2018-2020 Continuous School Improvement Plan for Upward Elementary School

Approved by majority vote on October 29th, 2018.

Mr. Jason Joyce, Principal

Mrs. Sherry Shipman, SIT Chair

Table of Contents

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
Jason Joyce	Principal	8/20/2018
Dena Wolfe	Assistant Principal	8/20/2018
Sherry Shipman	Teacher	8/20/2018
Kelly Fiveash	Teacher	8/20/2018
Marcie Burlett	Teacher	8/20/2018
Gloria Anderson	School Counselor	8/20/2018
Cady Baertschi	Teacher	8/20/2018
Mary Montross	Teacher	8/20/2018
Richele Dunavent	Teacher	8/20/2018
Diane Norgan	Teacher	8/20/2018
Alicia Westbrook	Teacher	8/20/2018

The membership of our School Improvement Team was elected on 8/20/2018.

The School Improvement Plan was approved by secret ballot vote on 10/29/ 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

Every student will strive to reach their full potential.

School Mission Statement

Educate
Advocate
Growing
Leaders
Everyday for
Success

School Beliefs (Core Values)

We expect high academic achievement from all students.
We provide for a diverse group of learners.
We foster leaders and develop the whole child.
We work cooperatively to ensure safety and security for all.

School Profile & Narrative Summary

Students at Upward Elementary School represent a diverse population. Our student population is approximately 435. Approximately 75% of our students live in poverty, and 50% of our students fall into the Latino subgroup. Family difficulties, often due to poverty, make it more difficult to involve parents in meaningful ways and for students to experience the stability and support they need to be successful.

The strengths of our school include a cohesive, highly qualified, experienced and dedicated staff. Upward is located in an agricultural setting with parents and a community who care deeply about every child's success. Upward is supported by school-wide Title I funding and a supportive and resourceful school system. Our staff members and school system consistently and continually strive to meet students' personal and academic needs.

To increase student performance and allow teachers to target specific ELA and Math skills, we have implemented an Interventionist position to work with small groups of students of each grade level to support literacy and math growth. Guided reading will continue school wide five days a week to target reading and writing behaviors and skills. Through the implementation of the 7 Habits, we will model and practice the skills needed to develop young leaders in the school and community.

In order for HCPS and Upward Elementary to be able to continue to grow our students we have pinpointed several key areas that we want to grow in as a school. We need to continue to build upon the strengths of the staff and have 100% of the staff continue to want to teach at Upward in order to provide the consistency for our students. It is also important that the staff continues to grow professionally through continuing education in our respective fields, school safety, and mental health training. When these areas continue to improve then we will have a positive impact on growing our family engagement and our academic goal of school-wide EVAAS grow measure of 2.00 or higher.

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. Please describe and provide a rationale for any new instructional programming being offered at your school. If no new initiative or program is being implemented, you may omit/delete this page.

This year, Henderson County Public Schools invested in the iReady Math Diagnostic program. Every student at Upward is expected to use iReady as a diagnostic tool to measure their ability and growth in math by providing age/ability type lessons and diagnostics. Students are expected to spend 45 minutes each week using iReady, and teachers can use the iReady diagnostic tool to create sub/small instruction student groups.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional planning time per week as outlined in School Board policy 3430, our School Improvement Team has decided that we must have a school-wide schedule that maximizes instructional time and planning time each day. Our students receive at least the minimum required instructional time recommended by the state in literacy and math each day. In turn, our teachers receive 50 minutes of planning time each day during the instructional time. In addition, our teachers also have the opportunity to plan before and after school which allows them the opportunity to have at minimum 5 hours per week of planning time.

Duty Free Lunch

With staff input, the School Improvement Team decided that we need to have instructional assistants in the classroom providing support for our students and teachers. Therefore, our certified staff, teachers, will provide supervision in the cafeteria while students eat lunch.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: **Upward Elementary, LEA Number: 450, School Number: 346**

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 on our school to resolve conflict. Our specific strategies include…

- A school wide implementation of Leader In Me program which is a character education program designed for growing young leaders.
- Social groups and/or mediation groups that meet with our guidance counselor and social worker in order to solve conflicts by using the 7-Habits from Leader In Me.
- Parents are encouraged to talk with teachers first before talking with administration in order to solve conflict at the nearest point of interest.

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:
- Retain 100% of teachers and staff
- Support teachers and staff in continuing educational goals such as degrees, certifications and National Boards.

C – In the area of Community and Family Engagement, we plan to:
- Increase family involvement during parent and family events throughout the school year by 10%.

P – In the area of Personalized Learning, we plan to:
- Achieve a school-wide EVAAS growth measure of 2.00 or higher.

S – In the area of Safe and Nurturing Environments, we plan to:
- Implementation, training, and confidence in the use of the Panic Button app for 100% of staff
- All staff to be trained in Mental Health First-Aid over the next two years.

Area One Goals: Human Resources

Human Resource Goal One
- Retain 100% of teachers and staff

Strategies to Achieve this Goal

- Improve timely communication between staff and administration
- Protected team planning time to focus on writing grade level plans
- Schedule time for staff to interact and build relationships across grade levels including all support staff

Measure of Success

- Improved results on anonymous surveys given to staff
- Positive feedback from employees
- Improved employee retention

Persons Responsible

- Certified teachers
- Assistants
- Administration
- Support Staff

Target Date

June, 2019

Human Resource Goal Two
- Support teachers and staff in continuing educational goals such as degrees, certifications, CEU's and National Boards.

Strategies to Achieve this Goal

- Promote continuing education through staff meetings and emails
- Provide staff with in house professional development opportunities

Measure of Success

- Improved results on anonymous surveys given to all staff
- Positive feedback from employees

Persons Responsible

- Administration
- Certified staff
- Assistants
- Support staff

Target Date

June, 2019

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One
- Increase family involvement during parent and family events throughout the school year by 10%.

Strategies to Achieve this Goal

- Increase the quality and frequency of communication
- Staff pushing this growth with the students
- Host a school wide, night event that involves: science fair, art on display, and book fair

Measure of Success

Google form survey completed during computer time that measures what they learned about the various occupations represented.

Persons Responsible

- Community Involvement Leadership Team
- Administration
- Parent Volunteers
- Staff
- Student Leadership Team

Target Date

June, 2019

Area Three Goals: Personalized Learning

Personalized Learning Goal One
Students will reflect on their own learning and goals through self assessment.

Strategies to Achieve this Goal

- Lighthouse team will develop leadership notebooks
- Students will set personal WIGS in their leadership notebooks.
- Students will reflection upon their goal
- Utilize digital tools for differentiated instruction based on student needs including: iReady, mClass, Razkids, and Letterland.

Measure of Success

Leadership Notebooks will be created, implemented, and completed by each grade level.

Persons Responsible

1. Lighthouse Team
2. Staff
3. Students

Target Date
June, 2019

Area Four Goals: Safe and Nurturing Environments

Detail one to two goals per area. You should then have strategies for each goal. A sample format is provided.

Safe and Nurturing Environments Goal One
Implementation, training, and confidence in the use of the Panic Button app for 100% of staff

Strategies to Achieve this Goal

- Continue to update information within the Panic Button App
- Continual staff development and education regarding the use of the Panic Button App
- Direct reflection through the school safety team

Measure of Success

100% of all staff trained in the use and understanding of the Panic Button App

Persons Responsible

All Staff

Target Date

June, 2019

Safe and Nurturing Environments Goal Two
All staff to be trained in Mental Health First-Aid over the next two years.

Strategies to Achieve this Goal
- All staff attend training as it is presented through district professional development

Measure of Success

100% of all staff trained

Persons Responsible

All Staff

Target Date
June, 2019

Data Review

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

At Upward Elementary we value using data to help guide and direct our school improvement plan. We look at data from several key perspectives; as a staff, as school improvement team, as grade level PLC's, and as an administrative team. We find value in looking at data from these different points of view in order to guide us to provide the best strategies possible so that our students can grow academically. Data points that are considered are:

- K-3 Reading 3D
- K-2 Math Assessments
- Grades 3-5 Reading Quarterly Benchmarks and NC Check-Ins
- Grades 3-5 Quarterly Math NC Check-Ins
- K-5 Guided Reading and Math formative assessments
- K-5 iReady daily and quarterly assessments
- K-5 daily and monthly attendance
- K-5 Discipline data
- School-Wide EVAAS growth measurement

2017-2018 Reflection and Goal Setting Data

Leader In Me; The Crockpot Evolution!

- Habit 1: Be Proactive
- Habit 2: Begin With the End In Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Seek First to Understand, Then to be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the Saw

Student Absence Data

Number of Days Absent	2017-2018 (# students)	2016-2017
9 Days or Less	1.4% (6)	1.2%
10-18 Days	4.7% (20)	7%
19-35 Days	32.7% (140)	31%
36 Days or More	61.2% (262)	61%

Teacher Absence Data

Number of Days Absent	2017-2018	2016-2017
9 Days or Less	75%	60%
10-18 Days	19%	30%
19-35 Days	2%	10%
36 Days or More	0%	0%

OSS Data

5 students= 1 day OSS each

2017-2018 K-2 Math Assessment Data
- Kindergarten: 70/74 or 95% proficient
- 1st Grade: 48/48 or 100% proficient
- 2nd Grade: 44/55 or 80% proficient

* It is still too easy to teach students to pass this assessment.

2nd Grade did an optional multiple choice test (no longer optional for Upward). Those results were more indicative of the 3rd grade EOG proficiency scores which were 76%.

Solutions for improvement:
1. iReady math
2. Getting better at unpacking the updated math standards and using the clusters (great road map) to our benefit.
3. Not teaching algorithms until the 4th grade.
4. Continue developing our ability to teach number sense
5. Talk Moves and Number Talks

mClass
- 2016-2017: 62% of K-3 Students were proficient.
- 2017-2018: 69% of K-3 Students were proficient.

Info/Plans for mClass

1. Consistency with Progress Monitoring. Reds and Yellows every 4 weeks and Green/Blues every quarter. Allows time to grow students and to progress.
2. New texts and now have 3 texts per level.
3. There are new oral comprehension questions which are based on the standards and use vocabulary from the standards.
4. Individual/Small group instruction based on mClass data within the Literacy Block/Guided Reading and I/E time.

5. Using "Now What Tools" within mClass in order to improve instruction (it tells you what to do).
6. Day 4 writing within Guided Reading
7. Use mClass data to help guide the next school years teachers in order to set up Guided Reading groups from the beginning of the school year. Print out class summary at the end of the school year.
8. Use Tools 4 Teachers as a resource.
9. Low performing students are working with Interventionist.
10. Pushing in with ESL, EC, AIG, TAs,Tutors (5 days a week) to help with Guided Reading groups.
11. Digital Lesson Plans to support push-in.
12. Classroom environmental supports-Anchor Charts...such as Text Structure/Vocabulary.
13. May lead to MTSS interventions.
14. Expectation is to teaching on grade level.

Schools	2016-2017 Growth Status	2016-2017	2017-2018 Growth Status	2017-2018
Bruce Drysdale	Met	-0.18	Exceeded	4.93
Mills River	Met	0.43	Exceeded	2.38
Hendersonville	Met	-0.52	Exceeded	2.37
Edneyville	Exceeded	2.75	Exceeded	2.13
Upward	**Met**	**1.56**	**Met**	**1.9 (Reading -0.56 and Math 1.69)**
Etowah	Met	-0.19	Met	-0.13
Fletcher	Met	-0.15	Met	-0.27
Sugarloaf	Met	0.25	Met	-0.3
Glenn C. Marlow	Met	1.84	Met	-0.72
Atkinson	Exceeded	3.28	Met	-0.84
Hillandale	Met	1.37	Not Met	-2.62
Dana	Met	1.16	Not Met	-3.42
Clear Creek	Met	0.14	Not Met	-4.54

ELA (Levels 3, 4, and 5)

Grade Level	2015-2016	2016-2017	2017-2018
3rd Grade	50.6	37	41.8
4th Grade	55.1	58.8	36
5th Grade	54.4	63.6	59.3

Math (Levels 3, 4, and 5)

Grade Level	2015-2016	2016-2017	2017-2018
3rd Grade	76.5	53.4	69.6
4th Grade	52.6	57.5	44
5th Grade	70.6	62.3	60.5

Science (Levels 3, 4, and 5)

Grade Level	2015-2016	2016-2017	2017-2018
5th Grade	79.4	80.5	84

What Are We Going To Do?

1. Staffing changes: BTs are now spaced out. Have anchor teachers at every grade level. Mentors for BTs in place. Staff assignments based on strong collaboration possibilities.
2. Teach on grade level and develop rigor through knowing our students and providing scaffolding supports for them.
3. Learning Focused based lessons.
4. iReady Math to drive Number Sense
5. Tools 4 Teachers as a resource
6. Working together to unpack updated standards.
7. School-wide digital lesson plans to support each grade level and push-in staff.
8. Strong development of environmental supports.
9. Using student driven data through classwork and assessments to guide instruction.
10. Continue to improve in providing individualized instruction in Guided Reading.
11. Continue 6 Minute Fluency school-wide.

12. School-wide attendance challenge
13. School-wide reading challenge-Wizard of Oz theme.
14. Push vocabulary! PD with Mrs. Norgan and other teacher leaders.
15. Scaffolding information and background knowledge within lessons.
16. Push into regular education classes with ESL/EC/AIG/Interventionist.
17. Continue transparency from administration to staff.

Leader in Me Update
1. Environmental changes-Continually occurring! Murals, Posters, Bulletin Boards.
2. Classrooms are developing their own mission statement.
3. School has developed its own mission statement.
4. Educating parents through newsletters and at school events.
5. Purposeful language being used to guide students. Using the Habits! Being positive on the front end to keep the back end from getting out of sorts!
6. Lighthouse team in place along with student leadership committee.
7. Introducing our WIGS and Leadership Notebooks this school year.