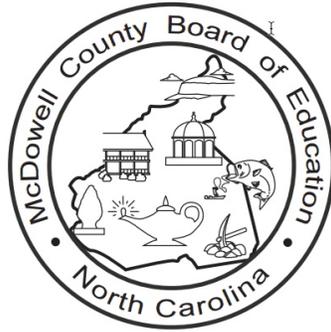


School Improvement Plan

# *McDowell County Schools*



*School Improvement Plan*

*For*

*Pleasant Gardens*

*Elementary School*

## School Improvement Plan

**Vision** *Minding the Gap, One Student at a Time*

**Mission** Together we live, learn, and grow. The mission of Pleasant Gardens Elementary School is to collaborate together in delivering exceptional instruction to everyone in a way that will encourage and prepare our school community to be successful, lifelong learners.

To lead us toward our mission, our school community shares the following beliefs:

\*We believe all children can learn.

\*We believe it is our responsibility to:

- do what is best for children, because they deserve it.
- be positive role models and create meaningful relationships in our school and community.
- provide student-centered, innovative, creative, and collaborative instruction.
- engage in rigorous, data-driven, standards-based instructional practices.
- provide a safe, loving, and welcoming environment for all students.
- encourage students to continue their education for future success.
- establish high expectations and accountability for everyone.

# School Improvement Plan

## School Improvement Team Members

<b>Name</b>	<b>Role</b>	<b>Signature</b>
Susan Westall	Principal	
Iris Lawing	Chairperson	
Martha Gouge	Secretary	
Sandra Queen	K-2 Representative	
Ashley Thornton	K-2 Representative	
Anna Helms	3-6 Representative	
Stephanie Roland	3-6 Representative	
Marlean Duncan	Support Staff	
Jennifer Miller	Teacher of the Year	
Tera Willis	Instructional Assistant	
Kristi Trimnal	Parent	

# School Improvement Plan Approval Form

## Initial Approval by Staff

**Date of Presentation/Approval  
Vote**

October 16, 2015

**Results of Approval Vote**

Approved

**Principal's Signature**

\_\_\_\_\_

## Approved by Superintendent/Designee

**Date**

\_\_\_\_\_

**Superintendent/Designee  
Signature**

\_\_\_\_\_

## Approved by McDowell County Board of Education

**Date**

\_\_\_\_\_

## **School Improvement Plan 2015-2016 Statement of Assurances**

The school improvement plan submitted for approval to the McDowell County Board of Education has been developed in accordance with Public Law 115C-105.27. In the development of this plan, be assured that:

- representatives of the principals, instructional personnel, instructional support personnel, and teacher assistants were elected to serve on the school improvement team by their respective groups by secret ballot;
- parents were elected to serve on the school improvement team by the parent/teacher organization of the school (or if none exists, by the largest organization of parents formed for this purpose);
- parents serving on the school improvement team reflect the racial and socio-economic composition of the students enrolled in this school and shall not be members of the building-level staff;
- school improvement team meetings were held at a convenient time to assure substantial parent participation;
- notice of time, date and location of school improvement team meetings were posted according to public meeting guidelines;
- the principal presented the proposed school improvement plan to all assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for review and vote; and
- the vote for approval of the school improvement plan was by secret ballot.

**Professional Development** – As prescribed by G.S. 115C-105.30 over 75% of the state staff development funding allotment has been distributed to our school. The school improvement team insures that these funds are used to implement the school improvement plan. All staff development activities in this school embrace the professional development vision adopted by the North Carolina State Board of Education in March 2003.

Classroom practice and school leadership in North Carolina will be improved through tailored, intensive professional development that includes follow-up, support, practice, feedback and evaluation. It is a collaborative effort that provides every student access to a competent, caring and highly-qualified teacher. All fiscal and human resources within the educational community support classroom instruction and interactions that prepare students to thrive and contribute to a complex, dynamic global and multicultural society. Activities result in implementation of classroom practices that lead to improved student achievement.

## **School Improvement Plan**

**Planning Time and Duty Free Lunch** – In accordance with G.S. 115C-105.27(b)(6.) there is a plan in place to assure planning time during the regular student contact hours and duty free lunch to the extent resources are available. The current planning and duty free lunch schedules have been approved according to the School Improvement Plan approval process.

**Safe Schools Plan** -- In accordance with G.S. 115C-105.47 our school has developed a safe school plan, which promotes a climate of respect and appropriate personal conduct for students and school personnel, and provides for safety, security and order. This plan is on file in the principal's office.

**Healthy Active Children (K-8 schools)** – The components of State Board of Education policy HSP-S-000 Healthy Active Children (HAC) have been considered in the school plan and are imbedded in the school schedule. The school is committed to providing regular physical activity for students both with a physical education specialist and during recess. In accordance with HSP-S-000 recess will not be taken away as a punishment.

**Read to Achieve– (Elementary only)** Embedded throughout the school improvement plan are projects and initiatives to achieve the goal that students will read at grade level by the end of grade 3. The improvement strategies include the use of assessments to monitor student progress in learning to read, research based interventions for students having difficulty, and best practice staff development for teachers. In accordance with legislative requirements, the school has processes in place for notifying parents or guardians when the child is not reading at grade level or may not be reading at grade level when s/he enters third grade.

**This school improvement plan represents goals and strategies for addressing improvement of student performance and includes components that focus on high student performance; safe, orderly and caring schools; quality teachers, administrators and staff; strong family, community and business support; and effective and efficient operations.**

School Name  Pleasant Gardens Elementary School

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

## School Improvement Plan Section I: Vision, Mission, Beliefs

Write a brief narrative to articulate your school's vision, mission, and beliefs.

Mission:

*Together we live, learn, and grow. The mission of Pleasant Gardens Elementary School is to collaborate together in delivering exceptional instruction to everyone in a way that will encourage and prepare our school community to be successful, lifelong learners.*

Vision:

*Minding the Gap, One Student at a Time*

Beliefs:

*\*We believe all children can learn.*

*\*We believe it is our responsibility to:*

- do what is best for children, because they deserve it.*
- be positive role models and create meaningful relationships in our school and community.*
- provide student-centered, innovative, creative, and collaborative instruction.*
- engage in rigorous, data-driven, standards-based instructional practices.*
- provide a safe, loving, and welcoming environment for all students.*
- encourage students to continue their education for future success.*
- establish high expectations and accountability for everyone*

# School Improvement Plan

## Section II: Profile

### **Report of Data Analysis**

*See the **School Improvement Process Guide** for the list of data to be collected and analyzed. Using a narrative, charts, or graphs, create a profile for your school that communicates the following:*

**What are the demographic strengths and challenges for this school?**

**What are the perceptual strengths and challenges for this school?**

**What are the student learning strengths and challenges for this school?**

**How is this school doing compared to the district?**

**What are the gaps?**

**What are the root causes of the gaps?**

**What are the overall implications for the school improvement plan?**

### **Demographics:**

Pleasant Gardens School currently serves approximately 440 PreKindergarten-grade 5 students. 80% of our students are white, and 7 % represent other ethnicities. Our school has a growing number of students identified as English Language Learners (13% Hispanic), as well as special needs (21%). 3.5% of the students are classified as homeless. In addition, there are children who frequently change schools within and outside our district. Two-thirds of our school population is economically disadvantaged. While many of the staff members have longevity at our school, there are two probationary teachers.

The average attendance rate for students over the past two years is approximately 96%. Last year we had over 3,000 tardies and early check-outs. Ten students at our school are currently exhibiting extreme behavioral challenges that interrupt and impede learning in the classrooms.

### **Strengths and Challenges:**

Pleasant Gardens School offers a safe, nurturing environment for children. Our school and community provide a strong support system for the physical, emotional, and educational needs of the students and staff. Highly qualified staff members collaborate to make decisions about what is best for children, and work diligently to implement best practices. Parental involvement is evident and encouraged. Our most pressing challenge is alleviating behavioral and emotional issues while ensuring educational expectations are met for all students.

### **Student Learning Strengths and Challenges:**

The district-wide implementation of Letterland in our K-2 classrooms has led to earlier mastery of phonological awareness skills. 42% of our third graders entered fourth grade as proficient readers, according to Read to Achieve mandates. At this time, there are 16 fourth graders currently designated as non-proficient readers. Summer reading camps were offered to kindergarten - third graders in an attempt to prevent a summer slide. Camp Invention was another

summer opportunity offered to kindergarten-fifth graders allowing them to explore 21st Century skills utilizing science and engineering.

Learning challenges do exist in our school. Lack of a stable home-life and inconsistent school attendance are challenges for some of our students. Medical conditions and disorders impair some students' learning abilities.

### **Achievement Gaps:**

In most classrooms, fewer than 70% of the students are proficient using Dibels and Text Reading Comprehension measures. Based on 2012 – 2015 our school has not met growth expectations. End-of-Grade Assessment data from 2012-2013 indicates that scores at Pleasant Gardens were closer to the state mean than in 2014-2015.

### **Overall Implications:**

The overall implications for the school improvement plan center on student learning. Utilizing data, standards-based core instruction must be strengthened as we work to close achievement gaps. We must address rigor, relevance, and relationships in order to improve student readiness and performance.

**Performance of Each Student Group on the End-of-Course/End of Grade Tests**  
(percentage of passing scores on the state End-of-Course/End of Grade tests grouped by gender, ethnicity and other factors)