



## 2017-18 Benton Heights Elementary School of the Arts School Improvement Plan

### Benton Heights Elementary School of the Arts Contact Information

<b>School</b>	Benton Heights Elementary School of the Arts	<b>Date Prepared by Committee</b>	September 7, 2016
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<b>Principal</b>	Dr. Candice Boatright	<b>Superintendent</b>	Dr. Andrew Houlihan

### Benton Heights Elementary School of the Arts School Improvement Team

<b>Committee Position</b>	<b>Name</b>	<b>Email</b>	<b>Date Elected</b>
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Teacher Representative	Megan McCarver	<a href="mailto:Megan.mccarver@ucps.k12.nc.us">Megan.mccarver@ucps.k12.nc.us</a>	9/2016
Teacher Representative	Sarah.McDaniel	<a href="mailto:Sarah.mcdaniel@ucps.k12.nc.us">Sarah.mcdaniel@ucps.k12.nc.us</a>	8/2017
Teacher Representative	Melanie Pofahl	<a href="mailto:Melanie.pofahl@ucps.k12.nc.us">Melanie.pofahl@ucps.k12.nc.us</a>	8/2017
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## 2016-17 & 2017-18 Benton Heights Elementary School of the Arts School Improvement Plan

### Benton Heights Elementary School of the Arts Assessment Data Snapshot

Benton Heights Elementary is provided with and generates numerous amounts of data. We receive data from the Teacher Working Conditions Survey, county-generated parent and student surveys, Begin of Grade results, WIDA/ACCESS results, Inview results, NC Ready EOG testing results, common assessments, benchmark assessments, TRC results via mClass, formative assessments (exit tickets, running records, small group notes, conference records, etc.). ***The data continues to offer that we have many opportunities to grow and improve in K-5 reading, K-5 math, and 5th grade science. Our data reveals a need for continuous improvement in overall proficiency in all areas. Our performance composite with College and Career Ready increased from 25.6% to that of 28.8%, however our grade level proficiency remained the same, that of 36.5%. A high percentage of gains was made in math within all grade levels and in 5th grade science. A major drop in reading proficiency levels was demonstrated. Our growth index was -2.34 (which is "not meeting") for the 2015-2016 school year which was less of a deficit from the previous year's growth index of -3.24.***

**Student Survey:** ^: Low 73.4% for "When I need extra help, I know how to request it." Low, 76%, "I feel safe at school." Low, 62%, "I feel safe in the restrooms." High, 29.1%, "Drugs are a problem at my school." High, 34.2%, "Tobacco is a problem at my school." Low, 73.4%, "I have appositve relationship with at least one of my teachers." +: High, 97.5%, "I understand the school rules and consequences." High, 89.9%, "Teachers and school staff show respect for students." High, 83.5%, "When I ask for extra help, I know I can receive it."

**Parent Survey:** ^: Low, 72.7%, "Someone at this school takes a personal interest in my child." +: Really the rest of the questions/scenarios were very positive from safety to cleanliness to expectations, to child being developed. High, 96.2%, "I believe that my child is safe in school." High 76.6%, "Parent training or information are provided for EC issues in my school." High, 89.5, "The school provides services and settings to address student needs." High, 93.1%, "When my child needs extra help, he/she receives it."

**Teacher Working Conditions Survey:** ^: Low, 52.5%, "Efforts are made to minimize the amount of routine paperwork teachers are required to do." Low, 77.8%, "Teachers are allowed to focus on educating students with minimal interruptions." Low, 79.7% "The reliability and speed of internet connections in this school are sufficient to support..." Low, 37.7% "Parent/guardian are influential decision makers in this school." Low, 54.8% "Parents/guardian support teachers, contributing to their success with students. Low, 67.2%, "Students at this school follow rules of conduct." Low, 64.4% "Teachers have an appropriate level of influence on decision making in this school." Low, 71.7% "Professional development is differentiated to meet the individual needs of teachers." Low, 61.1%, "PD is evaluated and results are communicated to teachers." Extremely low, 25.0, "State assessments accurately gauge students' understanding of standards. +: High, 93.7% "Overall, my school is a good place to work and learn." High, 98.4, "Teacher use digital content and resources in their instruction." High, 96.7, "Teacher collaborate to achieve consistency on how student work is assessed." High, 100%, "Teachers are encouraged to reflect on their own practice." High, 95.0, "School leadership makes a sustained effort to address teacher concerns about facilities and resources." "90.0%...community support and involvement." "88.3...professional development." High, 95.2%, "The school leadership facilitates using data to improve student learning." High, 96.5%, "The procedures for teacher evaluation are consistent. High, 96.7% "Teachers are encouraged to participate in school leadership roles." High, 90.0%, "This school maintains clear, two-way communication with the community." High, 98.4%, "Teachers have sufficient access to appropriate instructional materials."

***The struggle we continue to face is how to demonstrate the incredible ability of our students as readers and mathematicians on the NC Ready End of Grade assessments. Our top priorities are: to improve the quality of learning and teaching; to have a safe environment of high expectations; and increase proficiency and growth in all areas.***



## 2016-17 & 2017-18 Benton Heights Elementary School of the Arts School Improvement Plan

### Benton Heights Elementary School of the Arts Profile

Benton Heights Elementary School is a comprehensive elementary school, serving grades Pre-K-5th grade in the Union County Public School System. We serve approximately 615 students.

Approximately 90% of our students receive free or reduced lunch.

66% of our students are Hispanic; 25% African American, and 7% are Caucasian.

100% of our licensed staff and Teacher Assistants are highly qualified as identified by the Federal Government.

12% of our students are eligible to be served within the Exceptional Children's' program.

32% of our students are English Language Learners.

Staff attrition/turnover rates have been well-above the state and county averages for the past 4 years.

Benton Heights' instructional program includes a comprehensive balanced literacy program, which supports our students in all areas of literacy. In addition, we currently use Ready NC and Engage NY Math research-based resources to provide students with the understandings that support mathematical success. We are pleased to have the on-site support of Curriculum Coaches and Interventionists, all of whom support our teachers in using high quality instructional strategies with rigorous lessons that are aligned to the NCCCSS and NCESS. Additionally, BHESA focuses on teaching core curriculum through the arts. Our school is one of a few in North Carolina that participates in the A+ Schools program which integrates arts education into reading, writing, math, social studies and science. In order for this to happen, we have partnerships with Blumenthal Performing Arts Center, the Kiwanis Club, The Union County Symphony, The Union County Arts Council, and Bonita's School of Dance. We provide many enriching activities to our students such as chorus, strings, drama, band, art, LEGO engineering/robotics and dance clubs.



## State Board of Education Goals

<b>Goal 1 –</b>	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
<b>Goal 2 –</b>	Every student has a personalized education
<b>Goal 3 –</b>	Every student, every day has excellent educators
<b>Goal 4 –</b>	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
<b>Goal 5 –</b>	Every student is healthy, safe, and responsible

## District Goals Aligned to State Board of Education Goals

<b>District Goal 1-</b>	High achieving and globally competitive students
<b>Supports SBE Goals 1&amp;2</b>	
<ul style="list-style-type: none"> <li>Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.</li> <li>Every student has a personalized education.</li> </ul>	
<b>District Goal 2-</b>	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
<b>Supports SBE Goal 3</b>	
<ul style="list-style-type: none"> <li>Every student, every day has excellent educators</li> </ul>	
<b>District Goal 3-</b>	Safe, orderly, and caring schools producing healthy and responsible students.
<b>Supports SBE Goal 5</b>	
<ul style="list-style-type: none"> <li>Every student is healthy, safe, and responsible</li> </ul>	
<b>District Goal 4-</b>	21st century system operating effectively and efficiently
<b>Supports SBE Goal 4</b>	
<ul style="list-style-type: none"> <li>Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators.</li> </ul>	
<b>District Goal 5-</b>	Leadership will guide innovation in collaboration with family, business, and community members.



## 2016-17 & 2017-18 Benton Heights Elementary School of the Arts School Improvement Plan

### Vision Statement

**District:** UCPS

**School:** Prepare learners; empower leaders.

### Mission Statement

**District:** Preparing all students to succeed.

**School:** BHESA is dedicated to creating a safe, arts-enriched, academically challenging, and positive learning environment that will prepare learners and empower leaders in a global society.

#### Benton Heights Elementary School of the Arts Shared Beliefs

- Affirms the right of each student to fulfill his or her individual potential.
- Affirms that all students can learn, and that students' learning needs are our first priority.
- Affirms the value of each individual and recognizes the physical, emotional, social, and intellectual uniqueness of each person.
- Affirms the need for continuous improvement through the efforts of all stakeholders.
- Affirms that each student should have access to services, resources, technologies, and opportunities that challenge them and encourage them to succeed.
- Affirms that the entire school community has a right to an atmosphere of cooperation and discipline in a safe, comfortable environment.

#### Benton Heights Elementary School of the Arts Priority Goals

1. Formalize and implement with fidelity, system-wide procedures that ensure and support operation as Professional Learning Communities
2. Engage students through the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations
3. Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience
4. Research, plan for, create and implement a multi-tiered system of support (MTSS)
5. Increase student achievement in reading and math by effectively utilizing all staff members to support student achievement based on data analysis while providing clear objectives and learning targets and while holding high expectations for student learning and achievement.



## 2016-17 & 2017-18 Benton Heights Elementary School of the Arts School Improvement Plan

### Benton Heights Elementary School of the Arts Priority Goals

Priority Goal #1:	Formalize and implement with fidelity, system-wide procedures that ensure and support operation as a Professional Learning Community
Supports District Goal:	Quality teachers, administrators, and staff providing innovative leadership for 21 <sup>st</sup> Century schools
Supports State Goal:	Every student, every day has excellent educators
Data Used:	PLC Checklist, Benchmark/Common Assessment Results

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>					
Strategy 1: Establish and prepare a School Leadership Team and grade-level/departmental PLCs <ul style="list-style-type: none"> <li>Select and organize team members</li> <li>Build shared knowledge</li> <li>Compile and analyze school data</li> <li>Establish a clear structure and purpose for PLC meetings</li> <li>Teach collaboration strategies</li> <li>Build trust</li> <li>Designate an ILT for each grade level</li> </ul>	Candice Boatright Principal; Yubely Zolke, AP	Increase in student achievement on formative and summative assessments		Administrators, Teachers, Instructional Coach Instructional Lead Teachers	July, 2016- June, 2017

<p>Strategy 2: Carry out the tasks of a PLC</p> <ul style="list-style-type: none"> <li>Address the most pressing instructional challenges by studying the standards, selecting research-based strategies and assessment techniques, plan and implement lessons, agree on and collect evidence of student learning, analyze the data, reflect and adjust teaching</li> <li>Be continuous learners</li> <li>Focus on student success</li> </ul>	<p><b>Point Person</b> Candice Boatright Principal; Yubely Zolke, AP; Instructional Lead Teachers</p>	<p><b>Evidence of Success</b> Increase in student achievement on formative and summative assessments</p>	<p><b>Funding</b></p>	<p><b>Personnel Involved</b> Administrators, Teachers, Instructional Coach Instructional Lead Teachers</p>	<p><b>Timeline</b> July, 2016- June, 2018</p>
<p>Strategy 3: Support and value the work of PLCs</p> <ul style="list-style-type: none"> <li>Provide enough time regularly throughout the year for teams to do their work</li> <li>Monitor and give feedback on the work of the PLC in meetings and while implementing in the classroom</li> <li>Provide learning opportunities</li> <li>Empower teachers to be decision-makers</li> <li>Nurture innovation</li> </ul>	<p>Candice Boatright Principal; Yubely Zolke, AP; Instructional Lead Teachers</p>	<p>Increase in student achievement on formative and summative assessments</p>		<p>Administrators, Teachers, Instructional Coach Instructional Lead Teachers</p>	<p>July, 2016- June, 2018</p>
<p>Strategy 4: Evaluate the effectiveness of PLCs</p> <ul style="list-style-type: none"> <li>Review PLC agendas and minutes</li> <li>PLC's utilize self-assessment tools</li> </ul>	<p>Candice Boatright, Principal; Yubely Zolke, AP; Instructional Lead Teachers</p>	<p>Increase in student achievement on formative and summative assessments</p>		<p>Administrators, Teachers, Instructional Coach Instructional Lead Teachers</p>	<p>July, 2016- June, 2018</p>

### Goal 1 Title 1 Compliance Review Checklist

- A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Please check the box next to each component below that is met by goal #1.

(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input checked="" type="checkbox"/>
Instruction by highly qualified teachers:	<input checked="" type="checkbox"/>	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input checked="" type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input type="checkbox"/>

School Improvement Plan Priority Goals



### Benton Heights Elementary School of the Arts Priority Goals

Priority Goal #2:	Engage students through the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations
Supports District Goal:	High achieving and globally competitive students
Supports State Goal:	Every student has a personalized education
Data Used:	EOG results

<b>Strategies</b>	<b>Point Person</b> (Name/Title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost/ source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>					
Strategy 1: Prepare staff to implement the components of the Gradual Release of Responsibility model <ul style="list-style-type: none"> <li>Participate in the district-provided Gradual Release of Responsibility modules on early release days</li> <li>Deepen staff's understanding by applying information from Hattie, Fisher and Frey, Goldberg, and other resources</li> <li>Utilize classroom walk-through tools to provide feedback to teachers about implementation</li> </ul>	Candice Boatright, Principal Danielle Long, Instructional Coach	Increase in student achievement on formative and summative assessments	\$5K	Administrators, Teachers, Instructional Coach Instructional Lead Teachers	July, 2016- June, 2018

<p>Strategy 2: Support staff in the implementation of the Gradual Release of Responsibility model</p> <ul style="list-style-type: none"> <li>• Conduct walkthroughs and provide feedback to teachers and PLCs to monitor the implementation of the components</li> <li>• Utilize district instructional support staff to coach teachers</li> <li>• Provide teachers with an opportunity to coach and support one another on strategic practices related to GRR.</li> </ul>	<p><b>Point Person</b></p> <p>Candice Boatright, Principal Yubely Zolke, AP Danielle Long, Instructional Coach</p>	<p><b>Evidence of Success</b></p> <p>Increase in student achievement on formative and summative assessments</p>	<p><b>Funding</b></p>	<p><b>Personnel Involved</b></p> <p>Administrators, Teachers, Instructional Coach Instructional Lead Teachers</p>	<p><b>Timeline</b></p> <p>July, 2016-June, 2018</p>
<p>Strategy 3: Evaluate the effectiveness and fidelity of the implementation of the Gradual Release of Responsibility model</p> <ul style="list-style-type: none"> <li>• Conduct walkthroughs and observations thus providing feedback to teachers and during PLCs to evaluate the effectiveness of the GRR.</li> <li>• Use PLCs to look at student outcomes/results to determine next steps.</li> <li>• Increase student ownership of their learning by providing them with opportunities to demonstrate understanding and to navigate struggle with reduced support.</li> </ul>	<p>Candice Boatright, Principal Yubely Zolke, AP Danielle Long, Instructional Coach</p>	<p>Increase in student achievement on formative and summative assessments</p>		<p>Administrators, Teachers, Instructional Coach Instructional Lead Teachers</p>	<p>July, 2016-June, 2018</p>

### Goal 2 Title 1 Compliance Review Checklist

- A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Please check the box next to each component below that is met by goal #2.  
(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input checked="" type="checkbox"/>
Instruction by highly qualified teachers:	<input checked="" type="checkbox"/>	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input checked="" type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>

School Improvement Plan Priority Goals

### Benton Heights Elementary School of the Arts Priority Goals

Priority Goal #3:	Develop and implement structures that will allow school personnel to build strong relationships with students and families over time and act as an advocate for students while encouraging and increasing parent involvement.
Supports District Goal:	Safe, orderly, and caring schools producing healthy and responsible students.
Supports State Goal:	Every student is healthy, safe, and responsible
Data Used:	Teacher, Parent, and Student Surveys; discipline data; attendance reports

<b>Strategies</b>	<b>Point Person</b> (Name/Title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost/ source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>• Action Step</li> <li>• PD Action Step</li> <li>• Reflection/Evaluation Action Step</li> </ul>					
Strategy 1: Enhance school-family communication. <ul style="list-style-type: none"> <li>• Use translation services.</li> <li>• Use agendas and communication folders to communicate events, needs, behaviors, praise, etc.</li> <li>• Offer weekly Blackboard Connect Messages in English and Spanish.</li> <li>• Pair major events together with multiple grade levels for convenience and to increase participation.</li> <li>• Increase the number of stories posted on BHESA's website.</li> <li>• Mail informative letters before the school year begins.</li> </ul>	Blaire Traywick, Principal; Frank Casstevens Title I Liaison	Increase in student achievement on formative and summative assessments	\$500	Administrators, Teachers, Media Coordinator, Hispanic Liaison, Front office Staff	July, 2016- June, 2018

<p>Strategy 2: Promote active parent involvement.</p> <ul style="list-style-type: none"> <li>Communicate and explain volunteer guidelines and offer sign-ups via letter, Facebook, website, etc.</li> <li>Offer parent/curriculum nights.</li> <li>Create a welcoming atmosphere by inviting parents to participate.</li> <li>Encourage, advertise, and host the English classes via SPCC.</li> <li>Use translations services.</li> <li>Advertise and offer reminders for events, needs, productions, etc. in a timely manner.</li> <li>Offer preparatory math and reading activities and information with kindergarten registration.</li> <li>Host Orientation Meetings to invite parents in and to learn about BHESA.</li> <li>Send informative letters before school begins with vital information.</li> </ul>	<p><b>Point Person</b></p> <p>Blaire Traywick, Principal; Frank Casstevens, Title I Liaison</p>	<p><b>Evidence of Success</b></p> <p>Increase in student achievement on formative and summative assessments; increase in parent engagement</p>	<p><b>Funding</b></p> <p>\$6K</p>	<p><b>Personnel Involved</b></p> <p>Administrators, Teachers, Media Coordinator, Hispanic Liaison, Front office Staff</p>	<p><b>Timeline</b></p> <p>July, 2016- June, 2018</p>
<p>Strategy 3: Promote student leadership.</p> <ul style="list-style-type: none"> <li>Implement The Leader in Me school-wide transformational process</li> <li>Update and implement BHESA's PBIS system and rewards based on The Leader in Me process.</li> <li>Create, organize, and host after school clubs.</li> <li>Create behavior plans that will coach positive behaviors.</li> <li>Identify and celebrate "Leaders."</li> <li>Participate in Covey's 7 Habits training and direct teach these habits to students while modeling/living the habits.</li> </ul>	<p>Candice Boatright, Principal; Frank Casstevens, Arts Coordinator; Lighthouse Coordinators; 7 Habits Facilitators;</p>	<p>Increase in student achievement on formative and summative assessments; decrease in discipline referrals</p>	<p>r\$62K</p>	<p>All Staff Business Partnerships</p>	<p>July, 2016- June, 2018</p>
<p>Strategy 4: Notice patterns of at-risk students</p> <ul style="list-style-type: none"> <li>Notice attendance patterns for at-risk students</li> <li>Notice discipline patterns for at-risk students</li> </ul>	<p>Candice Boatright, Principal; Yubely Zolke, AP; Bryan James, BMT; Carla Thompson, Attendance Officer</p>	<p>Decrease in discipline referrals and un-excused absences</p>		<p>All Staff</p>	<p>July, 2016- June, 2018</p>

### Goal 3 Title 1 Compliance Review Checklist

- A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Please check the box next to each component below that is met by goal #3.

(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input type="checkbox"/>
Instruction by highly qualified teachers:	<input type="checkbox"/>	Strategies to increase parental involvement:	<input checked="" type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input checked="" type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input type="checkbox"/>



## School Improvement Plan Priority Goals

### Benton Heights Elementary School of the Arts Priority Goals

Priority Goal #4:	Research, plan for, create and implement a multi-tiered system of support (MTSS)
Supports District Goal:	Every student has a personalized education and every student is healthy, safe, and responsible
Supports State Goal:	High achieving and globally competitive students and safe, orderly, and caring schools producing healthy and responsible students.
Data Used:	Intervention Data

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>					
Strategy 1: Establish an MTSS school leadership team <ul style="list-style-type: none"> <li>Define roles and responsibilities of members</li> </ul>	Candice Boatright, Principal; Diana Martinez, MTSS/Intervention	Increase in student achievement on formative and summative assessments		All Certified Staff	July, 2016-June, 2018

<p>Strategy 2: Research and plan for the implementation of MTSS</p> <ul style="list-style-type: none"> <li>• Conduct a core instruction needs assessment and data analysis</li> <li>• Use a data-based problem-solving approach to make educational decisions</li> <li>• Solicit stakeholders' input</li> </ul>	<p><b>Point Person</b></p> <p>Candice Boatright, Principal; Diana Martinez, MTSS/Intervention; PLC's Instructional Lead Teachers</p>	<p><b>Evidence of Success</b></p> <p>Increase in student achievement on formative and summative assessments</p>	<p><b>Funding</b></p>	<p><b>Personnel Involved</b></p> <p>All Staff</p>	<p><b>Timeline</b></p> <p>July, 2016-June, 2018</p>
<p>Strategy 3: Build capacity and infrastructure for implementation</p> <ul style="list-style-type: none"> <li>• Participate in professional learning and coaching on all of the MTSS components</li> <li>• Communicate and collaborate with all stakeholders</li> </ul>	<p>Candice Boatright, Principal; Diana Martinez, MTSS/Intervention Instructional Lead Teachers</p>	<p>Increase in student achievement on formative and summative assessments</p>		<p>All Certified Staff</p>	<p>July, 2016-June, 2018</p>
<p>Strategy 4: Evaluate the effectiveness and fidelity of the implementation of MTSS</p> <ul style="list-style-type: none"> <li>• Utilize the Self-Assessment of MTSS Implementation (SAM)</li> <li>• Utilize the Tiered Fidelity Inventory (TIF)</li> </ul>	<p>Diana Martinez, MTSS/Intervention Instructional Lead Teachers</p>	<p>Increase in student achievement on formative and summative assessments</p>		<p>All Certified Staff</p>	<p>July, 2016-June, 2018</p>



### Goal 4 Title 1 Compliance Review Checklist

- A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Please check the box next to each component below that is met by goal #4.

(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input checked="" type="checkbox"/>
Instruction by highly qualified teachers:	<input checked="" type="checkbox"/>	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input checked="" type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



## School Improvement Plan Priority Goals

### Benton Heights Elementary School of the Arts Priority Goals

Priority Goal #5:	Increase student achievement in reading and math by effectively utilizing all staff members to support student achievement based on data analysis while providing clear objectives and learning targets and while holding high expectations for student learning and achievement.
Supports District Goal:	High achieving and globally competitive students.
Supports State Goal:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship and every student has a personalized education.
Data Used:	End of Year mClass, NC Ready EOG's

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> <li>Action Step</li> <li>PD Action Step</li> <li>Reflection/Evaluation Action Step</li> </ul>					
Strategy 1: Certified staff will design and implement lessons that are focused, rigorous, and aligned with the NC State Standards. <ul style="list-style-type: none"> <li>Create and participate in PLCs with fidelity</li> <li>Teachers will create and implement lessons using the gradual release of responsibility instructional framework.</li> <li>Research-based resources will be used to increase teacher capacity</li> </ul>	Candice Boatright, Principal; Yubely Zolke, AP; Curriculum Coach Instructional Lead Teachers	Increase in student achievement on formative and summative assessments		All Certified Staff	July, 2016-June, 2018

<p>Strategy 2: Certified staff will collect, understand, track, and use data to guide instruction and determine the effectiveness of instruction.</p> <ul style="list-style-type: none"> <li>Review the NC DPI unpacking documents to understand the expected learning outcomes of the standards taught</li> <li>Create questions which reflect the rigor and depth of the standards</li> <li>Determine the scoring of the assessment</li> <li>Review and discuss completed assessments</li> <li>Identify students who did not demonstrate mastery or growth--discuss instructional strategies to support students who did not master the standards taught</li> </ul>	<p><b>Point Person</b></p> <p>Candice Boatright Principal; Yubely Zolke, AP; Curriculum Coach Instructional Lead Teachers</p>	<p><b>Evidence of Success</b></p> <p>Increase in student achievement on formative and summative assessments</p>	<p><b>Funding</b></p>	<p><b>Personnel Involved</b></p> <p>All Certified Staff</p>	<p><b>Timeline</b></p> <p>July, 2016-June, 2018</p>
<p>Strategy 3: Provide small group or individual support on grade level work to students not demonstrating mastery.</p> <ul style="list-style-type: none"> <li>Remediate/tutor/intervene with students not demonstrating mastery.</li> <li>Re-assess students once they demonstrate independence in the standards taught</li> <li>Celebrate the success or growth.</li> </ul>	<p>Teachers, Curriculum Coach Instructional Lead Teachers Tutors</p>	<p>Increase in student achievement on formative and summative assessments</p>		<p>All Certified Staff</p>	<p>July, 2016-June, 2018</p>

### Goal 5 Title 1 Compliance Review Checklist

- A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

**Please check the box next to each component below that is met by goal #5.**  
(A full description of each component can be found on the last two pages of this plan)

<b>School wide reform strategies:</b>	<input type="checkbox"/>	<b>Strategies to attract highly qualified teachers to high-need schools:</b>	<input type="checkbox"/>	<b>Measures to include teachers in decisions regarding the use of academic assessments:</b>	<input checked="" type="checkbox"/>
<b>Instruction by highly qualified teachers:</b>	<input checked="" type="checkbox"/>	<b>Strategies to increase parental involvement:</b>	<input type="checkbox"/>	<b>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:</b>	<input checked="" type="checkbox"/>
<b>High-quality and ongoing professional development:</b>	<input checked="" type="checkbox"/>	<b>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:</b>	<input type="checkbox"/>	<b>Coordination and integration of Federal, State, and local services and programs:</b>	<input checked="" type="checkbox"/>



## School Improvement Plan Peer Review Form (Year 1 Peer Review #1)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
<b>Meets all</b> requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Does Not Meet</b> all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

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Name		Signature		Date	
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### School Improvement Plan Review Form (Year 1 Director Review)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
<b>Meets all</b> requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Does Not Meet</b> all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name	Cindy Croffut	Signature		Date	10/13/16
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### School Improvement Plan Review Form (Year 1 Peer Review #2 )

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
<b>Meets all</b> requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Does Not Meet</b> all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name	Kristy L. Thomas	Signature	Kristy L. Thomas	Date	10.13.16
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## School Improvement Plan Review Form (Year 2 Peer Review #1)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
<b>Meets all</b> requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Does Not Meet</b> all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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### School Improvement Plan Review Form (Year 2 Director Review)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
<b>Meets all</b> requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Does Not Meet</b> all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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## School Improvement Plan Review Form (Year 2 Peer Review #2)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
<b>Meets all</b> requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Does Not Meet</b> all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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2016-17 & 2017-18 Benton Heights Elementary School of the Arts School Improvement Plan Annual Review  
(Year 1)

Goals	February 2016-17 Current Reality & Adjusted Action Steps		June 2016-17 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



2016-17 & 2017-18 Benton Heights Elementary School of the Arts School Improvement Plan Annual Review  
(Year 2)

Goals	February 2017-18 Current Reality & Adjusted Action Steps		June 2017-18 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



## 2016-2017 Benton Heights Elementary School of the Arts School Improvement Plan Report

### Checklist of State-required On-going Operational Activities

#### All Schools

Does this school:

<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<ul style="list-style-type: none"><li>• Implement strategies for improving performance of all students?</li></ul>
<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<ul style="list-style-type: none"><li>• Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?</li></ul>
<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<ul style="list-style-type: none"><li>• Plan use of staff development funds?</li></ul>
<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<ul style="list-style-type: none"><li>• Plan for use of assessments to monitor student progress?</li></ul>
<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"><li>• Provide daily duty-free lunch to teachers?</li></ul>
<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<ul style="list-style-type: none"><li>• Provide at least five hours of planning time for teachers each week?</li></ul>
<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<ul style="list-style-type: none"><li>• Implement strategies for involving parents and the community in the educational program?</li></ul>
<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<ul style="list-style-type: none"><li>• Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?</li></ul>

#### K-8 Schools Only

Does this school:

<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<ul style="list-style-type: none"><li>• Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?</li></ul>
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## 2016-2017 Benton Heights Elementary School of the Arts School Improvement Plan Approval

Committee Position	Name	Signature	Date
Principal	Blaire Traywick		09/21/16
Assistant Principal Representative	Yubely Zolke		09/21/16
Teacher Representative	Denise Leon		09/21/16
Teacher Representative	Megan McCarver		09/21/16
Teacher Representative	Isheka Barrett		09/21/16
Teacher Representative	Angela McAuley		09/21/16
Teacher Representative	Chelsea Brown		09/21/16
Teacher Representative	Corey Ackerman		09/21/16
Teacher Representative	John McAuley		09/21/16
Teacher Representative	Olenma Alvarez		09/21/16
Teacher Assistant Representative	Beth Suarez		09/21/16
Federal Programs Representative	Lydia Lorenzo		09/21/16
Parent Representative	Amanda Alvarez		9/27/16
Parent Representative	Kelly Stegall		9/27/16
Parent Representative	Matthew DeForrest		9/27/16
Parent Representative	Tiffany Pratt		9/27/16
Parent Representative	Christina Parker		
Parent Representative	Whitney Massey Hinton		
Parent Representative	Martha Gray		

## Elementary and Secondary Education Act Components

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

1. **School wide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.
2. **Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.
3. **High-quality and ongoing professional development:** Teachers and other staff in school wide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.
4. **Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.
5. **Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

## Title I Targeted Assistance Compliance Review and Plan

6. **Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.
7. **Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.
8. **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The school wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.
9. **Coordination and integration of Federal, State, and local services and programs:** School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school wide program.