Parkway School
School Improvement Plan

North Carolina State Board of Education Goals – Future-ready Students for the 21st Century	
Goal 1	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2	Every student has a personalized education.
Goal 3	Every student, every day has excellent educators.
Goal 4	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5	Every student is healthy, safe, and responsible.

Watauga County Schools Strategic Plan

Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

Our Mission

Educate for productive citizenship and lifelong learning.

Goal 1	Goal 2	Goal 3
WCS graduates all students prepared for further education, a career, and productive citizenship.	WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.	WCS provides its students and staff with modern, high quality, safe learning environments.

Our Strategies	*Our Strategies*	*Our Strategies*
- Foster positive school culture aligned to student success - Engage student interests through rigorous, relevant, and diverse educational opportunities - Model integrity, leadership, diversity, service, and responsibility throughout the entire school community - Provide high-quality educational technology to all students	- Create structures for powerful collaborative planning - Recruit and retain the highest quality professionals - Provide relevant, current, ongoing professional development	- Develop sustained communication and partnerships with all community stakeholders - Promote and provide for student nutrition and health - Secure adequate long-range funding for all district programs - Operate modern, secure facilities

Watauga County Schools Strategic Plan

The What:
Our Strategies

The How:
Our Goals

The Why:
Our Vision

Watauga County Schools will be the best place in North Carolina to learn and work.

WCS provides its students and staff with modern, high quality, safe learning environments.

WCS graduates all students prepared for further education, a career, and productive citizenship.

WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.

Operate modern, secure facilities

Foster positive school culture aligned to student success

Engage student interests through rigorous, relevant, and diverse educational opportunities

Secure adequate long-range funding for all district programs

Model integrity, leadership, diversity, service, and responsibility throughout the entire school community

Promote and provide for student nutrition and health

Develop sustained communication and partnerships with all community stakeholders

Provide high-quality educational technology to all students

Provide relevant, current, ongoing professional development

Recruit and retain the highest quality professionals

Create structures for powerful collaborative planning

Available Data Sources for Analysis by School Improvement Teams
Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
School Report Card results: (www.ncreportcards.org)
North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)
North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)
Career and Technical Education Local Plan
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (PowerSchool and locally maintained data)
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AMO Reports (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

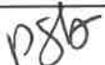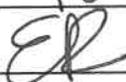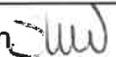| Parkway School Guiding Principles |
|---|
| We believe all students should have access to a welcoming learning environment that supports exploration and creativity for a quality, comprehensive education. We believe learning takes place anywhere and at anytime and should be engaging, interactive, and reflective for all students. We believe in the importance of developing strong character and productive citizenship.We believe strong relationships and open communication between all stakeholders is the foundation of a successful school. We believe in encouraging professional development and self-reflection in order for teachers to create and implement rigorous and relevant instruction. We believe that a safe, positive, nurturing environment- where everyone is treated with respect- is essential for student and staff success. |

LEA or Charter Name/Number: Watauga County Schools - 950
School Name/Number: Parkway School
School Address: 160 Parkway School Dr, Boone, NC 28607
Plan Year(s): 2016-2019
Date prepared: 10/8/2018 16:53:19

Principal Signature: _(signature)_   **Date:** 10 / 31 / 18
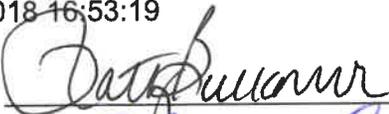
Local Board Approval Signature: _(signature)_   **Date:** 11 / 13 / 18

Superintendent Approval Signature: _(signature)_   **Date:** 11 / 14 / 18

School Improvement Team Membership

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position	Name	Committee Position	Name
Principal	Patty Buckner	8th Grade Teacher Representative	Laura Elliott
Assistant Principal	Elin Reuben	Teacher Assistant Representative	Brenda Lewis
Kindergarten Teacher Representative	Megan Torgerson	Support Specialist	Erin Patterson
1st Grade Teacher Representative	Jamie Sherrill	Media Specialist	Owen Gray
2nd Grade Teacher Representative	Charlena Townsend	Parent Representative	Jessica Edgerton
3rd Grade Teacher Representative	Kim Pryor	Parent Representative	Shelley Wainscott-Wallin
4th Grade Teacher Representative	Haleigh Waterman	PBIS Representative	Kristina Shableski
5th Grade Teacher Representative	Lauren Collier		

6th Grade Teacher Representative	Toni Berke		
7th Grade Teacher Representative	Robin Smith		

Checklist of State- and District-Required Ongoing Operational Activities	
For all schools:	
Does this school implement strategies for improving performance of all students?	Yes
Does this school implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?	Yes
Does this school plan for use of assessments to monitor student progress?	Yes
Does this school provide daily duty-free lunch for teachers or offer an alternative plan approved by the School Improvement Team? (WCS Policy 3430, B.2.e)	Yes
Does this school provide an average of at least five hours of planning time for teachers each week?	Yes
Does this school implement strategies for involving parents and the community in the educational program?	Yes
Does this school amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?	N/A
Does this school receive PD funds from the district, Title I, or other sources?	Yes
If your school receives PD funds, does your plan identify how these funds will be used? (WCS Policy 3430, B.2.d)	Yes
If your school receives Title I funds, is your Parental Involvement Plan up-to-date and on file with the school principal? (WCS Policy 3430 B.2.j / 4002)	
Does this school have a copy of its master schedule on file? (WCS Policy 3430, B.2.f)	Yes
Does this school have its Safe Schools and Crisis Response Plan up-to-date and on file with the Director of Student Services? (WCS Policy 3430, B.2.h / 4200 / 7270)	Yes
For K-8 schools only:	
Does this school provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?	Yes

School Data and Summary Analysis
Use data identified on Recommended Data Sources page (or from other sources) as the basis for understanding the school and identifying school improvement goals. Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis of data tell you about your school's strengths? What data sources were used in this analysis?

Our data analysis tells us that our school's strengths are in the areas of reading instruction, Math I instruction, communication with parents, parental involvement in decision making, cleanliness/appearance of our facility and safety of our school. Data sources: Results of end-of-grade and end-of-course testing;results of K-2 reading and math assessments; Results of the NC Teacher Working Conditions Survey 2017-2018;Internal Results Review 2017-2018.

2. What does the analysis of data tell you about your school's opportunities for growth? What data sources were used in this analysis?

Our data analysis tells us that our school has opportunities for growth in math instruction for ELL and SWD subgroups, the utilization of the MTSS process, 5th grade science, and our Compassionate Schools Initiative. Data sources: End-of-grade and K-2 math assessment data;NC Teacher Working Conditions Survey for 2017-2018 and the Internal Results Review 2017-2018.

3. Based on the data analysis conducted, what top priorities (up to three) emerge for the school? These will be the goals for your school.

Math in grades 3-8 with focus on SWD and ELL subgroups. 5th grade science proficiency. Becoming a more Compassionate School and decreasing the number of aggressive and disruptive behavior office referrals.

Priority Goal 1 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 1	Supports these district goals
Area for Improvement: Math in grades 3-8 with focus on SWD and ELL subgroups. Supporting Data: Math data was obtained from the 2017-2018 NC EOG Sub Score Summary Report for grades 3rd-8th. Parkway Elementary School Internal Results Review (CCR and GLP proficiency) Long Term Goals Matrix	A. By the end of the 2018-2019 school year, grades 3 through 8 will improve their Number and Operations- Fractions or Number System domain score proficiency by 2% as measured by the End-of-Grade test from 2017-2018 to 2018-2019. B. By the end of the 2018-2019 school year, we will increase our grade level proficiency for math grades 3 through 8 for students with disabilities (SWD) subgroup to be greater than 24% GLP as measured by the EOG tests based on the Internal Results Review for the 2018-2019 school year. C. By the end of the 2018-2019 school year, we will increase our grade level proficiency for math grades 3 through 8 for English Language Learner students (ELL) subgroup to be greater than 26.9% GLP as measured by the EOG tests based on the Internal Results Review for the 2018-2019 school year.	WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.
Goal 1 Improvement Strategies		
Math benchmark assessments, Ready Math or Go Math assessments will be given quarterly in all grade levels. Weekly grade level PLC meetings will be help to evaluate progress toward student mastery. Scheduling 30 minutes of Enrichment and Intervention time daily in the Master Schedule for all grade levels. Tutoring for small groups and individuals will be provided based on student need. Results from benchmark assessments and/opr Ready Math or Go Math assessments will be utilized to create E & I structure. Teachers will use common vocabulary and math language across all grade levels. District training on the new math adoptions will be provided to all applicable staff and how to best utilize the math resources and differentiation tools. Opportunities for collaboration among grade levels will be provided to help focus instruction for each cohort of students.		

Priority Goal 2 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 2	Supports these district goals
Area for Improvement: 5th grade science proficiency. Supporting Data: 2017-2018 NC EOG Science Subscore Summary Report	During the 2018-2019 school year, we will increase our 5th Grade Science grade level proficiency score (GLP) for all students to be greater than 59.7% based on the 5th Grade Science EOG reported by the Internal Results Review for the 2018-2019 school year.	WCS graduates all students prepared for further education, a career, and productive citizenship., WCS provides students the best possible educational experience through a wide range of opportunities offered by the highest quality staff.
Goal 2 Improvement Strategies		
Teachers will attend professional development sessions focused on science content and delivery. Collaboration between all grade levels participating in a science EOG on best practices in scientific discovery.Scheduling 30 minutes of Enrichment and Intervention time daily in the Master Schedule for all grade levels. Teachers will utilize the middle school science lab on a bi-weekly basis to reinforce scientific concepts. Teachers across grade levels will utilize the DPI Unpacking the Standards document to assist in planning science instruction.		

Priority Goal 3 and Associated Strategies		
Area for Improvement and Supporting Data	School Goal 3	Supports these district goals
Area for Improvement: Becoming a more Compassionate School and decreasing the number of aggressive and disruptive behavior office referrals. Supporting Data: 2017-2018 PBIS data.	During the 2018-2019 school year, we will reduce the number of Disruptive and/or Aggressive Behavior Office Referrals by 15% compared to the 2017-2018 PBIS data.	WCS graduates all students prepared for further education, a career, and productive citizenship.
Goal 3 Improvement Strategies		
Staff members will implement Trauma Informed Care Strategies across all grade levels to support students in the MTSS framework for Tier 1. Identified high-risk students will have an adult Mentor as part of our MTSS process Tier 2. Creating Calming Corners or Boxes for classrooms which all students can access under our Tier 1 plan for MTSS. All students will participate in a Social/Emotional survey three times per year to gauge self awareness which is part of the Tier 1 support. Love and Logic training will be offered to all staff members which will support all three tiers in the MTSS framework. Staff members will participate in a Professional Development session focusing on The Biology of Stress and the Science of Hope which will support all three tiers of the MTSS framework. Teachers will focus on building relationships and understanding ACE scores for their current classes which is part of the Tier 2 support for all students.		