

William W. Estes Elementary
School

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 Safety	8
At Risk Students	9
Teacher Time	10
Healthy Students	10
2018 – 2019 Mid-Year Progress Report	11
2018 – 2019 Year-End Progress Report	12
2019 – 2020 Mid-Year Progress Report	13
2019 – 2020 Year-End Progress Report	14
School Performance Data	15
mCLASS Data	16
LAP-D Data	18
EVAAS Data	20
Subgroup Performance	21
Long Term Goals	23
Attendance Data	25
Retention Data	25
Parent Survey Data	26
Volunteers and Mentors	27
Safe Schools / Discipline Data	28
Timeline	30

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.

William W. Estes Elementary School Improvement Plan 2018-2020

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

Principal:
Date:

SIT Chairperson:
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: Dr. Paula Pinkerton
Signature:

SIT Chairperson: Chris Lengle
Signature:

Assistant Principal: Angie Trantham
Signature:

Instructional Support: Matthew Lane
Signature:

Teacher/Vice Chair: Karla Buchanan
Signature:

Teacher Assistant: Lisa Robb
Signature:

Teacher: April Cooke
Signature:

Parent: Megan Walker
Signature:

Teacher: Shae Robinson
Signature:

Parent:
Signature:

Teacher: Paula Dinga
Signature:

Member/Counselor: Heather Pack
Signature:

Teacher: Jan Busey
Signature:

Member: Julie Sockwell
Signature:

Teacher: Alexa Shanklin
Signature:

Member: Gin Hodge
Signature:

Teacher:
Signature:

Member: Marlana Lee
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

William W. Estes Elementary School Purpose Statement

W. W. Estes Elementary School is committed to working with children, staff, families, and the community to provide a safe, caring, and active learning environment that provides all students with the tools to become responsible citizens and lifelong learners in a changing world.

William W. Estes Elementary School Direction Statement

Growing leaders one child at a time

William W. Estes Elementary School Belief Statements

Meaningful learning occurs when individual needs are addressed in a safe and nurturing environment through an engaging, rigorous, standards-based curriculum.

Students are most successful when they are independent readers and confident problems solvers.

Teachers are most effective as professionals when they have forums in which to discuss and collaborate on school issues, so that school-based decisions are made concerning behavior management, teaching practices, and student achievement.

Learning is enhanced in an environment of mutual respect and open communication among administration, teachers, parents, and students.

Profile Narrative

Demographics/School Characteristics

Estes is a diverse school with a general population of over seven hundred thirty students, containing African American (14 percent), Hispanic (22 percent), Asian (3 percent), Multi-Racial (10 percent) and White (52 percent) students. We have a diverse socioeconomic population as well that runs from generational poverty to the most affluent families. Our school serves the following communities: Arden, Ballantree, Biltmore Forest, Biltmore Park, Forest Lake, Oak Forest, Pine Valley, Royal Pines, Shiloh, Skyland, and Whispering Pines. Approximately 56% of our students are economically disadvantaged.

Climate/School Culture

W.W. Estes Elementary is a school comprised of students with diverse backgrounds, including socioeconomic and ethnic areas. Sub-groupings include: African-American, Hispanic, White, high-to-low socio-economic, ESL, AIG students and students with disabilities. The communities that feed into Estes range from very affluent neighborhoods to low income neighborhoods.

Our working conditions survey revealed that teachers wanted less interruptions of instruction in order to focus on educating students. As a result, the scheduling team adjusted grade level schedules to provide increased uninterrupted instructional time as well as all school assemblies will be held on early release days when appropriate. The survey also revealed that the teachers would like more uninterrupted time to meet and discuss data. We are in the process of adding an extra data analysis time on Early Dismissal Days. We will have teacher assistants cover the classes while the grade level teams meet to discuss student data. The survey also revealed that one of our strengths is keeping parents informed of schoolwide and classroom events. Each week we send out a weekly email focused on upcoming events and opportunities for parent involvement. Teachers strongly agree that we have program and procedures in place to effectively manage student conduct. Our teachers feel supported by administration.

Each morning at Estes Elementary students and staff begin by pledging the following: "At Estes Elementary School, we are learners, we are leaders, we are family".

The Leadership Team is continually addressing ways of maintaining this positive climate. We rededicated our efforts to enhance learning through positive behavior interventions and supports. We focused on the First 8 Days at the beginning of the 2018 school year. We also completed the PBIS lessons during the first two weeks of school. Estes has always had a positive learning environment, and this was again reflected in the current parent surveys. We have added Leadership Rallies on Early Dismissal Days to celebrate our student leadership and to give the students more opportunity to serve in leadership roles.

Estes is now in its fifth year as a Leader in Me School. Our staff participated in a summer training focused on closing the gap. Our students have Leadership Notebooks to help guide their goal setting. This philosophy is based on Stephen Covey's 7 Habits of Highly Effective People and teaches students the 7 Habits: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand-Then to Be Understood, Synergize, and Sharpen the Saw.

We have realized that school unity is more the responsibility of the faculty and staff at Estes. With this at the forefront of our efforts, we have become more aware of how each of us impact our school's

culture. We realize that it is up to us to create a learning environment that is positive and nurturing for our students. Our goal is to model the 7 Habits in our interaction with students, parents, and colleagues.

With school unity in mind, our school's culture embodies a Professional Learning Community. Our teachers collaborate before, during, and after school to discuss students, assessment data, and instruction. Teachers work together to provide literacy instruction across the grade level during guided reading and Title 1 reading groups. This maximizes opportunities for students to work in groups at their instructional reading levels. Additionally, each grade level incorporated a weekly mathematics intervention and enrichment block where students receive instruction by moving across the grade level based upon their specific needs. In addition, we have added Imagine Learning as another resource for customizing the learning activities for all students. Imagine Learning is a computer program that will provide extra data for each student that can be used as formative assessment data.

Academic Achievement

The positives for the academic achievement at Estes is that our 3rd grade and 4th grade scores were slightly above the district and the state. We are proud of the growth our students made this year. According to the EVAAS data, all of our subgroups met their expected growth. Unfortunately, we are experiencing a steady decrease in our reading scores in multiple grade levels. We are entering our third year with the Wit and Wisdom curriculum and feel like we have a better grasp on delivering this curriculum for this year. Although our math proficiency scores for 3rd grade decreased, the final scores were still in the 70th percentile. The trend for 4th grade math scores varies with most of our sub groups increasing their scores from the previous year. With a renewed focus on PLC work, our teachers are focused on meeting our SMART Goals this year in reading, math, and with our subgroups.

School Improvement Plan Goals

Goal #1

SMART Goal

Reading:

By June 2019, our EOG ELA/Reading combined scores for grades 3 and 4 will increase from 63 percent (EOG 2018) to 75 percent proficient (EOG 2019). By June 2019, our entire Reading 3D EOY TRC proficiency level will increase from 56 percent (EOY 2018) to 75 percent proficient (EOY 2019).

Strategies

- Small group phonics instruction with intentional interventions matched to the students' skill level.
- Foundations K-3- Intentional instruction with Foundations at each of these grade levels.
- Orton-Gillingham Instruction - We have at least 2 teachers at each grade level that have attended OG training this summer. These teachers are working with small groups of students to help fill the gaps for these students' phonics abilities.
- FCRR Games - These activities are being used as targeted interventions for students in our RTI process.
- MCLASS Dibels Progress Monitoring Activities (small groups)
- Imagine Learning - this is more intentional intervention work for our students
- Routine progress monitoring to guide instruction
- Student Wildly Important Goals (WIGs) - Students are using Leadership Notebooks to regularly track their literacy and math goals
- Wit and Wisdom -This is our 3rd year using Wit and Wisdom. Our students are using the reveal, distill, and know stages of W & W. This means they are able to identify the essential meaning of text, and how the text builds their knowledge. We will incorporate walk throughs to continue to monitor our progress with teaching Wit and Wisdom. We will provide extra support for teachers where needed as the year progresses.

Resources Required

- Class Sets of Books for Wit and Wisdom
- LLI Supplemental Materials
- Wit and Wisdom Curriculum and Student Materials
- Foundations Kits
- Imagine Learning
- Ready Rosie
- Materials for Parent Events such as Moving on Up Night, Curriculum Nights, Books for Summer Reading
- Kindergarten Orientation Education Materials
- Professional Development Workshop for Wit and Wisdom

Staff Development

- | | | |
|---------------------------|---------------------|---------------------------|
| ● Wit and Wisdom coaching | Throughout the year | Jan Busey/Lead Teachers |
| ● County-wide ELA PD | Fall PD Day/ED Days | District Coaches/Teachers |
| ● Imagine Learning | Throughout the year | IL - Christine Ida |

William W. Estes Elementary School Improvement Plan 2018-2020

- LIM Goal Setting Throughout the year Sarah Ann Sawyers
- Orton-Gillingham training Throughout the year Cheryl Eller/Thrive Learning

Progress Monitoring

- mClass: September 2018, January 2019, May 2019
- Wit and Wisdom formative and summative assessments for standards: Every nine weeks
- Reports from Imagine Learning detailing student progress: At teacher discretion

Date: 8/18 - 6/19

Revised:

Alignment (mark all that apply)

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

William W. Estes Elementary School Improvement Plan 2018-2020

Y	Transition Plans
Y	Parental Involvement
Y	Support for Students Experiencing Difficulty
Y	Teacher Involvement in Use of Assessment

Goal #2

SMART Goal:

Math

Our school's collective math proficiency will go from 66% to 75% based on an average composed by each grade's proficiency on either Buncombe County's EOY math benchmark (K-2) or the EOG (3-4).

Strategies

- Every grade will use common formative benchmarks (K-2 BCS, 3-4 NC Check-Ins)
- Teachers will work in collaborative PLCs to develop plans to deliver rigorously standards-based core instruction with appropriate supplements
- Teachers will use common formative assessments along with MTSS processes and discussions to form instructional groups for students to work toward proficiency on foundational skills.

Resources Required

- AMC math subscriptions
- Reflex website accounts for select students
- Math Investigations Curriculum
- Eureka Curriculum supplemental materials

Staff Development

- Differentiated District Math PD on updated standards, best practices, etc.
- School-based PD on differentiation to address needs for language learners and students with disabilities
- District PD on Math Investigations Curriculum for Newcomers and Beginning Teachers

Progress Monitoring

- MOY and EOY data on Buncombe County Math assessments (K-2)
- NC Check-In data from each of the 3 MOY benchmarks (3-4)
- EOG data at EOY (3-4)

Date:8/18 - 6/19

Revised:

Alignment (mark all that apply)

(X)	NCSBE Goal
Y	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Y	Every student has a personalized education.
Y	Every student, every day has excellent educators.

William W. Estes Elementary School Improvement Plan 2018-2020

Y	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
Y	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
Y	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
Y	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
Y	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
Y	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
Y	Clear Direction
Y	Healthy Culture
Y	High Expectations
Y	Impact of Instruction
Y	Resource Management
Y	Efficacy of Engagement
Y	Implementation Capacity
(X)	Title I
Y	School-wide Reform Strategies
Y	Transition Plans
Y	Parental Involvement
Y	Support for Students Experiencing Difficulty
Y	Teacher Involvement in Use of Assessment

Goal #3

SMART Goal

Culture/ Discipline:

We plan to decrease major and minor incidents in educators handbook by 20 percent school wide over a three year period. With the incremental decrease going from 150 major incidents in 2017-2018 to 135 for 2018-2019, to 127 in 2019-2020, and to 120 in 2020-2021. With incremental decrease going from 273 minor incidents in 2017-2018 to 246 in 2018-2019, to 232 in 2019-2020, and to 218 in 2020-2021. Moving forward we will track all referrals both office (administrator) and minor referrals (teacher) through Educator's Handbook.

Strategies

- Implement PBIS beginning of school lessons and the Leader in Me first 8 days lessons during the first two weeks of school (Classroom Teachers)
- Design a PBIS behavior system for non-instructional times, which includes quarterly rewards (PBIS Action Team)
- Based on end of year data analysis our check in/ check out program will be restructured based on student needs (PBIS Action Team and Specialist Teachers)
- Specialist teacher schedules will be planned to support the check in/ check out program (Counselors and Specialist Teachers)
- Monthly updates from Educator's Handbook will be provided to staff as it relates to PBIS and behavior data by our PBIS Action Team
- Reinforcement of RAMS Expectations will be shared daily in classrooms by classroom teachers

Resources Required

- Educator's Handbook
- Progress Monitoring System
- PBIS Matrix for all areas of the building

Staff Development

Staff will be given clear understanding of the difference between a minor incident versus a major incident. PBIS will be responsible for monthly updates of behavior data and strategies.

Progress Monitoring

Minor and Major incident data will be broken down quarterly, which will guide our efforts to meet our goal.

- During the first quarter of the first year of implementation we will have maximum 27 major incidents and 48 minor incidents
- The second quarter will have 22 major incidents and 66 minor incidents
- Third quarter will have 29 major incidents and 58 minor incidents
- The fourth quarter will have 57 major incidents and 75 minor incidents

Date: 8/18 - 6/19

Revised:

William W. Estes Elementary School Improvement Plan 2018-2020

Alignment (mark all that apply)

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

Goal #4

SMART Goal

Sub Group Goals:

By June 2019, our EOG ELA/Reading and Math scores for grades 3 and 4 will increase to the percentages listed below for each of our subgroups.

Math:

SWD - 25 percent

EL - 42 percent

EDS - 53 percent

White - 75 percent

Hispanic - 49 percent

Black - 35 percent

Reading:

SWD - 25 percent

EL - 24 percent

EDS - 42 percent

White - 73 percent

Hispanic - 34 percent

Black - 22 percent

Strategies

- Teachers will work in collaborative PLCs to develop plans to deliver rigorously standards-based core instruction with appropriate supplements
- MCLASS Dibels Progress Monitoring Activities (small groups)
- Small group phonics instruction
- Foundations K-3
- Orton-Gillingham Instruction
- Imagine Learning Computer Program

Resources Required

- AMC math subscriptions
- Reflex website accounts for select students
- Imagine Learning Program
- Math Investigations Curriculum
- Foundations Kits
- Wit and Wisdom Books

Staff Development

- District Level ELA and Math Professional Development - Oct. 15, Nov. 6, and
- Estes Monthly PD
 - Differentiation for Math - Fall Sessions
 - Differentiation for ELA - Spring Sessions
 - Behavioral Support - Fall and Spring Sessions
 - Motivating the Unmotivated Learner - Fall and Spring Sessions
 - Social Emotional Support - Fall and Spring Sessions

Progress Monitoring

- MOY and EOY data on Buncombe County Math assessments (K-2)

William W. Estes Elementary School Improvement Plan 2018-2020

- NC Check-In data from each of the 3 MOY benchmarks (3-4)
- EOG data at EOY (3-4)
- mClass: September 2018, January 2019, May 2019
- Wit and Wisdom formative and summative assessments for standards: Every nine weeks
- Reports from Imagine Learning detailing student progress: At teacher discretion

Date: 8/18 - 6/19

Revised:

Alignment (mark all that apply)

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

William W. Estes Elementary School Improvement Plan 2018-2020

Y	Parental Involvement
Y	Support for Students Experiencing Difficulty
Y	Teacher Involvement in Use of Assessment

School Safety

Discipline

Issues

Our office referrals and minor incident referrals in Educator's Handbook increased during the latter part of the year. The office referrals increased from 55 to 95 and the minor referrals increased from 126 to 147. Less than 10% of our students accounted for all the referrals this past year. Fortunately the referral documentation supported our efforts at obtaining outside mental health support for 1 of our students. This student had 14 office referrals and 58 minor incident referrals over the course of the year. We had 5 of our students account for at least 38% of our minor incident referrals, and we had those same 5 students account for at least 30% of our office referrals. Eighty-nine percent of the office referrals were male this past year. Unfortunately we did not reduce our office referrals nor our minor referrals by 10 percent, but we were able to use the data from Educator's Handbook to document behaviors for our RTI process. This led to us being able to provide the data necessary to gain extra support for our students in need of behavioral support.

Corrective Actions

We are planning to take the time to incorporate the first 8 days of Leader in Me and PBIS instruction into our first 8 days of school for the 2018-19 school year. This will be an important step toward our goal to improve the behavior across our population for the next school year.

PBIS

Our PBIS program consist of three Tiers which impact every student at Estes. Our first Tier supports our idea that we "Are Family" by celebrating together the accomplishments of our goals. These are school wide rewards such as dances, basketball games, movies, etc. Our Tier II process gives additional support to groups of students who may need front loading or reteaching of ideas such as mindfulness, grit, understanding growth mindset, etc. These small groups reached at least 80 students last year between CICO groups and small groups provided by the counselors. In addition to these supports, our PBIS team expanded the CICO services by ensuring a daily block of time in which specialists across the building were available to meet with students and track their progress toward their behavior goals. They also developed two new positive initiatives for the cafeteria and for buses (two areas in which minor and major referrals were frequently occurring) to teach expected behaviors, encourage students to set goals to be rewarded once achieved. Tier III assists our students with 1:1 support. This support is given to our students in need of more intensive interventions for behavior. We serviced apx 60 students last year by mental health referrals and 1:1 counseling with the school counselors. We have used our PBIS program to help marry Leader In Me and Compassionate Schools at Estes by helping students understand their positive behavior has a direct link in their academic and social lives. It fits into our vision of balancing our educational experience with Academics, Culture, and Leadership.

Safety Considerations

Facility Related Safety

Estes is a large space with 14 doors that exit to the outside. Our faculty and staff have made a commitment to each to keep these doors closed and locked at all times. Teachers have

badges that will get them into any of these doors. Other safety protocols we have put in place for this current school year include:

- All faculty and staff have car tags hanging from car mirror to allow for quick identification of all faculty and staff cars
- All YMCA parents and Head Start parents have to enter the school through the front office door.
- No parents are allowed to enter the building except through the front office door.
- All student backpacks have a colored coded tag on it to identify the students dismissal plan.
- Dismissal procedures include yellow tags for car riders, and green tags for walkers. The parents are supposed to write the student's name, teacher name, and grade level on the tags.
- All teachers have been given a key to access all pods
- Monthly Fire Drills
- Perimeter Lockdown Drills 2X a year
- Lockdown Drills 2X a year
- Tornado Drill
- SRO on campus
- Bus Drills 2x a year
- Maintaining Door Keypads
- New Fire Alarm System
- Upkeep of drop zones under playground equipment
- Watch Dog Program-Dads volunteering to have a presence on campus mentoring and a safety presence on campus.

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 Risk Students

Estes 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.

The following instructional practices 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 school.

- Intervention Action Team to identify evidence-based interventions for RTI for behavioral and academic needs
- Check-in, check-out with PBIS for specialists and mentors in the building to check in with identified students
- Weekly RTI meetings at each grade level to maintain a focus on students at risk with academics and behavior.

Counselor Small Groups

1st grade - Social Skills group, new to Estes group,

2nd grade – Mindful Friends, Incredible Hulks (addressing anger management, controlling emotions)

3rd,4th grade – I love Someone that is in Jail group (for children of parents who are incarcerated) group for children of divorce, Group for students with anxiety

Compassionate Schools

- Calming boxes in every room
- Brain breaks
- Calming Zones in rooms
- Watchdogs
- Calm Room in the Counselor Pit Area
- Mentors for students - UNCA Baseball Team, T.C. Roberson ROTC, and Asheville Fire Fighters Literacy Program, Skyland Methodist Reading Buddies, and Read 2 Succeed Program of Reading Volunteers
- Student Support Specialist – connects students to tutors, after school care
- Family Resource Center
- Family Preservation Counselor

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 William W. Estes Elementary School:

- We have set up a daily Check-In/Check-Out system for our at risk students. These students have a Specials Teacher that purposely checks in with them each day. Their progress is monitored/recorded on a behavior chart.
- Title 1 small group instruction is also used to increase reading achievement of these at risk students
- Flip Flop Friday is also used in 3rd and 4th grade to increase the math achievement of these at risk students
- Some of the at risk students are eligible for ESL services
- We have OG trained teachers at each grade level (K-3rd grade) and EC to provide OG reading strategies for the at risk students

Transition Plans

Our students transition to Koontz Intermediate for 5th grade. Our counselors coordinate student visitation and tours with the counselors at Koontz for our at risk students each spring. They make numerous trips to Koontz to ease the stress of changing schools. They are able to meet the teachers, administrators, and support staff to support this transition each year.

Teacher Time

Duty Free Lunch

Teachers have a duty free lunch to the extent possible. Teachers have a 25 minute duty free lunch each day. Students are supervised during lunch by assistants. The duty free lunch is only compromised during special events when we need our assistants to stay with their classroom teachers for safety reasons.

Duty-Free Instructional Planning

Teachers have 45 minute specials each day for individual planning or for PLC meetings with the grade level. Team collaborative planning also occurs after school from 2:40-4:00 for some grade levels. Some grade levels use all five days during specials to hold PLC and collaborative planning meetings.

Efficient Reporting

- Attendance-taken daily through Power School
- Behavior Report-through Educator's Handbook: minor offenses and office referrals
- Grades-K-4 use Gradebook to record and create final grading period marks for report cards
- Social Emotional Evaluation-Teachers use DESSA to evaluate students' emotional and social development.
- Reading Level-Teachers K-3 use mClass assessments to gather reading data on students.
- Visitor/Volunteers-Estes uses Lobby Guard to monitor extraneous adults visiting the school for various purposes.
- RTI data is reported and maintained through a google doc for each grade level.

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.

Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

School Improvement Goal/Objective: 1. Provide 150 minutes per week of moderate to vigorous physical activity for all K-8 students (a minimum of 30 minutes per school day).

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
<p>Ensure all students have recess and/or physical activity during the school day and that physical activity/exercise is not taken away or used as punishment. Indicate if this is in progress or not yet addressed.</p>		<p>Students have recess every day for 30 minutes.</p> <p>Students have PE for 45 minutes every 7 days in grades 2nd and 4th, and 2 times every 7 days for grades k, 1, and 3.</p>		<p>Students have recess every day for 30 minutes.</p> <p>Students have PE for 45 minutes every 7 days for grades 2nd and 4th, and 2 times every 7 days for grades k, 1, and 3.</p>

William W. Estes Elementary School Improvement Plan 2018-2020

Strategy	Y e s	N o	Total time during the school year
Provide physical education for every student taught by a highly qualified physical education teacher. Check the appropriate “yes” or “no” box and list the exact number of minutes in PE during the school year.	X		1,157
Provide physical activity and/or recess for every student. List the exact number of minutes provided for recess and/or physical activity during the school year.	X		5,400

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	68.4	64.4		
Growth Status	Met	Met		
Growth Index	1.21	.61		
SPG Overall Achievement	69.0	65.5		
SPG Reading Achievement	67.0	62.5		
SPG Math Achievement	71.0	68.4		
SPG Overall Growth	83.0	81.5		
SPG Reading Growth	80.8	80.0		
SPG Math Growth	84.4	82.9		
SPG Overall Performance	71.0	69.0		
SPG Overall Grade	B	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	68.4	64.4		
Reading 3	67.3	63.0		
Reading 4	65.4	62.8		
Reading 5	*	*		
Math 3	71.8	70.8		
Math 4	69.1	66.9		
Math 5	*	*		
Science 5	*	*		

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

William W. Estes Elementary School Improvement Plan 2018-2020

mCLASS Data

Kindergarten

Kindergarten: BOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	130	107	82%	23	18
2018 – 19	148	73	49%	75	51%
2019 – 20					

Kindergarten: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	129	83	42%	84	58%
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	127	97	76%	30	24%
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	149	99	66%	50	34%
2018 – 19	124	93	75%	31	25%
2019 – 20					

Grade 1: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	145	80	56%	65	44%
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	144	99	55%	64	45%
2018 – 19					

William W. Estes Elementary School Improvement Plan 2018-2020

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	149	47	31%	102	69%
2018 – 19	138	74	53%	64	47%
2019 – 20					

Grade 2: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	143	44	31%	99	69%
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	138	40	29%	98	71%
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	154	69	45%	85	55%
2018 – 19	133	79	59%	54	41%
2019 – 20					

Grade 3: MOY

Year	Students Screened	TRC # of students Proficient	TRC % Proficient	TRC # of students Below Proficient	TRC % Below Proficient
2017 – 18	143	44	31%	99	69%
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	155	102	65%	53	45%
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	100	85	15
Fall 17	130	107	23
Spring 18	114	93	21
Fall 18	151	124	27
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	1.21	MET
(2017) – 2018	.50	MET
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, School Accountability Growth

Educator Effectiveness Growth (Composite)

Year	Index	Level (B/G/R)
(2016) – 2017	-4.08	Does Not Meet
(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	R	Did not meet		
Grade 1 Reading	G	Average Progress		
Grade 2 Reading	R	Well Below Avg. Progress		
Grade 3 Reading	G	Met		
Grade 4 Math	G	Met		
Grade 4 Reading	G	Met		

William W. Estes Elementary School Improvement Plan 2018-2020

Grade 5 Math				
Grade 5 Reading				
Grade 5 Science				

Source: EVAAS, School Value Added

Subgroup Performance

2017 – 2018 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num	311			<10	10	53	51	18	176	154	40	40	40
Reading 3	63.0	69.0	57.8	*	*	26.1	38.5	70.0	78.9	43.8	21.7	7.7	>95
Reading 4	62.8	66.7	58.6	*	*	43.3	41.7	*	76.0	46.2	35.0	21.4	>95
Reading 5	*	*	*	*	*	*	*	*	*	*	*	*	*
Math 3	70.8	73.2	68.7	*	*	30.4	65.4	70.0	82.2	53.4	56.5	7.7	>95
Math 4	66.9	69.3	64.3	*	*	50.0	50.0	*	78.7	50.0	40.0	28.6	>95
Math 5	*	*	*	*	*	*	*	*	*	*	*	*	*
Science 5	*	*	*	*	*	*	*	*	*	*	*	*	*

2018 – 2019 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blck	Hisp	Mult	Whte	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	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num													
Reading 3													
Reading 4													

William W. Estes Elementary School Improvement Plan 2018-2020

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 3-8	All	56.8	52.7
Reading/Grade 3-8	White	70.4	65.3
Reading/Grade 3-8	EDS	39.0	37.0
Reading/Grade 3-8	ELS	20.2	20.0
Reading/Grade 3-8	SWD	22.0	15.0
Math/Grade 3-8	All	63.2	60.8
Math/Grade 3-8	White	72.3	71.0
Math/Grade 3-8	EDS	49.1	43.5
Math/Grade 3-8	SWD	20.5	10.0

2018 – 2019 Long Term Goals NOT Met

Subject / Grade	Subgroup	Target	Actual

William W. Estes Elementary School Improvement Plan 2018-2020

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	32	775	4.1%
2017 – 2018	50	750	7%
2018 – 2019			
2019 – 2020			

Source: Data manager

Retention Data

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

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	34.23 %	48.32 %	12.08 %	4.70%	0.67%
6) I feel welcome at my child's school	53.38 %	36.49 %	7.43%	2.03%	0.68%
7) I respect the school staff	65.77 %	30.20 %	3.36%	0.67%	0.00%
8) The school communicates expectations for student learning and goals	45.95 %	40.54 %	9.46%	4.05%	0.00%
9) The school responds in a timely manner when I have concerns	48.32 %	37.58 %	9.40%	4.03%	0.67%
10) The school is successful in preparing my child for the future	43.62 %	42.95 %	11.41 %	2.01%	0.00%
11) There are clear behavior expectations that are supported by school staff	49.66 %	43.62 %	3.36%	3.36%	0.00%

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					

William W. Estes Elementary School Improvement Plan 2018-2020

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	8530	110	35	35	40	70
2018-19						

William W. Estes Elementary School Improvement Plan 2018-2020

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	80	150		
@(UB #1)	39/Aggressive Behavior	60/Aggressive Behavior		
@(UB #2)	9/Bus Misbehavior	17/Disruptive Behavior		
@(UB #3)	9/Disruptive Behavior	13/Inappropriate Behavior		
@(UB #4)	7/Disrespect	11/Disrespect of Faculty		
@(UB #5)	6/Inappropriate Behavior	8/Bullying		
@(RO #1)	0	0		
@(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	80	150		
@(Offense #1)	6.04/Aggressive Behavior	10.34/Aggressive Behavior		
@(Offense #2)	0/Bus Misbehavior	5.40/Disruptive Behavior		
@(Offense #3)	0.30/Disruptive	0.70/Inappropriate Behavior		

William W. Estes Elementary School Improvement Plan 2018-2020

@(Offense #4)	0.46/Disrespect	3.40/Disrespect of Faculty		
@(Offense #5)	0/Inappropriate Behavior	0/Bullying		

Offenses: Minor Incidents

(By # of incidents, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Minor Incidents	69	273		
@(UB #1)	24/Inappropriate Behavior	62/Disruptive Behavior		
@(UB #2)	18/Disruptive Behavior	48/Inappropriate Behavior		
@(UB #3)	8/Disrespect of Faculty	39/Disrespect of Faculty		
@(UB #4)	5/Theft	29/Aggressive Behavior		
@(UB #5)	4/Aggressive Behavior	19/Inappropriate Language		

Discipline Actions: Office Referrals

(By # of assignments, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Action #1)	22/Lunch Detention	93/Admin. Con. with Student		
@(Action #2)	14/Bus Suspension	22/OSS		
@(Action #3)	14/Admin Conf with Student	3/ISS		

William W. Estes Elementary School Improvement Plan 2018-2020

@(Action #4)	10/OSS Partial Day	2/OSS Partial Day		
@(Action #5)	3/OSS	2/ISS Partial Day		

Discipline Actions: Minor Incidents

(By # of assignments, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Action #1)	21/Parent Contact	106/Confere nce with Student		
@(Action #2)	19/Privilege Loss	71/Privilege Loss		
@(Action #3)	14/Timeout	55/Parent Contact		
@(Action #4)	9/Conference with Student	54/Timeout		
@(Action #5)	9/Redirectio n	28/Lunch Detention		

Locations: Office Referrals

(List top 5 locations)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
@(Location #1)	Classroom	Classroom		
@(Location #2)	Bus	Bus		
@(Location #3)	Playground	Playground		
@(Location #4)	Cafeteria	Cafeteria		
@(Location #5)	Gymnasium	Hallway		

Source: Educators Handbook

Timeline

- School Improvement Plan Due October 12, 2018
- Mid-Year Progress Report February 28, 2019
- Year-End Progress Report September 28, 2019
- Revisions for 2019-2020 October 11, 2019
 - Includes updates of all data
- Mid-Year Progress Report February 28, 2020
- Year-End Progress Report September 30, 2020