

Charles C. Bell Elementary

School Improvement Plan

2018 – 2020

Buncombe County Schools

Table of Contents

Table of Contents	2
Statement of Assurance.....	3
School Improvement Team Members.....	4
Purpose, Direction, and Beliefs	6
Profile Narrative.....	7
School Improvement Plan Goals	11
School Safety	23
At Risk Students	26
Teacher Time	28
Healthy Students	28
2018 – 2019 Mid-Year Progress Report	29
2018 – 2019 Year-End Progress Report	30
2019 – 2020 Mid-Year Progress Report	31
2019 – 2020 Year-End Progress Report	32
School Performance Data	33
mCLASS Data	34
LAP-D Data	36
EVAAS Data.....	37
Subgroup Performance.....	38
Long Term Goals	40
Attendance Data.....	41
Retention Data	41
Parent Survey Data	42
Volunteers and Mentors	43
Safe Schools / Discipline Data.....	44
Timeline	46

Statement of Assurance

The School Improvement Team, with input from faculty, staff, and community members, has developed the following school improvement plan. This plan is based on an analysis of data collected in the areas of academics, climate/culture, and demographics/school characteristics. Academic information is based largely on the North Carolina accountability model which includes proficiency and growth (EVAAS) data. Further, the plan incorporates the following priorities:

Buncombe County Schools Strategic Priorities

- Academic Excellence: All Buncombe County Schools take collective responsibility to increase the academic growth and achievement of each student.
- Safety and Support Systems: All Buncombe County Schools will maintain safe learning environments and enhance wellness for all students and staff.
- Leadership Development: All Buncombe County Schools are committed to develop a diverse group of highly qualified leaders who empower others.
- Family and Community Engagement: All Buncombe County Schools will fully engage families, communities, and staff to work together for the success of each child.

North Carolina State Board of Education Goals

- Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- Every student has a personalized education.
- Every student, every day has excellent educators.
- Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- Every student is healthy, safe, and responsible.

Advanced Standards of Quality

- Clear Direction: The capacity to define and clearly communicate to stakeholders the strategic direction and priorities that the system is committed to achieving.
- Healthy Culture: The shared values, beliefs, written and unwritten rules, assumptions, and behavior of the system's stakeholders that shape the social norms and create opportunities for everyone to be successful.
- High Expectations: The system sets and commits to high expectations for student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
- Impact of Instruction: The capacity of all staff in the system to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- Resource Management: The ability of a system to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- Efficacy of Engagement: the ability of the system to engage learners and other stakeholders in an effective and efficient manner to achieve its goals.
- Implementation Capacity: The ability of a system to consistently execute actions designed to improve organizational and instructional effectiveness.

Signatures verify that the school improvement plan was approved by secret ballot vote of the staff.

Principal: Jenny Klein
Date: _____

SIT Chairperson: Melissa Burton
Date: _____

School Improvement Team Members

2018 - 2019 SIT Members

The following were members of the School Improvement Team for the 2018 – 2019 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Please print your name and sign.

Principal: Jenny Klein _____
Signature: _____

SIT Chairperson: Melissa Burton _____
Signature: _____

Assistant Principal: _____
Signature: _____

Instructional Support: Christy Jones _____
Signature: _____

Teacher: Sally Little _____
Signature: _____

Teacher Assistant: Sherrie Johnson _____
Signature: _____

Teacher: Amy Motley _____
Signature: _____

Parent: Steven Lawrence _____
Signature: _____

Teacher: Laura Podraza _____
Signature: _____

Parent: _____
Signature: _____

Teacher: Miranda Wilkie _____
Signature: _____

Member: _____
Signature: _____

Teacher: Kristine Wolf _____
Signature: _____

Member: _____
Signature: _____

Teacher: Laura Holst _____
Signature: _____

Member: _____
Signature: _____

Teacher: Jill Rose _____
Signature: _____

Member: _____
Signature: _____

2019 - 2020 SIT Members

The following were members of the School Improvement Team for the 2019 – 2020 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Please print your name and sign.

Principal: _____
Signature: _____

SIT Chairperson: _____
Signature: _____

Assistant Principal: _____
Signature: _____

Instructional Support: _____
Signature: _____

Teacher: _____
Signature: _____

Teacher Assistant: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
Signature: _____

Teacher: _____
Signature: _____

Parent: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Teacher: _____
Signature: _____

Member: _____
Signature: _____

Purpose, Direction, and Beliefs

BCS Purpose Statement

To provide safe and engaging learning environments that prepare students for their tomorrow.

BCS Direction Statement

Our students will become successful, responsible citizens in an ever-changing global society.

BCS Belief Statements

- Teaching the whole child
- Personalizing instruction
- Empowering world-class educators
- Encouraging personal growth
- Embracing diversity
- Investing purposefully
- Collaborating and communicating

CC Bell Elementary Purpose Statement

Inspiring a community of lifelong learners and leaders

CC Bell Elementary Direction Statement

Bell Elementary students will reach their full potential and become successful, responsible citizens in a diverse, global society.

CC Bell Elementary Belief Statements

Children and Learning

- Each member of the Bell community is a valued individual with unique, social, emotional and intellectual needs.
- Students learn best when they are actively engaged in meaningful, relevant learning.
- Students demonstrate their understanding of essential knowledge and skills by being actively involved in solving problems and producing quality work.
- Curriculum and instructional practices incorporate a variety of learning activities to accommodate individual differences in learning styles at Charles C. Bell Elementary School, School Improvement Plan 2018-2020

Responsibility

- The responsibility for advancing the school's mission is shared by teachers, administrators, parents, students, and the community.
- Student learning is the school's first priority.
- The Bell community's commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.

Environment

- A person's self-esteem is enhanced by positive relationships and mutual respect among all members of the Bell community.

Profile Narrative

Demographics/School Characteristics

Charles C. Bell Elementary is committed to making every student successful. Bell is a community-based school. Parental involvement is vital to our success. The partnerships between parents, staff and the community have paid high dividends to our school success.

The current Tenth Day Membership Report for Bell is 300 students. In the current year we have three Kindergarten classes, three First grades, two Second grades, three Third grades, two Fourth grades, and two Fifth grades. Our campus is also home to a Head Start class. We are a Title I school with the model that is adopted by Buncombe County Schools. We have one Title I teacher and two part-time assistants who work with the students in our school on a 30/45-minute-long daily lesson focused on decoding, fluency, and comprehension. The Title I program has enhanced the instruction at Bell through the modeling of best practices in literacy instruction, and through meeting the individual needs of students through focused small group literacy instruction. We have a literacy Coach that Bell shares with another elementary school on a 60-40 basis. This coach meets weekly with grade levels to interpret data, best instructional practices and to plan instruction. This year our master schedule allows each grade level to have four 45-minute planning segments, one being used for data interpretation and planning as a grade level. We have weekly PLC meetings with grade levels as well as bi-monthly vertical PLC meetings with our entire staff, one for ELA and one for Math instructional best practices.

Bell operates a fixed 45 minutes per week Media Center schedule for grades K-5. Students check out books for part of the period and then participate in a literature and/or technology based activity that supports grade standards. The Media Center is open all day every school day for individual book exchange and small group activities on a flexible schedule. We have implemented digital instructional technology activities and makerspace into the Media Center resources.

There is currently a total of 49 students identified as exceptional students.
There is currently a total of 22 students identified as EL
20 students are identified as Academically or Intellectually Gifted.
42 Students are identified as Speech-Language Impaired.

Our demographic breakdown:

211 Caucasian students

3 Asian students.

42 Hispanic students.

21 Multi-Racial Students

19 African American Students

Certified Staff 2018-19

- 1 Principal
- 15 Classroom Teachers
- 1 Head Start Teacher
- 1 Title I Lead Teacher
- 1.5 Special Education Teachers
- 1 Speech Therapist
- 1 Counselor
- 1 Art Teacher (40%)
- 1 Music Teacher (60%)
- 1 School Psychologist (30%)
- 1 School Social Worker (20%)
- 1 Program Placement Specialist (20%)
- 1 Occupational Therapist (20%)
- 1 Media Specialist
- 1 Physical Education Teacher (60%)
- 1 AIG Teacher (40%)
- 1 Curriculum Specialist (40%)
- 1 ESL (40%)

Non-Certified Staff 2018-19

- 1 Nurse (40%) Buncombe County Health Department
 - 1 Digital Learning Lab Assistant
 - 6 Full Time Instructional Assistants
 - 2 Part Time Instructional Assistants
 - 1 Language Facilitator
 - 2 Title I Assistants
 - 1 Head Start Assistant
 - 1 Bookkeeper/Head Secretary
 - 1 Data Manager /Receptionist
 - 4 Bus Drivers
 - 1 Cafeteria Manager and 3 Cafeteria Staff
 - 2 Custodians (1 twelve months, 1 eleven months)
- 100% of Bell teachers are highly qualified.

Climate/School Culture

Charles C Bell Elementary school climate is exemplified in our PBIS program success guided through our Be Rules (Be Safe, Be Respectful, Be Responsible, Be Kind and Be Successful). Our Be Rules guide behavior and academic expectations throughout the school. Bell Bear tickets and praise reinforce our rules and students earn tickets for following them. After each 9-week period, a student can cash out their earned tickets at the Bell Bear Bash. This celebration reinforces our rules and strengthens our PBIS centered school culture.

Charles C. Bell Elementary School Improvement Plan 2018-2020

Our Parents were surveyed in spring 2018 and had the following positive indicators for our school:

- 89% of parents feel their child is safe at school.
- 100% of parents respect the school staff
- 89% of parents feel their child knows the expectations for learning and school goals.
- 83% of parents feel the school is preparing their child for the future.
- 100% of parents feel clear behavior expectations are supported by school staff.

Our staff was surveyed in spring 2018 and had the following positive indicators for our school:

- 97% of staff agree the school provides necessary technological tools for instruction
- 82% of staff know how to report incidents of student misconduct
- 77% of staff feel the instructional program at this school is rigorous.
- 71% of staff feel there is an atmosphere where every student can succeed
- 82% of staff feel the school maintains high expectations for student work

Our students were surveyed in spring 2018 and had the following positive indicators for our school:

- 95% of students feel safe at school.
- 95% of students feel respected by adults at school
- 100% of students feel the teachers believe they can learn
- 92% of students feel successful at school
- 85% of students report they have not been bullied at school

Academic Achievement

2017-18 GLP EOG Assessment Scores:

- Overall 61.1
- Overall ELA 55.4
- Overall Math 65.6
- Science 65.1

17-18 EOY	Far Below Proficient	Below Proficient	Proficient	Above Proficient
Kindergarten	2% (1 Students)	16% (9 Students)	31% (17 Students)	51% (28 Students)
First Grade	28% (12 Students)	16% (7 Students)	54% (23 Students)	2% (1 Students)
Second Grade	48% (20 Students)	7% (3 Students)	45% (19 Students)	0
Third Grade	27% (16 Students)	28% (16 Students)	24% (14 Students)	21% (12 Students)

mClass data for End of Year in 2018 is listed below. Our data confirms our second and third grade students are not proficient as they begin a new grade level. Imagine learning, small guided reading groups, WIN groups, and Wit and Wisdom does focus on these deficits as they begin 2018-19 school year.

Charles C. Bell Elementary School Improvement Plan 2018-2020

The ELA Composite score was 55.4 in 2017-18 which dropped from 59.4 percent in 2016-17. This is a 4.0 percent decrease in the score. Our fifth-grade females showed the lowest proficiency (33.3%). Out of this group of 21 females, 8 students were receiving services in the Exceptional Children program. Also, 43.8 percent of our Economically Disadvantaged students were proficient on the ELA EOG.

The Math Composite score increased from 65.2 percent in 2016-17 to 65.6 percent. Our data indicates that our 3rd grade females scored 58.1 percent as compared to the males that scored 72.3 percent. We also recognize that our fourth grade had the largest increase in math scores from 54.5 percent to 71.4 percent. In our 2017-18 Grade-level meetings, teachers will continue to spot check identified sub-groups and individual students for progress monitoring purposes.

Our EOG Science Composite score for 2017-18 was 65.1 percent. It decreased from 70.4 percent in the 2016-17 school year. It is important to recognize that only 4 students out of our 42 that took this test were not proficient.

School Improvement Plan Goals

Goal #1

SMART Goal

To increase reading proficiency of K-3 students, the average TRC proficiency score increases from 57% in June 2018 by 10% to June 2020 (5% increase in 2019 to 58.9% and to 10% in 2020 to 62.7%).

Strategies

Person/Groups Responsible

<ul style="list-style-type: none"> Utilize small group instruction during the 90-minute Literacy block to provide systematic targeted intervention enrichment 	<ul style="list-style-type: none"> Classroom teachers, instructional assistants, Literacy Coach, Administrator
<ul style="list-style-type: none"> Continue to use flexible groups formed K-5 to utilize Leveled Literacy Intervention (LLI) for reading instruction and growth 	<ul style="list-style-type: none"> Classroom teachers, Title 1 teacher,
<ul style="list-style-type: none"> Continue to use Florida Center for Reading Recovery (FCRR) activities to target skill deficits 	<ul style="list-style-type: none"> Classroom teachers, instructional assistants, Literacy Coach, Title 1 teacher
<ul style="list-style-type: none"> Continue to use specific weekly collaboration meetings using the Professional Learning Process to plan lessons, analyze data, follow BCS pacing guides and create flexible grouping for classrooms. 	<ul style="list-style-type: none"> Classroom teachers, instructional assistants, Literacy Coach, Administrator
<ul style="list-style-type: none"> Implement Imagine Learning Schedule and mini lessons to target identified skills needed 	<ul style="list-style-type: none"> Classroom Teachers
<ul style="list-style-type: none"> Reading and writing training for instructional assistants 2 times each quarter 	<ul style="list-style-type: none"> Title 1 Teacher, Instructional Assistants
<ul style="list-style-type: none"> Walkthroughs focused on classroom environment and quality instruction using BCS literacy block rubric and classroom schedule 	<ul style="list-style-type: none"> Literacy Coach, Math Coach, Administrator
<ul style="list-style-type: none"> Utilize a clearly defined TIPS process for students that re not successful with grade level tasks. An action plan will be created by the team and interventions will be followed in the classroom. Classroom teacher will gather data based upon interventions implemented. 	<ul style="list-style-type: none"> TIPS Committee, Classroom teachers, Administrator
<ul style="list-style-type: none"> Utilize Foundations with fidelity (K-2) and Wit and Wisdom with integrity (1-5) for literacy instruction 	<ul style="list-style-type: none"> K-5 Classroom Teachers, Literacy Coach, Administrator
<ul style="list-style-type: none"> Collaborate with the AIG, ESL, Title 1 and Exceptional Children’s staff to provide daily intervention and enrichment opportunities 	<ul style="list-style-type: none"> Certified Staff

Resources Required

Subs for Data Analysis Days
Foundations materials for K-2 classrooms
Wit and Wisdom
Literacy studios for Wit and Wisdom (2-day subs)

Staff Development

Literacy Coach every other month ELA PD
Data analysis days with literacy coach and Title 1 teacher to determine trends and next steps for instruction in grade levels
Imagine learning training days with IL instructor (10/01/18 and Spring TBA)
BCS district PD devoted to ELA and 10/15/18

Progress Monitoring

mClass schedule for progress monitoring
Weekly grade level ELA PLC meetings
Use Team Drive for each grade level data
LLI progress monitoring
Use of Imagine Learning data and reports to guide instruction

Charles C. Bell Elementary School Improvement Plan 2018-2020

Date: 2018-19

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
X	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancEd Standards
X	Clear Direction
	Healthy Culture
X	High Expectations
X	Impact of Instruction
	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

To be Goal #2

SMART Goal

Increase the reading proficiency of 3-5th grade students so that their average ELA EOG assessment score is increased from 55.4% by 10% from June 2018 to June 2020 (5% by June 2019 to 58.1% and to 60.8% by June 2020).

Strategies	Person/Groups Responsible
<ul style="list-style-type: none"> Continue school wide focus on the 90-minute Literacy block 	<ul style="list-style-type: none"> Classroom Teachers, Literacy Coach, Instructional Assistants, Administrator
<ul style="list-style-type: none"> Continue to use flexible groups formed K-5 to utilize Leveled Literacy Intervention (LLI) for reading instruction and growth 	<ul style="list-style-type: none"> Classroom Teachers, Literacy Coach, Title 1 teacher
<ul style="list-style-type: none"> Continue to use Florida Center for Reading Recovery (FCRR) activities to target skill deficits 	<ul style="list-style-type: none"> Classroom Teachers, Literacy Coach, Instructional Assistants, Title 1 staff
<ul style="list-style-type: none"> Utilize weekly meetings using the Professional Learning Process to plan lessons, analyze data and create flexible grouping for classrooms. 	<ul style="list-style-type: none"> Classroom Teachers, Literacy Coach, Instructional Assistants, Administrator
<ul style="list-style-type: none"> Implement Imagine Learning Schedule and mini lessons to target identified skills needed 	<ul style="list-style-type: none"> Classroom Teachers
<ul style="list-style-type: none"> Reading and writing training for instructional assistants 2x per quarter 	<ul style="list-style-type: none"> Title 1 Teacher, Instructional Assistants
<ul style="list-style-type: none"> Walkthroughs focused on classroom environment, quality instruction and on posted schedule 	<ul style="list-style-type: none"> Literacy Coach, Math Coach, Administrator
<ul style="list-style-type: none"> Utilize a clearly defined TIPS process for students that are not successful with grade level tasks. An action plan will be created by the team and interventions will be followed in the classroom. Classroom teacher will gather data based upon interventions implemented. 	<ul style="list-style-type: none"> TIPS Committee, Classroom Teachers
<ul style="list-style-type: none"> Collaborate with the AIG, ESL, Title 1 and Exceptional Children's staff to provide daily intervention and enrichment opportunities 	<ul style="list-style-type: none"> Certified Staff
<ul style="list-style-type: none"> Continue to use specific weekly collaboration meetings using the Professional Learning Process to plan lessons, analyze data, follow BCS pacing guides and create flexible grouping for classrooms 	<ul style="list-style-type: none"> Classroom Teachers, Literacy Coach, Instructional Assistants, Administrator

Resources Required

Subs for Data Analysis Days
Wit and Wisdom
Literacy studios for Wit and Wisdom (2-day subs)

Staff Development

Literacy Coach every other month ELA PD
Data analysis days with literacy coach and Title I teacher to determine trends and next steps for instruction in grade levels
Imagine learning training days with IL instructor (10/01/18 and Spring TBA)
BCS district PD devoted to ELA and 10/15/18

Progress Monitoring

mClass (atlas kits)
LLI running records
Wit and Wisdom assessments
Writing assessments
Common formative assessments

Charles C. Bell Elementary School Improvement Plan 2018-2020

Date:2018-19

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancEd Standards
X	Clear Direction
	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #3

SMART Goal

To increase the math proficiency of 3-5th grade students so their average Math EOG assessment score is increased from 65.6% by 10% from June 2018 to June 2020 (68.8% by June 2019 and to 72.2% by June 2020).

Strategies	Person/Groups Responsible
<ul style="list-style-type: none"> • Continue to use PLC continuum using weekly collaboration meetings using the Professional Learning Process to create learning targets, choose standards, determine success criteria, analyze data, follow BCS pacing guides, create an analyze common formative assessment, and create flexible grouping for classrooms • Utilize targeted professional development based upon observations during walkthroughs • Utilize a clearly defined TIPS process for students that are not successful with grade level tasks. An action plan will be created by the team and interventions will be followed in the classroom. Classroom teacher will gather data based upon interventions implemented. 	<ul style="list-style-type: none"> • Math coach, literacy coach, classroom teachers, administrator • Administrator, literacy coach, math coach • TIPS Committee, Parents

Resources Required

Math Standards Math Pacing Guide Master schedule Investigations Assessing Math Concepts Tools 4 Teachers

Staff Development

PD on 10-15-18, 11-6-18 on new Math standards Utilize BCS math coach in PLC and PD on scheduled basis
--

Progress Monitoring

NC Check In data for 3,4,5 th grades 3 BCS/State benchmarks (BOY, MOY, EOY) Common formative assessments

Charles C. Bell Elementary School Improvement Plan 2018-2020

Date: 2018-19

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancEd Standards
X	Clear Direction
	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #4

SMART Goal

To increase the Science proficiency of 5th grade students so their average Science EOG assessment score is increased from 65.0 by 10% from June 2018 to June 2020 (68.4% by June 2019 and to 71.6% by June 2020).

Strategies	Person/Groups Responsible
<ul style="list-style-type: none"> • Continue to use specific weekly collaboration meetings using the Professional Learning Process to plan lessons, analyze data, follow BCS pacing guides and create flexible grouping for classrooms • Utilize K-5 pacing and curriculum guides • Utilize District Science videos • Utilize Science Canvas Course • Utilize Science digital trade book repository • Stem lab classes weekly 	<ul style="list-style-type: none"> • Science district coaches, literacy coach, classroom teachers • Science district coaches, literacy coach, classroom teachers • Science district coaches, literacy coach, classroom teachers • Science district coaches, literacy coach, classroom teachers • Classroom Teachers, Literacy coach • STEM assistant, classroom teacher

Resources Required

STEM lab supplies for challenges Science Canvas Course Science trade book repository
--

Staff Development

District Science day (Oct 24) + one in spring TBA

Progress Monitoring

Stem challenge completion Science journals Lesson plans

Charles C. Bell Elementary School Improvement Plan 2018-2020

Date: 2018-19

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancEd Standards
X	Clear Direction
	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #5

SMART Goal

To promote a healthy, responsible, high achieving student by providing a safe, orderly and healthy environment using the PBIS framework. This will be measured by reducing the number of referrals in Educators Handbook from 79% in 2018 by 10% in June 2020. (decrease of 5% to 75 referrals in 2019 to 10% to 71 referrals in 2020).

Strategies	Person/Groups Responsible
<ul style="list-style-type: none"> • Utilize the PBIS framework by teaching behavior expectations through the Be Rules (Be Responsible, Be Safe, Be Respectful, Be Successful, Be Kind) and 7 Habits of Happy Kids • Celebrate student success through Bell Tickets, Bell Bear Bash, and classroom awards • Continue Monthly Marvelous Moments assembles to re-teach behavior expectations and celebrate student success • Utilize Educator’s Handbook by documenting and tracking minor and major offenses 	<ul style="list-style-type: none"> • Bell Staff • Bell Staff • Bell Staff • Bell Staff

Resources Required

School Counselor Second Step Curriculum Educator’s Handbook Donor’s Choose-online donations Parent donations
--

Staff Development

PD with PBIS coordinator with staff/Educator’s Handbook PBIS Committee-PD with staff quarterly

Progress Monitoring

PBIS committee meetings Track Educators Handbook for student eligibility to Bell Bear Bash 3 Minors for same offense to become Major offense TIPS Committee meetings

Charles C. Bell Elementary School Improvement Plan 2018-2020

Date: 2018-2019

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
X	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
X	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
X	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancEd Standards
	Clear Direction
X	Healthy Culture
X	High Expectations
	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
	Transition Plans
X	Parental Involvement
X	Support for Students Experiencing Difficulty
	Teacher Involvement in Use of Assessment

School Safety

Discipline

Issues

In Educator's Handbook our major incidents increased in 2017-18 to 79 reported offenses from 60 reported offenses in 2016-17. Our incidents include aggressive behavior, disrespect to faculty, and inappropriate behavior. In 2017-18 classroom teachers were more familiar with the usage of Educator's Handbook and this may be one factor that affected our increase in incidents. Our School Counselor had meetings with small groups of students with similar emotional needs in individual sessions with students identified with more than 3 incidents to support students' behaviors and provided coping strategies for improved behavior. Participation in our Bell Bash at the end of each quarter was highly effective in reducing incidents as this was a preferred student activity.

Corrective Actions

As the principal, I will continue to monitor the use of actions in Educator's Handbook for minor and major offenses. I will use short term suspension when warranted. Phone calls to parents, parent conferences with principal and or teachers, time out and lunch detentions are used prior to out of school suspensions. Functional behavior Assessments are used with students with behavior needs and shared with the teaching staff of the student. Our counselor works individually and in small groups with students to solve problems. Guidance lessons are taught in each classroom two times monthly for support in identified areas (bullying, friendships, etc.).

PBIS

All PBIS tiers were implemented at Bell during the 2017-2018 year. Our PBIS tier 1 team meets monthly to discuss marvelous moments assemblies, celebrations, and ways in which to promote a positive school climate. Our PBIS tier 2/3 team meets every other month as part of TIPS to discuss behavior and academic concerns of specific students.

Bell Elementary recently began using Bell Bear tickets as one of our PBIS positive incentive strategies. Students earn these by following our Be rules: Being Kind, Being Safe, Being Respectful, Being Responsible, and Being Successful. Students can spend these tickets in their classroom for classroom rewards or at the end of the nine weeks at our nine weeks PBIS positive behavior celebration, called the Bell Bear Bash. Since we have started tickets at Bell Elementary we have seen an increased buy in from students in wanting to follow our Be rules, as well as a general more positive attitude.

Since we started having our Bell Bear Bash, we have not seen an increase in kids who could not go due to referrals (kids who cannot go have 3 minors or 1 major). This number dropped very slightly after the first celebration then remained constant for the rest of the year. Kids look forward to the Bell Bear Bash and since it has begun the general school climate has become more positive. The tickets serve as a reminder for teachers to talk to their students more positively, and in turn students feel proud to earn them. We tie in our Be rules, and tickets into our monthly Marvelous Moments assemblies where each grade level presents on a 7 habit or Be rule, these assemblies help to reinforce our school rules. Lastly, we have positive office referrals, these are for students who go above and beyond during the school day. When they get a positive

office referral they get to go to the principal's office to discuss what they did and receive a reward.

All 3 PBIS tiers have been implemented at Bell during the 2017-2018 school year. Our Tiered Fidelity Inventory scores for tier 1 was 97%, tier 2 was 88% and tier 3 was 88%. This was an improvement from the start of the year, when our scores were 83%, 62%, and 50% across all three tiers. We completed every item on our PBIS action plan and were awarded Model school status.

Safety Considerations

Facility Related Safety

In 2016-17 the Bell Safety Team expressed the need for our gymnasium to be wheel chair accessible as Bell's campus is a voting site. In the spring of 2018, wheel chair ramps were constructed at each of the outside doors to our gymnasium. This allows the voting public to safely access the voting site without entering out school building.

Incident Response

As per NC General Statute GS 115C-105.27(c1), specific information on incident response is not included in the school improvement plan; however, each Buncombe County School has a crisis response plan. The principal has communicated this plan to their faculty, staff, and students as appropriate. Further, this plan has been approved by the Buncombe County Board of Education and is on file in the Assistant Superintendent's Office.

At Charles C. Bell, the safety of students, families and all staff is a top priority. A safety team meets several times a year to assess specific situations, discuss school drills and how to improve them and to do a facility walk through for building safety. Several procedures are put into place to ensure the safety of students and staff. As these procedures are practiced and become familiar, staff students know how to respond when there is danger or safety threat.

At Charles C. Bell all outside doors are locked during the school day. Employees have a name badge with an activating chip that allows them to enter the building as needed. The badges are automatically programmed by day of the week and specific time during the day. Visitors to our school must use our outside doorbell to seek entry the school. This safety feature uses a camera so the office staff can see who is outside and an intercom to communicate to the person their business of entering the school. Unknown persons are required to show photo identification to the office staff. Once inside the school, all visitors are required to use Lobby Guard allowing them to sign in, receiving a photo visitor's sticker. Any suspicious person is reported to administration immediately. A hidden "panic button" is located in the front office and the principal's office for immediate dispatch of law enforcement to the school. The School Resource Officer is on campus periodically and called to help facilitate situations as needed. Any safety/custody situations of students are red flagged in PowerSchool for quick checks for student safety.

Charles C. Bell Elementary School Improvement Plan 2018-2020

Routine drills are in place on a school year timeline. Fire drills are conducted monthly involving the entire school. There are primary and alternate routes practiced throughout the year. Members of the safety team checks hallways, classrooms and restrooms for complete evacuation by all. Safety drills for weather (tornado) are practiced each year during tornado awareness week. Lockdown drills are practiced 2x per year, including perimeter and full lockdown. Each classroom has a safety backpack that is taken in all drills. The backpack includes a class list, contact information, emergency health needs, a book, and other emergency supplies determined needed.

This year each classroom has a calm spot for students to access when they are upset or frustrated. We have transformed a room into a sensory environment. We have included items that are identified by our district resource to deescalate and calm behaviors as needed. Our school counselor includes mindfulness class lessons for students to learn coping strategies. Functional Behavior Assessments and student safety plans are individually written for students as needed. These plans provide teachers with immediate strategies to support students during these behaviors.

At Risk Students

Charles C Bell Elementary has a system to identify and support students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation. Identification will occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, state assessments, and other factors, including reading on grade level.

Instructional Support

The following instructional practices and methods have been identified as effective in improving the academic performance of students identified as at risk of academic failure or at risk of dropping out of Charles C Bell Elementary:

- Identification of students at risk in PLC grade level meetings and devise interventions and action plans needed in classroom for success and support
- Implement the TIPS process beginning with checklist for classroom interventions
- Action plans are written at TIPS meetings with TIPS committee and parents
- Refer students from TIPS to Exceptional Children's for testing if needed
- Personal Education plans are written with specific goals
- Literacy Footprint lessons K-4 have been added to focus on comprehension
- Geodes Decodable Texts for 1st grade-Follow Foundations and Wit and Wisdom curriculums
- mClass for 4th grade students reading below grade level
- Functional Behavior Assessments/Safety plans are written when needed for academic support
- Target interventions through TIER 2 and TIER 3 supplemental support
- Synergy weekly meeting with administrator, nurse, social worker and counselor discussing students with high needs

Transition Plans

At Charles C Bell Elementary there are procedures in place to support the transitions of upcoming kindergarten students and fifth graders preparing to attend middle school. A community preschool visits our classes in the spring before they will begin kindergarten, eating lunch and enjoying center time with our current students.

Our kindergartners and their families are invited to a community kindergarten event, allowing families to learn about the kindergarten curriculum and activities that students engage in throughout the year. Bell hosts a kindergarten orientation night where parents learn about many aspects of the school and requirements need kindergarten registration. Bell's kindergarten registration is an all-day event, allowing parents to schedule appointments with their child for a LAP-D screening and an opportunity for parents to digitally/manually enroll their child for the upcoming school year. On the first and second days of school, our kindergartners are split in half for attendance. This allows the classroom to be explored and procedures introduced in a smaller group for individual support. On the third day, all students attend and the class is complete.

Our fifth-grade students learn about the middle school program through a scheduled classroom visit by the AC Reynolds school counselor and two former Bell students who attend the middle school. This presentation is tow fold with a counselor's viewpoint of necessary

information about middle school, but also addresses students worries and concerns about attending a new school. The inclusion of two students to address questions is preferred by students as they get the student viewpoint and reality of what lies ahead for students. After the classrooms visits to Bell, our fifth grade takes a field trip to AC Reynolds Middle school. This trip is exciting to our fifth-grade students to see what to expect and ask additional questions as needed. All fifth-grade students attend this field trip even if attending another middle school for familiarity to a middle school campus and schedule. The middle schools also host a parent night for upcoming sixth graders and invitations are sent out to our Bell families.

Teacher Time

Duty Free Lunch

Every certified teacher has duty free lunch at Charles C. Bell Elementary. Instructional assistants supervise the students while the teachers have a duty-free lunch. Instructional assistants eat while teacher supervise students.

Duty-Free Instructional Planning

Every certified teacher has a 45-minute planning block, 4 days per week. They also have planning on most days after school from 2:45-3:30.

Efficient Reporting

All classroom teachers use PowerSchool to keep attendance and for grades. PowerSchool communicates with Educator's Handbook for discipline referrals and actions. Teachers use Google documents (team documents for grade levels) to set agendas, take minutes and enter data for grade level and committee meetings. Emails and School Messenger are digital means of communication used at Charles C Bell.

Healthy Students

Buncombe County Schools has established a strategic priority of Healthy Students in Safe, Orderly and Caring Schools (BCBOE Policy 6140). Schools have a goal of providing 150 minutes per week of moderate to vigorous physical activity for all K-8 students (minimum of 30 minutes per school day). Physical activity/exercise is not to be taken away or used as a punishment.

All classrooms at Bell Elementary have a scheduled recess of 30 minutes four times per week. One day per week each classroom has a scheduled 45-minute Physical Education/Health class led by our Physical Education Teacher. Our school has incorporated The Walkabout Program that leads 5-minute intervals of movement exercises to be used in the classroom during transitions.

2018 – 2019 Mid-Year Progress Report

Goal #1 Progress to Date

@(add text)

Goal #2 Progress to Date

@(add text)

Goal #3 Progress to Date

@(add text)

Goal #4 Progress to Date

@(add text)

Goal #5 Progress to Date

@(add text)

2018 – 2019 Year-End Progress Report

How did your school’s Purpose, Direction, and Belief Statements guide your actions throughout the school year?

@(add text)

Goal #1 Major Accomplishments

@(add text)

Goal #2 Major Accomplishments

@(add text)

Goal #3 Major Accomplishments

@(add text)

Goal #4 Major Accomplishments

@(add text)

Goal #5 Major Accomplishments

@(add text)

2019 – 2020 Mid-Year Progress Report

Goal #1 Progress to Date

@(add text)

Goal #2 Progress to Date

@(add text)

Goal #3 Progress to Date

@(add text)

Goal #4 Progress to Date

@(add text)

Goal #5 Progress to Date

@(add text)

2019 – 2020 Year-End Progress Report

How did your school’s Purpose, Direction, and Belief Statements guide your actions throughout the school year?

@(add text)

Goal #1 Major Accomplishments

@(add text)

Goal #2 Major Accomplishments

@(add text)

Goal #3 Major Accomplishments

@(add text)

Goal #4 Major Accomplishments

@(add text)

Goal #5 Major Accomplishments

@(add text)

School Performance Data

Summary

Performance Standards	2016 – 17	2017- 18	2018 - 19	2019 – 20
Performance Composite GLP	63.5	61.1		
Growth Status	NOT MET	MET		
Growth Index	-5.92	-1.41		
SPG Overall Achievement	64	61.1		
SPG Reading Achievement	59	56.6		
SPG Math Achievement	65	65.6		
SPG Overall Growth	56.8	72.9		
SPG Reading Growth	57.3	79.3		
SPG Math Growth	68.4	68.7		
SPG Overall Performance	62	63		
SPG Overall Grade	C	C		

Source: Internal Ready Review, RDYSTAT Overview, SPGSTAT- School Performance Grade

Subject/Grade Performance (GLP)

Area/Level	2016 – 17	2017 - 18	2018 - 19	2019 – 20
EOG All	63.5	61.1		
Reading 3	71.9	53.4		
Reading 4	47.7	62.5		
Reading 5	55.6	48.8		
Math 3	75.4	63.8		
Math 4	54.5	71.4		
Math 5	63.0	60.5		
Science 5	70.4	65.1		

Source: Internal Ready Review, RDYLEV – Performance Composite by Level

mCLASS Data

Kindergarten

Kindergarten: BOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	54	21	38	33	61
2018 – 19					
2019 – 20					

Kindergarten: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	64	21	39	33	61
2018 – 19					
2019 – 20					

Kindergarten: EOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	65	45	82	10	18
2018 – 19					
2019 – 20					

First Grade

Grade 1: BOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	40	26	64	14	36
2018 – 19					
2019 – 20					

Grade 1: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	54	35	19	26	62
2018 – 19					
2019 – 20					

Grade 1: EOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	43	24	56	19	44
2018 – 19					
2019 – 20					

Second Grade

Grade 2: BOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	41	11	27	30	73
2018 – 19					
2019 – 20					

Grade 2: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	43	6	14	37	86
2018 – 19					
2019 – 20					

Grade 2: EOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	42	19	45	23	55
2018 – 19					
2019 – 20					

Third Grade

Grade 3: BOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	59	18	31	41	69
2018 – 19					
2019 – 20					

Grade 3: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	59	20	34	39	66
2018 – 19					
2019 – 20					

Grade 3: EOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	58	26	45	32	55
2018 – 19					
2019 – 20					

Source: NCEdCloud, Amplify Reports, Reporting, View my Data, MCLASS: Reading 3D Dibels
 Next, comparing populations, view report, green + blue = proficient, red + yellow = below proficient

LAP-D Data

List totals

Time	# Screened	# Proficient	# Referred
Spring 17	35	31	4
Fall 17	0		
Spring 18	28	25	3
Fall 18	0		
Spring 19			
Fall 19			
Spring 20			
Fall 20			
Spring 21			

Source: School

EVAAS Data

Levels: Blue: Exceeds Expected Growth, Green: Meets Expected Growth, Red: Does Not Meet Expected Growth

School Accountability Growth

Year	Index	Level (B/G/R)
(2016) – 2017	-5.92	RED
(2017) – 2018	-1.46	GEEN
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, School Accountability Growth

Educator Effectiveness Growth (Composite)

Year	Index	Level (B/G/R)
(2016) – 2017	-5.26	RED
(2017) – 2018		
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, Educator Effectiveness Growth

Growth by Subject/Grade

(B/G/R)

Subject	(2016) - 2017	(2017) - 2018	(2018) - 2019	(2019) - 2020
Kindergarten Reading	G	G		
Grade 1 Reading	G	G		
Grade 2 Reading	G	G		
Grade 3 Reading	R	R		
Grade 4 Math	R	G		
Grade 4 Reading	G	R		
Grade 5 Math	G	G		
Grade 5 Reading	G	R		
Grade 5 Science	G	R		

Source: EVAAS, School Value Added

Subgroup Performance

2017 – 2018 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blck	Hisp	Mult	White	EDS	LEP	SWD	AIG
Num	61.1	56.2	65.4	*	*	42.9	45.0	53.6	66.3	47.5	43.6	35.2	>95
Reading 3	53.4	52.9	54.2	*	*	*	36.4	*	64.1	38.2	*	46.2	>95
Reading 4	62.5	78.9	54.1	*	*	*	*	*	64.3	48.0	*	16.7	>95
Reading 5	48.8	33.3	63.6	*	*	*	*	*	52.9	47.6	*	*	*
Math 3	63.8	61.8	66.7	*	*	*	36.4	*	74.4	47.1	*	61.5	>95
Math 4	71.4	68.4	73.0	*	*	*	*	*	73.8	56.0	*	41.7	>95
Math 5	60.5	42.9	77.3	*	*	*	*	*	58.8	52.4	*	*	*
Science 5	65.1	57.1	72.7	*	*	*	*	*	73.5	47.6	*	*	*

2018 – 2019 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blck	Hisp	Mult	White	EDS	LEP	SWD	AIG
Num													
Reading 3													
Reading 4													
Reading 5													
Math 3													
Math 4													
Math 5													
Science 5													

2019 – 2020 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blek	Hisp	Mult	White	EDS	LEP	SWD	AIG
Num													
Reading 3													
Reading 4													
Reading 5													
Math 3													
Math 4													
Math 5													
Science 5													

Source: Internal Ready Review, RDYSUM – Ready Drilldown, Performance Composite GLP

Long Term Goals

2017 - 2018 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual
Reading Grade 3-5	ALL	51.0	46.2
Reading Grade 3-5	White	57.9	50.9
Math 3-5	ALL	58.6	56.4
Math 3-5	EDS	48.2	41.8
Math 3-5	SWD	23.8	21.9

2018 – 2019 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual

2019 - 2020 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual

Source: Internal Ready Review (new, specifics unknown)

Attendance Data

Chronic Absent is a student who missed more than 17 days

School Year	# Chronic Absent	# Final Enrollment	% Chronic Absent
2016 – 2017	26	281	93.4%
2017 – 2018	24	296	95.2%
2018 – 2019			
2019 – 2020			

Source: Data manager

Retention Data

Grade	2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	#	%	#	%	#	%	#	%
K	2		1					
1	0		0					
2	0		0					
3	0		0					
4	0		0					
5	0		0					

Source: Data Manager

Parent Survey Data

2017 - 2018

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school	27.7	61.1	5.5	5.5	0
6) I feel welcome at my child's school	50.0	50.0	0	0	0
7) I respect the school staff	50.0	50.0	0	0	0
8) The school communicates expectations for student learning and goals	27.8	66.67	5.5	0	0
9) The school responds in a timely manner when I have concerns	29.4	47.0	11.7	11.7	0
10) The school is successful in preparing my child for the future	22.2	61.1	11.1	5.6	0
11) There are clear behavior expectations that are supported by school staff	27.7	72.2	0	0	0

2018 – 2019

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school					
6) I feel welcome at my child's school					
7) I respect the school staff					
8) The school communicates expectations for student learning and goals					
9) The school responds in a timely manner when I have concerns					
10) The school is successful in preparing my child for the future					
11) There are clear behavior expectations that are supported by school staff					

2019 – 2020

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school					
6) I feel welcome at my child’s school					
7) I respect the school staff					
8) The school communicates expectations for student learning and goals					
9) The school responds in a timely manner when I have concerns					
10) The school is successful in preparing my child for the future					
11) There are clear behavior expectations that are supported by school staff					

Source: Communications Department/Technology/Testing

Volunteers and Mentors

Year	Total Volunteer Hours	Total # Staff	# Staff as Mentors	# Students Mentored by Staff	# Volunteer Mentors	# Students Mentored by Volunteers
2017-18	2105	27	27	27	5	5
2018-19						
2019-20						

Source: School

Safe Schools / Discipline Data

Offenses: Office Referral

(By # of incidents, list top 5 UB, top 3 RO)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	60	79		
Inappropriate behavior	12	14		
Aggressive behavior	11	16		
Assault on a teacher	0			
Disruptive behaviors	15	20		
Insubordination	12	14		
Disrespect to faculty member	10	16		
(RO #2)	0	0		
(RO #3)	0	0		

Offense Cost: Office Referral

(By cost in days, list top five offenses)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	4	2.5		
4/2	Administrative conference	Administrative conference		
2/2	OSS	OSS		
@(Offense #5)				

Offenses: Minor Incidents

(By # of incidents, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Minor Incidents	141	159		
@(UB #1)	Inappropriate behavior	Aggressive behavior		
@(UB #2)	Aggressive behavior	Disruptive behavior		
@(UB #3)	Disruptive behavior	Inappropriate behavior		
@(UB #4)	Disrespect to faculty	Insubordination		
@(UB #5)	Insubordination	Disrespect to faculty		

Discipline Actions: Office Referrals

(By # of assignments, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Action #1)	Administrative conference with parent	Administrative conference with parent		
@(Action #2)	Administrative conference with students	Administrative conference with students		
@(Action #3)	OSS	OSS		
@(Action #4)				
@(Action #5)				

Discipline Actions: Minor Incidents

(By # of assignments, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Action #1)	Aggressive behavior	Bullying		
@(Action #2)	Bullying	Aggressive behavior		
@(Action #3)	Inappropriate behavior	Inappropriate behavior		
@(Action #4)				
@(Action #5)				

Locations: Office Referrals

(List top 5 locations)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Location #1)	Classroom	Classroom		
@(Location #2)	Playground	Playground		
@(Location #3)	Bus	Gym		
@(Location #4)	Cafeteria	Cafeteria		
@(Location #5)	Art	Media Center		

Source: Educators Handbook

Timeline

- School Improvement Plan DueOctober 12, 2018
- Mid-Year Progress ReportFebruary 28, 2019
- Year-End Progress ReportSeptember 28, 2018
- Revisions for 2019-2020.....October 11, 2019
 - Includes updates of all data
- Mid-Year Progress ReportFebruary 28, 2020
- Year-End Progress ReportSeptember 30, 2020