



**School Improvement Plan (SIP)
2018-2021**



North Carolina State Board of Education

Vision:

Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen

Mission:

The State Board of Education has the constitutional authority to lead and uphold the system of public education in North Carolina.

Goals: For more detailed information about State Board of Education goals, visit the [SBE Goals Page](#). Pioneer Springs Community School aligns its Basic School Model to the established goals of the State Board of Education (SBE).

SBE Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

SBE Goal 2: Every student has a personalized education.

SBE Goal 3: Every student, every day has excellent educators.

SBE Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

SBE Goal 5: Every student is healthy, safe, and responsible.

Pioneer Springs Community School Mission

Pioneer Springs Community School was created by families to give more families the opportunity to be part of a Basic School connecting students to their community and the natural world. At Pioneer Springs, we believe a school can:

- keep the desire to learn burning bright in every student through individualized, hands-on, creative exploration of an integrated curriculum;
- foster the growth of the whole student: academically, physically, socially, and emotionally;
- function as a community of learning in which students, parents, teachers, and staff collaborate to achieve common goals;
- capture students' inherent curiosity about their environment to foster deeper connections to nature.

SCHOOL IMPROVEMENT TEAM:

Pioneer Springs Community Schools has established a School Improvement Team (SIT) whose primary focus is to facilitate the implementation of the process and ongoing progress monitoring for the School Improvement Plan (SIP). The SIT members are responsible for developing and implementing a School Improvement Plan that serves as both a detailed road map and a high-quality delivery system for ensuring that all students receive an inclusive set of intentionally aligned components such as clear learning outcomes, matching assessments, engaging learning experiences and research-based instructional strategies.

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."

SCHOOL IMPROVEMENT PLAN TEAM MEMBERS:

Committee Position*	Name	Committee Position*	Name
Director	Rebecca Friend	School Improvement Chairperson	Chris Simeral
Elementary School Representative	Gail Faithful	Parent Representative	Sherry Atria
Middle School Representative	Laura Smith	Connects Lead Teacher	Tamla Boone
Associate Teacher Representative	Jackie Lee	Student Support Services Representative	Valerie Goodfriend

Approved by the faculty on _____

Approved by the Board of Directors on _____

School Improvement Team Chairperson: _____

Director Signature: _____

Board Chair Signature: _____

DATA SUMMARY AND ANALYSIS

ACHIEVEMENT DATA

Performance Composite Results

Source: NC School Report Card and EVAAS Data

2017-2018 School Year

Type of School	School Code	Name of School	Region in North Carolina	Grade Levels	School Grade	EVAAS Status	Growth Index
Charter Schools	60Y000	Pioneer Springs Community School	Southwest	0K-06	C	Not Met	-5.17

2016-2017 School Year

Type of School	School Code	Name of School	Region in North Carolina	Grade Levels	School Grade	EVAAS Status	Growth Index
Charter Schools	60Y000	Pioneer Springs Community School	Southwest	0K-05	C	Exceeded	3.32

2015-2016 School Year

Type of School	School Code	Name of School	Region in North Carolina	Grade Levels	School Grade	EVAAS Status	Growth Index
----------------	-------------	----------------	--------------------------	--------------	--------------	--------------	--------------

Charter Schools	60Y000	Pioneer Springs Community School	Southwest	0K-04	C	Met	1.47
-----------------	--------	----------------------------------	-----------	-------	---	-----	------

Please Note: College/Career Ready (CCR) - Level 4 & 5 /Grade Level Proficient (GLP) - Level 3 & Above

Accountability Year 2017-2018 (End-of-Grade Results)

Grade 3-6 Content Area	Denominator	CCR	GLP	SPG Grade	SPG Score
Reading	139	56.8	67.6	C	68
Math	139	30.2	42.4	D	45
Science	37	73	75.7		

Accountability Year 2016-2017 (End-of-Grade Results)

Grade 3-5 Content Area	Denominator	CCR	GLP	SPG Grade	SPG Score
Reading	115	49.6	67.8	B	71
Math	115	46.1	57.4	C	64
Science	36	47.2	75		

Accountability Year 2015-2016 (End-of-Grade Results)

Grade 3-4	Denominator	CCR	GLP	SPG Grade	SPG Score

Content Area					
Reading	79	51.9	64.6	C	68
Math	79	32.9	39.2	D	49
Science	n/a				

2018 BOG 3rd Grade ELA

Level 1	Level 2	Level 3	Level 4	Level 5
42%	22%	7%	25%	4%

NWEA MAP Math Data

Grade Level	Students	Count of Students HiAvg %ile 61-80	Count of Students Hi%ile >80	% of Students HiAvg or Hi
3	41	10	6	39%
4	43	10	9	44%
5	38	9	3	31%
6	35	8	2	29%
7	23	6	3	39%

NWEA MAP Reading Data

Grade Level	Students	% of Students HiAvg %ile 61-80	% of Students Hi%ile >80	% of Students HiAvg or Hi
3	administered BOG			
4	43	35	26	61%
5	36	8	33	41%
6	34	21	32	53%
7	24	42	21	63%

DEMOGRAPHIC DATA

2018-2019 Student (Attendance, Enrollment, Grade Level, Ethnicity, Gender, Native Language, etc.)

Total Enrollment	Grade level		Ethnicity		ELL	Attendance
326	K	44	Black	20	8+/-	Average ADM is 322
	1	45	Hispanic	40		
	2	48	American Indian	3		
	3	47	Two or more	26		
	4	44	Asian	3		
	5	40	White	234		
	6	35				

	7	23				
--	---	----	--	--	--	--

Fully Licensed Teachers (Reported in NC School Report Card)

Year	Number of Teachers	Percentage of Fully Licensed	Percentage of Lateral Entry Licensed
2014-2015	7	86%	14%
2015-2016	11	82%	
2016-2017	14	86%	7%
2017-2018	21	TBD	TBD

PERCEPTION DATA

North Carolina Teachers Working Condition Survey

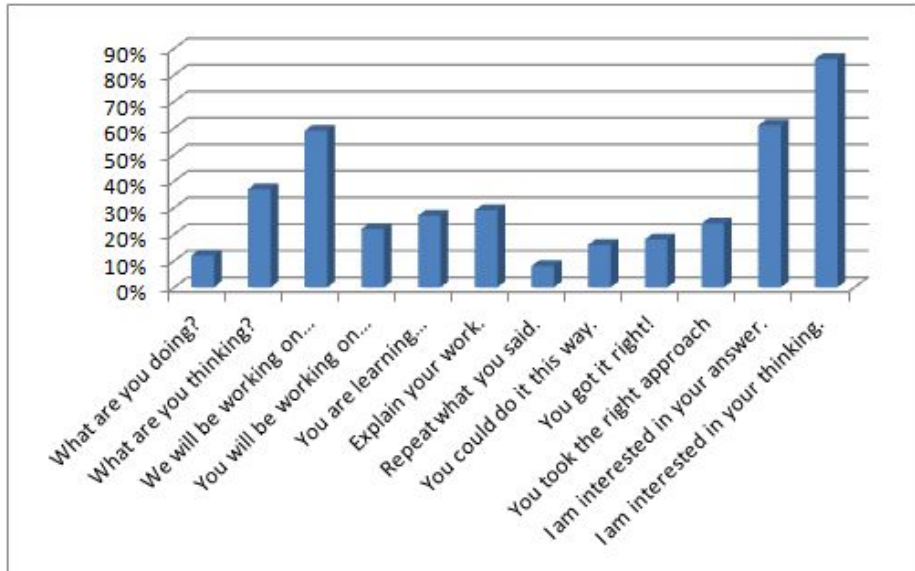
Summary Results NCTWC 2018, 2020		
Pioneer Springs Community Schools (NC TWC 2018) 57.14% teachers responded		
CATEGORY: TIME	% AGREE	
North Carolina Teacher Working Conditions Survey	17-18	18-19
Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in our school.		
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	91%	
b. Teachers have time available to collaborate with colleagues.	83%	
c. Teachers are allowed to focus on educating students with minimal interruptions.	92%	
d. The non-instructional time provided for teachers in my school is sufficient.	91%	

e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	91%	
f. Teachers have sufficient instructional time to meet the needs of all students.	100%	
g. Teachers are protected from duties that interfere with their essential role of educating students.	92%	
CATEGORY: Facilities and Resources	% AGREE	
Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.		
a. Teachers have sufficient access to appropriate instructional materials.	33%	
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	50%	
c. Teachers have access to reliable communication technology, including phones, faxes and email.	75%	
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	50%	
e. Teachers have sufficient access to a broad range of professional support personnel.	45%	
f. The school environment is clean and well maintained.	59%	
g. Teachers have adequate space to work productively.	59%	
h. The physical environment of classrooms in this school supports teaching and learning.	59%	
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	75%	
CATEGORY: Professional Development		
Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.		

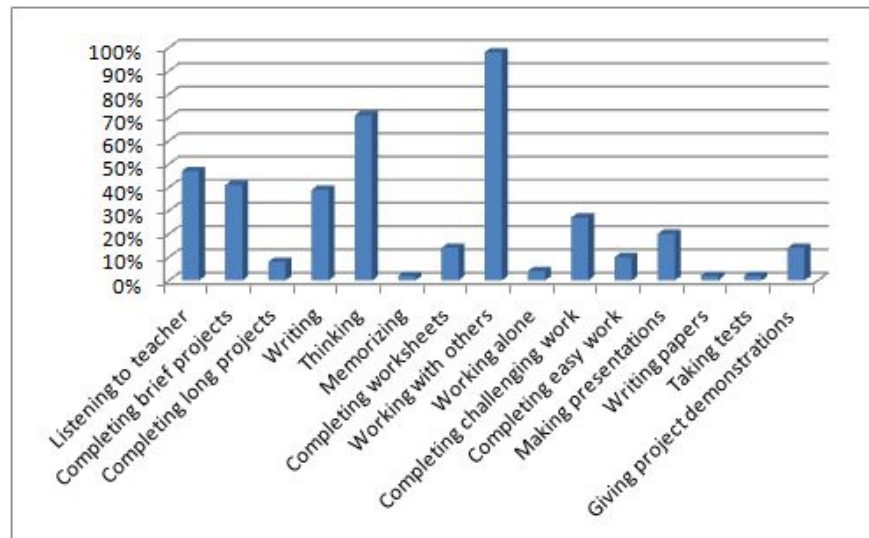
a. Sufficient resources are available for professional development in my school.	36%	
b. An appropriate amount of time is provided for professional development.	25%	
c. Professional development offerings are data driven.	45%	
d. Professional learning opportunities are aligned with the school's improvement plan.	78%	
e. Professional development is differentiated to meet the individual needs of teachers.	41%	
f. Professional development deepens teachers' content knowledge.	70%	
g. Teachers have sufficient training to fully utilize instructional technology.	30%	
h. Teachers are encouraged to reflect on their own practice.	82%	
i. In this school, follow up is provided from professional development.	70%	
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	45%	
k. Professional development is evaluated and results are communicated to teachers.	64%	
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	64%	
m. Professional development enhances teachers' abilities to improve student learning.	70%	
OVERALL	% AGREE	
North Carolina Teacher Working Conditions Survey	2018	2020
Q10.6 Overall, my school is a good place to work and learn.	100%	%
Q10.7 At this school, we utilize the results from the 2016 North Carolina Teacher Working Conditions Survey as a tool for school improvement.	83%	%

Advanced Ed Climate & Culture Parent Survey 2018:

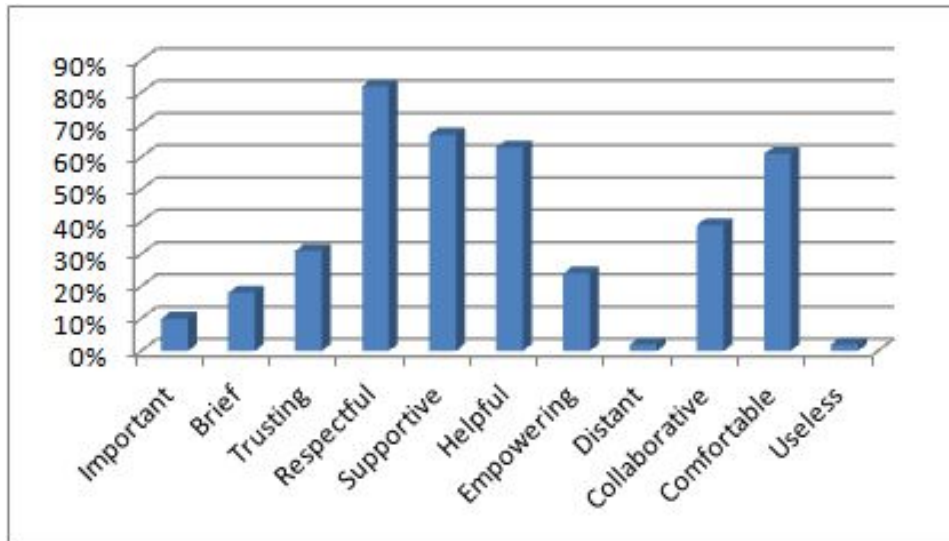
1. Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?



2. Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?

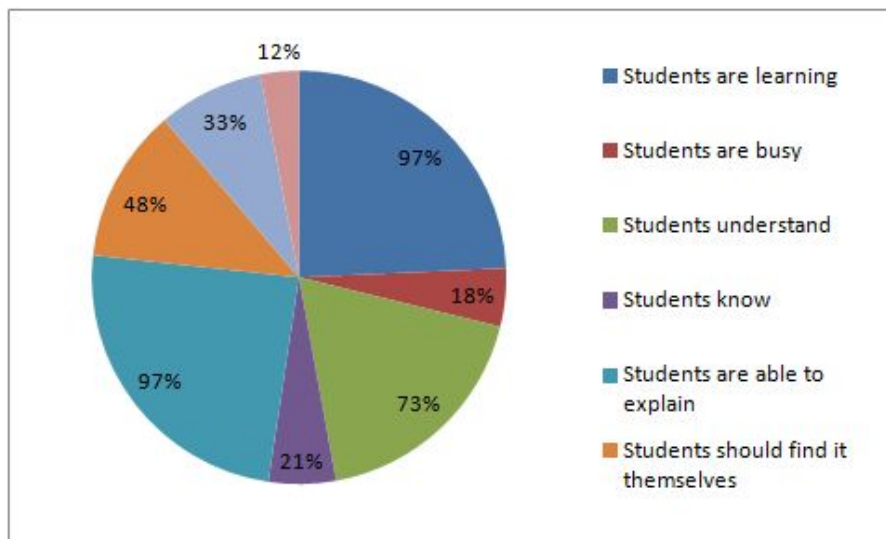


3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

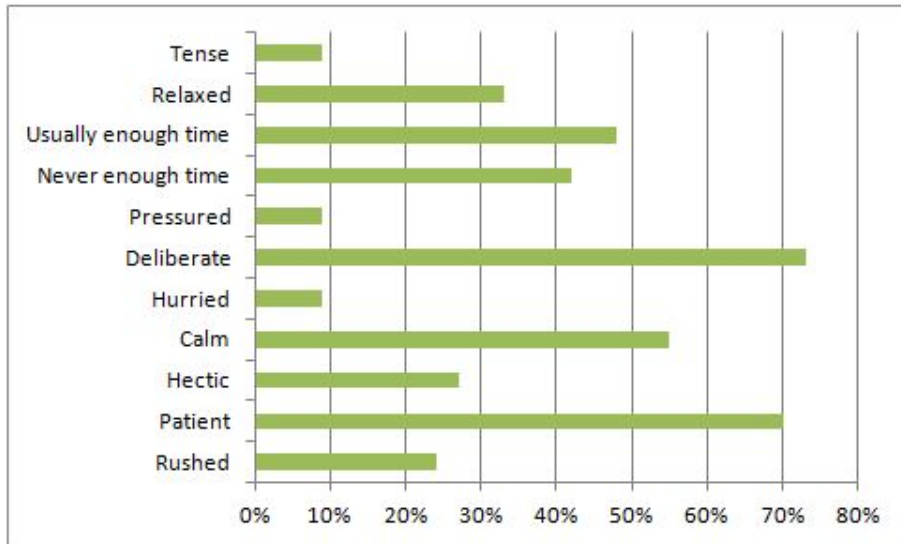


Advanced Ed Climate & Culture Staff Survey

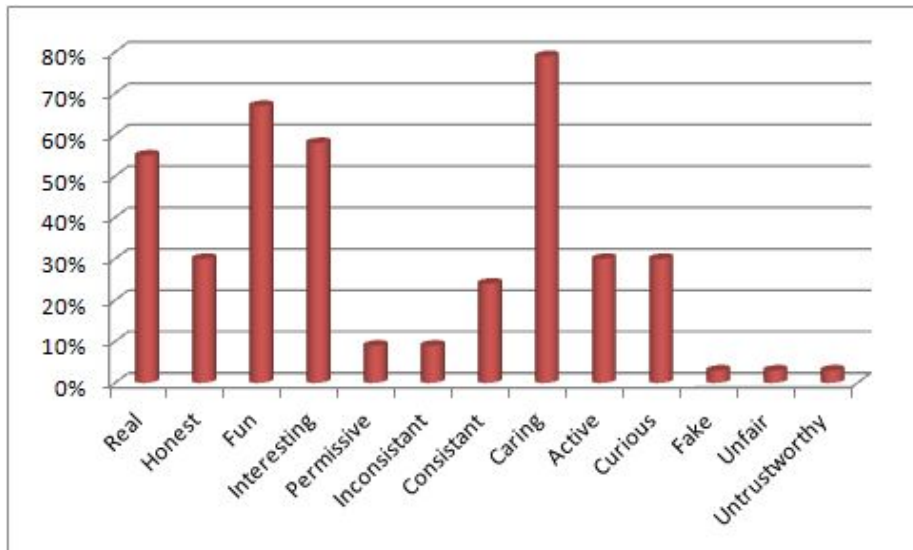
1. Which four of the following words or phrases best describe, in general, the expectations for students at your school?



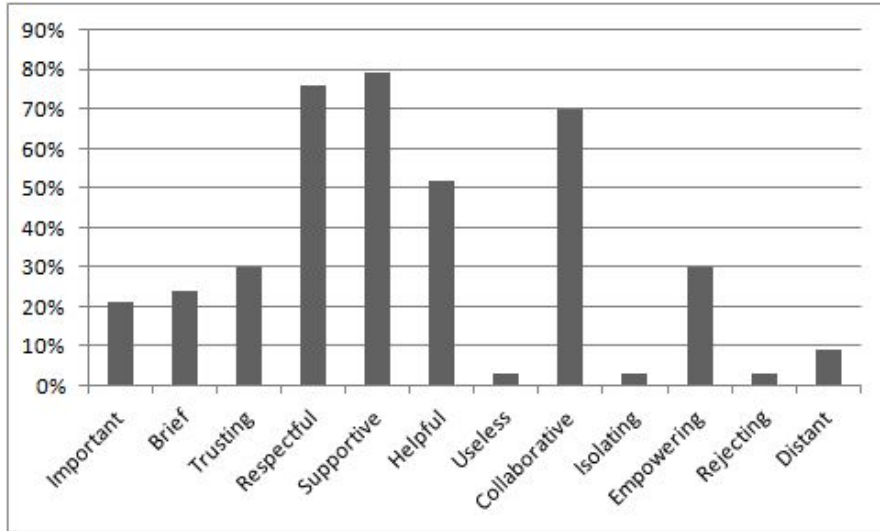
2. Which four of the following words or phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?



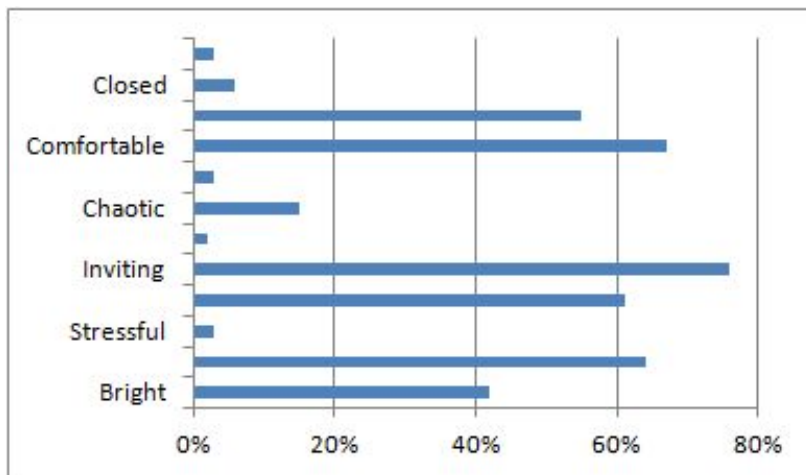
3. Which four of the following words or phrases best describe, in general, what you think of your colleagues?



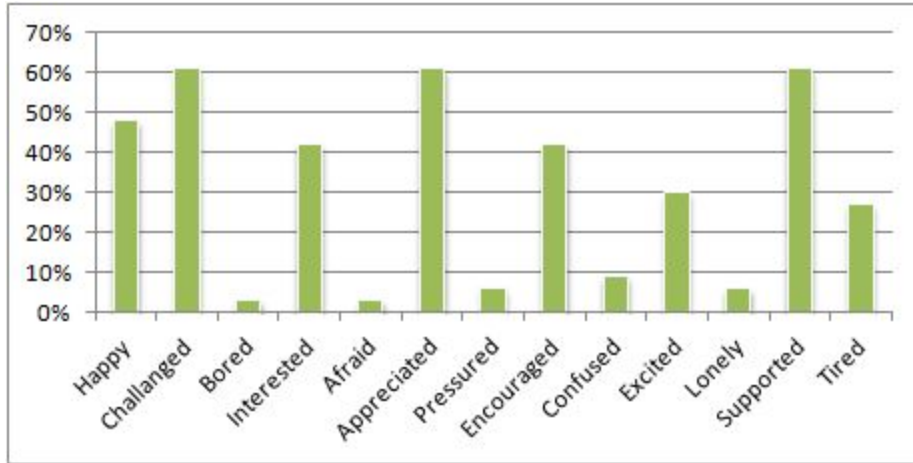
Which four of the following words best describe, in general, the interactions you have with other staff at your school?



5. Which four of the following words describe, in general, the physical spaces in which you spend most of your time at work?



6. Which four of the following words best describe, in general, how you feel while at work?



Advanced Ed Middle & High School Student Inventory

Section 1	Six or more times a year	Three to five times a year	One or two times a year	Never
I set academic goals for myself	20%	40%	40%	0%
I use the services of the counseling office	10%	0%	30%	60%
I explore and begin to plan for college/career opportunities	10%	30%	50%	10%

I investigate and choose a topic for my projects	50%	40%	10%	0%
I participate in, before or after, school activities such as sports, clubs, tutoring, etc	30%	0%	40%	30%
Section 2 & 3	In all of my classes	In at least half of my classes	In at least on of my classes	None
I work on real-life problems	20%	80%	0%	0%
I give class presentations or share my work with my classmates	60%	10%	30%	0%
I work on assignments that extend beyond one class period	30%	50%	10%	10%
I complete meaningful homework to review what I learned in class and or prepare for the next day's lesson	40%	40%	20%	0%
I complete assignments that meet my personal learning goals	70%	30%	0%	0%
I use a rubric or scoring guide to help me complete an assignment	0%	30%	60%	10%
I work with other students in pairs or small groups	50%	50%	0%	0%
I use digital tools to complete assignments, such as conducting research, finding information, communicating and or creating something new.	30%	50%	10%	10%

I receive specific feedback about my work from my teacher and/or classmates that help me better understand what I'm learning.	30%	60%	10%	0%
I am provided opportunities to correct and/or improve my work.	60%	40%	0%	0%
I receive acknowledgement and/or praise for my strengths or accomplishments	60%	30%	10%	0%

Pioneer Springs Community School 2018 – 2021 Goals

Basic School Priority #1: Curriculum with Coherence– Long term planning and alignment of the Basic School Core Commonalities to the NC Standard Course of Study.

Basic School Priority #2: Climate for Learning – Support our students to help them become self disciplined, self motivated, engaged learners.

Basic School Priority #3: School as Community

Increase community awareness regarding Pioneer Springs as a leader in nature education and an institution of academic rigor and exploration.

Basic School Priority #4: Commitment to Character - Improve stewardship of school campus.

***Stakeholders include: Board of Trustee members, Administrative team, teachers and staff, students, families, and key community members.**

Basic School Priority #1-Curriculum of Coherence

Long term planning and alignment of the Basic School Core Commonalities to the NC Standard Course of Study.

SMART Goal: Because performance data suggests strong reading proficiencies but below grade-level math achievement, Pioneer Springs Community School will increase the performance composite by 7 to 10 percentage points in 18-19 as measured by the NC State Report Card, and by 3 to 5 points from that baseline for the following two years.

Strategies	Action Steps	Responsible Lead	Evidence	Resources Needed	Deliverable Timeline
Facilitate the NC Standard Course of Study with fidelity to the 8 <i>Basic School</i> Core Commonalities	<p>1. Use planning time to develop scope and sequence that include reference to the 8 Commonalities.</p> <p>2. Full integration of Expeditionary Learning ELA curriculum.</p> <p>3. Implement Ready NC math with fidelity</p>	<p>Becky Friend, DOA</p> <p>Kelley Hood, Primary Contact, Reading PLC</p> <p>Margaret Moose, Primary Contact, Math PLC</p> <p>Lead Teachers</p>	<p>Scope and Sequence on Academic Plan</p> <p>Lesson Plans</p> <p>Classroom Observations</p> <p>Student achievement measures</p>	<p>Time for planning</p> <p>Time for collaboration</p> <p>Formal professional development</p> <p>Aligned instructional resources</p>	Aug, 2019
Use research-based intervention strategies to promote differentiated instruction for all students.	<p>1. Math and reading PLCs will research and communicate best practices regarding domain-specific interventions</p> <p>2. Teachers will use MAP and NC Check In data to inform planning for students.</p>	<p>Reading PLC</p> <p>Math PLC</p> <p>Lead Teachers</p>	<p>Newsletters and emails regarding interventions</p> <p>Increased RIT per students on NWEA MAP benchmarking</p>	<p>Structured time for PLCs to meet</p> <p>Resources for the administration of benchmarks</p> <p>Grade level collaboration to review data, adjust planning</p>	June, 2019

Basic School Priority #2 – Climate for Learning

Support our students to help them become self disciplined, self motivated, engaged learners.

SMART Goal: In order to promote a positive climate for learning, Pioneer Springs will reduce the number of Tier 3 behaviors/suspensions by 10% against the baseline established in 17-18 and as recorded in Powerschools.

Strategies	Action Steps	Responsible Lead	Evidence	Resources Needed	Deliverable Timeline
Understand and consistently implement the Behavior Expectation Policy	<ol style="list-style-type: none"> 1. Increase student engagement and minimize disruption through the promotion of rigorous, differentiated instruction. 2. Promote a common understanding of the Behavior Expectation Policy among students, staff, and parents. 3. Develop a practical consequence guide for teaching teams. 	Faculty and administration	<p>Classroom Observation</p> <p>Decrease in the number of suspensions (as measured against baseline)</p> <p>Teachers' Consequence Guide</p>	<p>Time and venue for communication (i.e. faculty meetings, parent newsletter)</p> <p>The Behavior Expectation Policy</p>	July, 2019

Basic School Priority #3 – School as Community

Increase community awareness regarding the Pioneer Springs as a leader in nature education and an institution of academic rigor and exploration.

SMART Goal: Because Pioneer Springs has met only 90% of enrollment goals for the prior three years, Pioneer Springs will seek to increase awareness about the school throughout the larger surrounding community resulting in an annual 10% increase in applications for the lottery (against the 18-19 baseline) full enrollment as measured by target ADM on the 20th day of each school year beginning August, 2019.

Strategies	Action Steps	Responsible Lead	Evidence	Resources Needed	Deliverable Timeline
<p>Create a bigger profile/footprint and increase community awareness of school mission, activities, and accomplishments.</p>	<ol style="list-style-type: none"> 1. Utilize social media, school website, and traditional media outlets to promote school achievements to the community at large. 2. Offer community educational/family workshops 3. Research possible bus route and target communities for expanded enrollment 	<p>Erin McDonald, DAC</p> <p>Anne Fell-Yampolsky, Marketing Coordinator</p> <p>WINGS</p> <p>Special Projects Committee</p> <p>Randolph Lewis, DCD</p>	<p>Full ADM on PMR 1</p> <p>Increased attendance at school functions, i.e. ArtSpring, Toss n Sauce</p> <p>Increased applications for enrollment</p> <p>Development of a bus proposal for Board consideration</p>	<p>Communication resources, including pamphlets, website access, and other media outlets</p> <p>Personnel</p> <p>Research regarding bus costs, related insurance, possible routes, and other unknowns</p>	<p>August, 2019</p>

Basic School Priority #4 – Commitment to Character

Improve stewardship of school campus.

SMART Goal: Because the school environment provides unique learning opportunities and because the Basic School philosophy calls on students to be responsible, PSCS' students will actively serve as stewards of their campus/community through both daily 'maintenance' tasks and meaningful participation in environmental service projects. Success will be measured through completion of scheduled tasks, documentable participation in environmental service projects, student and parent beliefs regarding the environment as measured by perception surveys, and observation of the campus as a safe and attractive learning space.

Strategies	Action Steps	Responsible Lead	Evidence	Resources Needed	Deliverable Timeline
<p>Ongoing service learning projects are integrated into the PSCS curriculum utilizing the vertical trimester themes.</p> <p>All classes participate in daily stewardship practices to maintain the campus as an active learning space.</p>	<p>1. Grade levels complete a minimum of one environmental service learning project annually.</p> <p>2. Complete daily assigned tasks to ensure the campus is safe, maintained, and a viable space for learning</p>	<p>Chris Simeral, NEC</p> <p>Lead Teachers</p> <p>Nature Education and Project-Based Learning PLCs</p>	<p>Completed environmental service projects</p> <p>Completed daily stewardship tasks</p> <p>Perception survey data</p>	<p>List of citizen science projects.</p> <p>Personnel</p> <p>Community volunteers</p>	<p>Spring, 2019</p> <p>Ongoing</p>