

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the **School Info Mission Vision tab**, and if the formulas remain in place, the **District Name, School Name, School Code, and School Year** will populate to all the following tabs.

On the **Goals tab**, each goal entered will populate to its corresponding tab.

To save the **Excel file as a PDF**, select **File, Save As**, and select **PDF** under **Save as Type**.

To save the entire Workbook as a PDF, use the **Options** button to select **Publish What > Entire Workbook**.

School Plan for Improvement

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| District Name: | School Name: | School Code: | Year: |
| Jackson County | Scotts Creek School | 500332 | 2015-2016 |
| Principal Name (or Designee) | Dr. Wanda Fernandez | Principal Name (or Designee) Email | wfernandez@jcpsmail.org |
| School Mission | Climbing upward to reach new heights in learning. | | |
| School Vision | Scotts Creek School, in partnership with parents and community members, is dedicated to providing an education setting where students may learn in a safe environment that promotes opportunities for student achievement and success. The school will strive to inspire in each student a sense of self-worth, responsible citizenship, and lifelong learning. | | |
| Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data) | | | |
| <p><i>Scotts Creek School (SCS) is a K-8 school located in the northeastern part of Jackson County. The school encompasses the outskirts of the town of Sylva to its west and the range of the Balsam Mountains to its eastern border. The student population at Scotts Creek School has remained extremely consistent over the last few years, with a variance of as little as ten students per year averaging around 486 enrolled students each year. Average class size at Scotts Creek School is very comparable to the state average for early elementary grades, but slightly higher than the state average in the intermediate and middle grades. Student attendance at Scotts Creek School has remained around 93-94% over the last three years and is consistent with the district and state average. The teacher turnover rate at has been slightly higher than the state average for the past three years as the result of many retiring teachers and movement within the state. However, the amount of fully licensed teachers has exceeded the state percent in most years measured. Scotts Creek has a large degree of parental involvement in its school and prides itself on a very successful Positive Behavior Support System (PBIS). As of January 2016, Scotts Creek School had one of the largest amounts of economically disadvantaged students in the district measuring at 65.64% qualifying to receive Title I services and funding. Scotts Creek School has a strong literacy program leading to slightly above state average proficiency scores as measured by end of grade English/Language Arts state assessments. However, mathematics proficiency scores have ranged around six percentage points below the state average. New mathematics strategies and curriculum resources were implemented in the 2014-15 school year to address mathematics deficiencies at the school. Scotts Creek School's school improvement plan includes goals and strategies to address reading and math proficiency, implementation and delivery of instruction, parental partnerships, safety, and school performance. This plan focuses strictly on raising mathematics proficiency because it is significantly lower than reading proficiency.</i></p> | | | |

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| District Name: | School Name: | School Code: | Year: |
| Jackson County | Scotts Creek School | 500332 | 2015-2016 |
| GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound) | <i>The overall percent of students meeting grade level proficiency in math for grades 3rd through 8th will increase from 40.3% to 50.3% (Gain of 10 percentage points).</i> | | |
| | SBE Goal Alignment: | Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship. | |
| | LEA Goal Alignment: | | |
| | Indistar Indicator: (if applicable) | | |
| Progress: | Progress Monitoring Status: | | |

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|--|--|--|------------------------|
| District Name: | School Name: | School Code: | Year: |
| Jackson County | Scotts Creek School | 500332 | 2015-2016 |
| GOAL #1: | <i>The overall percent of students meeting grade level proficiency in math for grades 3rd through 8th will increase from 40.3% to 50.3% (Gain of 10 percentage points).</i> | | |
| Strategy #1: Describe the strategy that will support this goal | <i>Professional Development- Faculty will receive district instructional support in the implementation of math investigations and other research-based instructional strategies, which will be implemented by faculty and monitored by school leadership. Teachers will continue to use new mathematical strategies implemented in 2015 to enhance student performance.</i> | | |
| Progress: | Progress Monitoring Status: | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | <i>Teachers will receive instruction on the implementation of Math Investigations/Connected Math by qualified trainers. Teachers will receive instructional support from qualified trainers who will meet with teachers to discuss instructional concerns and model lessons in classrooms</i> | | |
| | Evidence: (Identify documents and artifacts) | Research cited: Gatti, G. (2004) Investigations in Number, Data, and Space ARC Study Data Reanalysis. Gatti, G. (2009) Pearson's Investigations in Number, Data, and Space Efficacy Study. Gatti Evaluation. | |
| | Person(s) Responsible: | JCPS Central Office staff, School administration, school support staff, NC Science House trainers | |
| | Timeline: | August 2015- March 2016 | |
| | Budget Amount: (if applicable) | \$5,000 | District Level Funding |
| Strategy #2: Describe the strategy that will support this goal | <i>Academic Intervention Time- Teachers will provide additional instruction to students who are not proficient in mathematics and use data to determine instructional needs.</i> | | |
| Progress: | Progress Monitoring Status: | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | <i>Intervention Time- Students who are not proficient in mathematics will receive additional instruction on a weekly basis through targeted interventions. Benchmark Assessments- Teachers will be provided with benchmark assessments aligned to pacing guides to assess progress each quarter. Data from assessments will be used to drive instruction</i> | | |
| | Evidence: (Identify documents and artifacts) | Research cited: Fielding, L, Kerr, N and Rosier, P. (2007). Annual Growth for all Students, Catch-Up-Growth For Those Who Are Behind, Kennewick, Washington: The New Foundation | |
| | Person(s) Responsible: | Teachers, Lead Teacher, District Directors | |
| | Timeline: | August 2015- May 2016 | |

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| | Budget Amount: (if applicable) | | Budget Source: (if applicable) | |
| Strategy #3: Describe the strategy that will support this goal | <i>Pacing Guide Development- Teachers will know their curricular expectations and have guides to help set objectives and guide lesson planning.</i> | | | |
| Progress: | Progress Monitoring Status: | | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | <i>Pacing Guide Creation- Teachers will develop pacing guides, with the assistance of school administration and district leadership that align Math Investigations and Connected Math with the NC Standard Course of Study for Mathematics, including adding resources for areas not addressed through either program and omitting those areas that do not need to be addressed.</i> <i>Monitoring lesson planning and instruction- Leadership will monitor lesson planning and implementation of strategies to ensure that practices are being implemented with fidelity.</i> | | | |
| | Evidence: (Identify documents and artifacts) | Research Cited: Schmoker, Mike. The Results Fieldbook. (2001) Alexandria: Association for Supervision and Curriculum Development. | | |
| | Person(s) Responsible: | Teachers, Lead Teacher, District Directors | | |
| | Timeline: | August 2015- May 2016 | | |
| | Budget Amount: (if applicable) | \$1,000 | District Level Funding | |