1	50	51	52	(Blank Cell)
2	56	53	55	(Blank Cell)
3	61	60	61	(Blank Cell)

Early Literacy Measures: Reading Fluency

EOY K–3, Percent Above, PSF (K), DORF Fluency (Gr 1,2,3)
(Source: Reading 3D, Comparing Populations: Dibels Next, Students enrolled on Test Day)

School	2014-2015	2015-2016	2016-2017	2017-2018
K	91	91	95	78
1	79	81	66	35
2	78	65	73	61
3	60	69	55	46

HCPS	2014-2015	2015-2016	2016-2017	2017-2018
K	84	85	83	(Blank Cell)
1	70	74	65	(Blank Cell)
2	67	64	62	(Blank Cell)
3	62	67	62	(Blank Cell)

Region 8	2014-2015	2015-2016	2016-2017	2017-2018
K	86	86	86	(Blank Cell)
1	66	68	64	(Blank Cell)
2	64	64	62	(Blank Cell)
3	64	63	63	(Blank Cell)

NC	2014-2015	2015-2016	2016-2017	2017-2018
K	81	83	83	(Blank Cell)
1	66	66	65	(Blank Cell)
2	62	63	62	(Blank Cell)
3	61	61	62	(Blank Cell)

School Performance: Upper Grades Reading Comprehension

Overall Grade Level Proficiency (EOG–GLP) by Grade Level
(Percent Proficient, Source: State School Report Card)

Fletcher School Year	2015-16, Math	2015-16, Reading	2015-16, Science	2016-17, Math	2016-17, Reading	2016-17, Science	2017-18, Math	2017-18, Reading	2017-18, Science
Subject and Grade	Math	Reading	Science	Math	Reading	Science	Math	Reading	Science
Grade 3	82.7	71.6	Blank cell	81.3	71.3	Blank cell	91.8	83.6	Blank cell
Grade 4	65.5	71.4	Blank cell	77.5	71.3	Blank cell	71.6	67.6	Blank cell
Grade 5	77.6	64.7	87.1	70.4	65.4	84.0	74.0	67.1	86.3

HCPS School Year	2015-16, Math	2015-16, Reading	2015-16, Science	2016-17, Math	2016-17, Reading	2016-17, Science	2017-18, Math	2017-18, Reading	2017-18, Science
Subject and Grade	Math	Reading	Science	Math	Reading	Science	Math	Reading	Science
Grade 3	Blank cell	67.4	Blank cell	76.8	64.7	Blank cell	Blank cell	Blank cell	Blank cell
Grade 4	Blank cell	69.8	Blank cell	70.6	70.0	Blank cell	Blank cell	Blank cell	Blank cell
Grade 5	Blank cell	66.7	83.4	72.7	67.0	82.6	Blank cell	Blank cell	Blank cell

State School Year	2015-16, Math	2015-16, Reading	2015-16, Science	2016-17, Math	2016-17, Reading	2016-17, Science	2017-18, Math	2017-18, Reading	2017-18, Science
Subject and Grade	Math	Reading	Science	Math	Reading	Science	Math	Reading	Science
Grade 3	64.6	57.7	Blank cell	63.6	57.8	Blank cell	Blank cell	Blank cell	Blank cell
Grade 4	57.2	58.0	Blank cell	58.6	57.7	Blank cell	Blank cell	Blank cell	Blank cell
Grade 5	60.4	55.4	71.6	60.3	56.6	70.1	Blank cell	Blank cell	Blank cell

Upper Grades Reading Comprehension by Subgroup

Overall Grade Level Proficiency (GLP) by Gender

(Source: State School Report Card)
Note: percentage of subgroup that passed reading, math or science

Fletcher School Year	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18
Grade	3	4	5	3	4	5	3	4	5
Female	82.4	74.3	81.4	73.7	81.8	76.9	>95	70.3	77.8
Male	73.4	63.8	71.4	78.6	69.1	69.8	82.9	68.9	74.4

HCPS School Year	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18
Grade	3	4	5	3	4	5	3	4	5
Female	75.5	73.0	77.1	70.8	71.5	77.0	(Blank Cell)	(Blank Cell)	(Blank Cell)
Male	70.8	67.7	73.0	70.7	69.1	71.3	(Blank Cell)	(Blank Cell)	(Blank Cell)

NC School Year	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18
Grade	3	4	5	3	4	5	3	4	5
Female	63.1	59.2	63.7	62.2	58.8	63.7	(Blank Cell)	(Blank Cell)	(Blank Cell)
Male	59.3	56.0	61.2	59.3	57.5	61.1	(Blank Cell)	(Blank Cell)	(Blank Cell)

Upper Grades Reading Comprehension by Subgroup

Overall Grade Level Proficiency (GLP) by Ethnicity
(Source: State School Report Card)
(Percentage of subgroup that passed reading, math or science)

Fletcher School Year	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18
Grade	3	4	5	3	4	5	3	4	5
Asian	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	75	Blank cell	Blank cell
Black	95	66.7	Blank cell	Blank cell	66.7	58.3	Blank cell	Blank cell	72.2
Hispanic	64.3	75.0	60.6	65.6	50.0	63.6	68.8	65.6	66.7
Two or More	Blank cell	60.0	90.5	Blank cell	Blank cell	66.7	Blank cell	Blank cell	Blank cell
White	75.0	69.0	76.9	78.6	76.2	76.6	95	68.6	75.9

HCPS School Year	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18
Grade	3	4	5	3	4	5	3	4	5
Asian	90.0	82.5	93.3	Blank cell	80.0	Blank cell	Blank cell	Blank cell	Blank cell
Black	54.4	53.3	54.2	52.6	44.8	58.7	Blank cell	Blank cell	Blank cell
Hispanic	61.1	57.1	65.5	58.2	58.9	62.5	Blank cell	Blank cell	Blank cell
Two or More	57.3	63.5	61.0	63.8	53.9	61.2	Blank cell	Blank cell	Blank cell
White	80.5	77.0	81.1	77.8	78.1	80.5	95	68.6	75.9

NC School Year	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18
Grade	3	4	5	3	4	5	3	4	5
Asian	80.6	78.9	81.3	Blank cell	80.1	Blank cell	Blank cell	Blank cell	Blank cell
Black	44.3	39.1	44.5	43.5	39.1	44.5	Blank cell	Blank cell	Blank cell
Hispanic	50.2	46.6	52.7	49.5	47.1	52.2	Blank cell	Blank cell	Blank cell
Two or More	62.2	58.1	62.4	63.0	59.2	63.5	Blank cell	Blank cell	Blank cell
White	73.4	70.4	74.0	73.4	71.4	74.4	95	68.6	75.9

Overall Grade Level Proficiency (GLP) by Other Criteria
(Source: State School Report Card)
(Notes: percentage of subgroup that passed reading, math or science)

Fletcher School Year, Grade Level	2015-16, 3rd Grade	2015-16, 4th Grade	2015-16, 5th Grade	2016-17, 3rd Grade	2016-17, 4th Grade	2016-17, 5th Grade	2017-18, 3rd Grade	2017-18, 4th Grade	2017-18, 5th Grade
Economically Disadvantaged	61.5	56.1	65.7	67.5	60.3	62.3	76.9	54.3	60
Students with Disabilities	40.6	11.5	38.5	30.6	35.3	23.1	57.1	20	48.7
Limited English Proficiency	Blank cell	Blank cell	Blank cell	70.0	Blank cell	Blank cell	55.6	72.7	86.7
Migrant	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell

HCPS School Year, Grade Level	2015-16, 3rd Grade	2015-16, 4th Grade	2015-16, 5th Grade	2016-17, 3rd Grade	2016-17, 4th Grade	2016-17, 5th Grade	2017-18, 3rd Grade	2017-18, 4th Grade	2017-18, 5th Grade
Economically Disadvantaged	61.5	56.1	65.7	67.5	60.3	62.3	76.9	54.3	60
Students with Disabilities	40.6	11.5	38.5	30.6	35.3	23.1	57.1	20	48.7
Limited English Proficiency	Blank cell	Blank cell	Blank cell	70.0	Blank cell	Blank cell	55.6	72.7	86.7
Migrant	61.5	56.1	65.7	67.5	60.3	62.3	76.9	54.3	60

NC School Year, Grade Level	2015-16, 3rd Grade	2015-16, 4th Grade	2015-16, 5th Grade	2016-17, 3rd Grade	2016-17, 4th Grade	2016-17, 5th Grade	2017-18, 3rd Grade	2017-18, 4th Grade	2017-18, 5th Grade
Economically Disadvantaged	48.4	43.8	49.0	47.5	43.9	48.9	Blank cell	Blank cell	Blank cell
Students with Disabilities	27.2	23.2	26.7	28.9	24.4	27.1	Blank cell	Blank cell	Blank cell
Limited English Proficiency	39.6	20.8	21.4	38.4	15.6	16.5	Blank cell	Blank cell	Blank cell
Migrant	41.6	34.8	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell

Upper Grades Reading: Achievement Differences

(Source: Data Previous)

By Gender

Fletcher School Year	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18
Grade	3	4	5	3	4	5	3	4	5
Female	9.0	10.5	10.0	-4.9	12.7	7.1	>12.1	1.4	3.4
Male	-9.0	-10.5	-10.0	4.9	-12.7	-7.1	-12.1	-1.4	-3.4

By Race and Ethnicity

(Versus White)

Fletcher School Year	2015-16	2015-16	2015-16	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18
Grade	3	4	5	3	4	5	3	4	5
Asian	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Black	20.0	2.3	Blank cell	Blank cell	9.5	18.3	Blank cell	Blank cell	Blank cell
Hispanic	10.7	6.0	16.3	13	26.2	13	Blank cell	Blank cell	Blank cell
Two or More	Blank cell	9.0	13.6	Blank cell	Blank cell	9.9	Blank cell	-4.2	Blank cell

By Other Subgroup
(Versus White)

Fletcher School Year, Grade Level	2015-16, 3rd Grade	2015-16, 4th Grade	2015-16, 5th Grade	2016-17, 3rd Grade	2016-17, 4th Grade	2016-17, 5th Grade	2017-18, 3rd Grade	2017-18, 4th Grade	2017-18, 5th Grade
Economically Disadvantaged	**13.5**	**12.9**	**11.2**	**11.1**	**15.9**	**14.3**	**19.4**	**15.3**	**10.7**
Students with Disabilities	**34.4**	**57.5**	**38.4**	**48**	**40.9**	**40.9**	Blank cell	**46.7**	**35.9**
Limited English Proficiency	Blank cell	Blank cell	Blank cell	**8.6**	Blank cell	Blank cell	Blank cell	**3.1**	Blank cell
Migrant	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell

Reading Proficiency and Growth by Kindergarten Cohort

(Source, K-2: EVAAS, School Value Added, TRC, K-3: mClass, Comparing Populations, EOY TRC Proficient or Above, 3-5: mClass, School Rep Card, Read EOG)

Reading Comprehension, TRC / EOG

Kindergarten Start Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2011–2012	67 (1)	75 (2)	65 / 65.1 (3)	71.4 (4)	65.4 (5)	Blank cell
2012–2013	84 (K)	69 (1)	76 (2)	75 / 71.6 (3)	71.3 (4)	67.1 (5)
2013–2014	Blank cell	91 (K)	63 (1)	66 (2)	73/76.3 (3)	67.6 (4)
2014–2015	Blank cell	Blank cell	87 K)	73 (1)	68 (2)	46/83.6 (3)
2015–2016	Blank cell	Blank cell	Blank cell	82 (K)	64 (1)	61 (2)
2016–2017	Blank cell	Blank cell	Blank cell	Blank cell	83 (K)	35 (1)
2017–2018	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell	78 (K)

Reading Growth, TRC or EOG

Kindergarten Start Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2010–2011	No score (2)	**2.7** (3)	**-1.4** (4)	**1.7** (5)	Blank cell	Blank cell
2011–2012	No Score (1)	No Score (2)	**2.6** (3)	**-0.2** (4)	-2.6 (5)	Blank cell
2012–2013	No Score (K)	No Score (1)	**8.7** (2)	**4.2** (3)	-1.7 (4)	Blank cell
2013–2014	Blank cell	No Score (K)	**1.8** (1)	**-0.5** (2)	0.2 (3)	Blank cell
2014–2015	Blank cell	Blank cell	**7.1** (K)	**9.5** (1)	-2.5 (2)	Blank cell
2015–2016	Blank cell	Blank cell	Blank cell	**2.7** (K)	5.7 (1)	Blank cell
2016–2017	Blank cell	Blank cell	Blank cell	Blank cell	-1.2 (K)	Blank cell

Upper Grades Student Growth

(Source: EVAAS, School Value-Added Report)

Reading

School by Year	2014-2015	2015-2016	2016-2017	2017-2018
3rd	**2.5**	**4.2**	**0.2**	Blank cell
4th	**-1.4**	**-0.2**	**-1.7**	Blank cell
5th	**3.4**	**1.7**	**-2.6**	Blank cell
Growth over Grades	**1.5**	**1.9**	**-1.4**	Blank cell

HCPS by Year	2014-2015	2015-2016	2016-2017	2017-2018
3rd	**2.2**	**2.9**	**2.7**	Blank cell
4th	**-1.1**	**-1.1**	**-1.0**	Blank cell
5th	**1.3**	**1.3**	**1.1**	Blank cell

Math

School by Year	2014-2015	2015-2016	2016-2017	2017-2018
3rd	Blank cell	Blank cell	Blank cell	Blank cell
4th	**4.4**	**-6.4**	**-2.8**	Blank cell
5th	**7.0**	**-2.4**	**5.1**	Blank cell
Growth over Grades	**5.7**	**-4.4**	**1.1**	Blank cell

HCPS by Year	2014-2015	2015-2016	2016-2017	2017-2018
3rd	Blank cell	Blank cell	Blank cell	Blank cell
4th	**2.9**	**0.3**	**−1.7**	Blank cell
5th	**-0.5**	**0.8**	**0.9**	Blank cell

Science

School by Year	2014-2015	2015-2016	2016-2017	2017-2018
5th Grade	**2.1**	**0.9**	**1.4**	Blank cell

HCPS by Year	2014-2015	2015-2016	2016-2017	2017-2018
5th Grade	**1.1**	**2.2**	**2.1**	Blank cell

Student Growth: Reading

By Ability Quintile
(Source: EVAAS, School Diagnostic Report)

2017–2018

School	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
TRC 1	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
TRC 2	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Reading 3	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Reading 4	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Reading 5	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell

2016–2017

School	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	-9.3	2.7	-0.9	4.1	-8.9
TRC 1	-0.3	-5.6	7.1	11.5	4.3
TRC 2	-	-6.8	3.7	-4.3	-4.5
Reading 3	4.8	-1.0	-1.4	2.8	-2.1
Reading 4	-9.4	0.2	4.4	-0.2	-0.2
Reading 5	-2.5	1.2	-1.1	2.0	-8.2

2015-2016

School (K-2 is Previous Yrs)	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	1.0	5.8	9.0	4.9	-6.8
TRC 1	-5.0	9.0	9.7	11.0	11.5
TRC 2	-4.6	-3.0	-2.1	0.9	2.2
Reading 3	5.9	11.1	-3.4	1.1	4.2
Reading 4	2.2	0.9	-0.1	-4.2	1.8
Reading 5	0.7	2.3	1.4	4.3	1.8

2017–2018

HCPS	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
TRC 1	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
TRC 2	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Reading 3	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Reading 4	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Reading 5	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell

2016–2017

HCPS	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	−8.1	3.8	5.1	0.3	−5.5
TRC 1	2.2	7.0	2.7	2.4	8.4
TRC 2	1.2	1.8	2.3	−0.7	0.5
Reading 3	3.7	4.0	2.8	2.5	1.7
Reading 4	−1.3	−0.2	−0.3	−2.0	−1.3
Reading 5	−0.1	1.1	0.1	1.3	2.0

2015–2016

HCPS (K-2 is Previous Yrs)	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	-5.0	6.6	7.4	4.0	-3.6
TRC 1	3.6	6.5	8.0	5.8	6.6
TRC 2	2.1	2.6	1.8	0.4	-0.6
Reading 3	3.2	2.6	2.0	2.6	2.6
Reading 4	0.6	-0.6	0.8	-0.2	-0.8
Reading 5	3.5	2.0	2.6	2.0	0.4

Student Growth: Math by Ability Quintile

(Source: EVAAS, School Diagnostic Report)

2017–2018

School	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Math 5	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell

2016–2017

School	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	**-7.0**	**2.0**	**2.7**	**-5.3**	**-1.8**
Math 5	**-1.9**	**3.2**	**7.1**	**3.9**	**9.6**

2015–2016

School	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	**-5.6**	**-6.5**	**-2.2**	**-6.3**	**-9.3**
Math 5	**-11.1**	**0.1**	**0.8**	**-4.7**	**-2.3**

2017–2018

HCPS	Lowest	Low–Mid	Middle	Mid–High	Highest
Math 4	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell
Math 5	Blank cell	Blank cell	Blank cell	Blank cell	Blank cell

2016–2017

HCPS	Lowest	Low–Mid	Middle	Mid–High	Highest
Math 4	**-0.9**	**-1.2**	**-1.5**	**-1.9**	**-1.9**
Math 5	**-0.6**	**0.2**	**1.3**	**1.2**	**1.8**

2015–2016

HCPS	Lowest	Low–Mid	Middle	Mid–High	Highest
Math 4	**1.0**	**0.7**	**-0.2**	**-0.4**	**1.0**
Math 5	**1.6**	**2.2**	**0.8**	**0.6**	**0.3**

We also used the results of the [NC Teacher Working Conditions Survey](#) for our school in developing this plan.