

**SCHOOL VISION, MISSION, & BELIEFS** Brush Creek Elementary School  
2007-08

**Our Vision:**

Our children will have a positive learning environment that stimulates curiosity and imagination, creates citizens of good character, and challenges students to become life-long learners.

**Our Mission Statement:**

**BEARS!**                      **B**elieve  
   **E**ducate to  
   **A**chieve  
   **R**eady to  
   **S**ucceed

**Our Beliefs:**

1. We will provide a safe-school environment.
2. Our school community will be of good character with the following traits: responsibility, respect, self-discipline, integrity/fairness, compassing/caring, loyalty, friendship, courage, perseverance, citizenship.
3. We will have high expectations for the achievement of each individual student preparing them for success in the changing world of the 21<sup>st</sup> century.
4. We will provide quality teaching, planning, and professional growth in a collaborative environment that is continually improving.
5. The education of our children is the responsibility of the entire school community.
6. We will communicate effectively among all stakeholders.
7. Working together, staff, parents, and students will make Brush Creek Elementary School a unique and special place – a place where we want to be.

This section of the school improvement plan is devoted to an overview of the characteristics of the school and its clientele. Student performance and demographic data will be included in this section. Also included are community demographics, school characteristics, our stakeholders' perspectives, and survey results.

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Local Insights and Information about Former Students

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Madison County is located in the northern section of western North Carolina connected to the Tennessee border. Brush Creek Elementary School serves students in the Marshall and Walnut areas of Madison County. Marshall and Walnut lie in the center of the county and the campus of Madison Middle School is connected to the campus of Brush Creek Elementary. Marshall is the county seat containing the county Court House and local government offices. The town of Marshall is now being revitalized with many small businesses. The town also works to reflect the culture and history of the county with such activities as a local street fair for the arts and The Depot which is the town's remodeled train depot where musical heritage is celebrated every Friday night. The joining Walnut community has a rich cultural and agricultural background. In the past when the timber and agricultural industries were flourishing, Walnut had its own post office and train station. Walnut still boasts the beautiful Big Pine and Little Pine communities which still have large tracts of undeveloped property with breathtaking views. The timber industry has almost disappeared and reliance on the family farm for the basic family income is less prevalent. White water rafting is becoming a thriving business in the area with the French Broad River winding through the Marshall and Walnut communities.

Many residents in the Marshall and Walnut communities now work in a variety of professional careers, industrial plants, and other types of blue-collar employment. In most family households, both parents work on jobs outside of the home with many residents commuting to Asheville for work. Many former students from the Marshall and Walnut areas lead very successful lives as the education level of parents continues to be extended. Income levels continue to grow and the school continues to drop in poverty levels which are reflected in free and reduced lunch information. Brush Creek Elementary also provides outreach to families which need support. The school now provides space for two Head Start classrooms in an effort to help prepare students and their families for success in school. The community of Brush Creek still captures the breathtaking beauty of the Blue Ridge Mountains. A few residential developments have begun to emerge with such names as "Firefly Mountain" and "Bear Creek Resort". The I-26 corridor which connects the Tennessee interstate system to North Carolina's interstate system through our county, will soon begin to have a dramatic effect upon the area. Local journalistic photographer Rob Amberg, reflects the impact this type of development is making upon the once remote county in his book Corridor of Change. The beauty of the area and easy access to town make the Marshall and Walnut communities a very desirable place for families to live. Marshall and Walnut are continuing to grow which is reflected in the constant increase in student population at Brush Creek Elementary School. Brush Creek Elementary staff works diligently to keep community connected to the school as community plays such an important role in our heritage, our future, and in the lives of our children and their families.

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### School Characteristics

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Brush Creek Elementary School opened on January 10, 2002. Brush Creek Elementary is a K-5 school which currently serves 461 students in a beautiful building which is nestled at the front of 19 acres in the Blue Ridge Mountains of Western North Carolina. Brush Creek Elementary has a warm and inviting atmosphere which provides many enriching lessons and activities for students. Brush Creek Elementary staff and parents provide support to students who are identified as academically gifted. Last year, Brush Creek's Odyssey of the Mind A.I.G. Team placed first in region and second in state competitions – a first for any Madison County School. The team then placed 20 out of 62 at the World Finals which were held at Michigan State University. Brush Creek has led the county in promoting recycling in our school system and developed a Character Education Program which has led them to apply as a North Carolina School of Character. Brush Creek also developed a series entitled "Imagination Series" which provides many cultural and creative experiences for students. Brush Creek Elementary has 98 students who are served in the Title I Program. Of those students, 15 are 4<sup>th</sup> and 5<sup>th</sup> grade students who are served in an inclusion model within their regular classroom and 83 receive services from reading specialists in Title I classrooms. The Exceptional Children's Program serves 78 students with the following classifications: 16 Learning Disabled, 1 Behavioral and Emotionally Disabled, 4 Educationally Mentally Disabled, 22 Developmentally Delayed, 6 Autistic, 7 Other Health Impaired, 3 Multi-Handicapped, and 19 for Speech. Some Hispanic families are living in the area, many of whom work on the remaining farms. The school provides support through Head Start, our ESL Program, and by expanding communication as the school principal speaks fluent Spanish and supports the ESL teachers in their quest to work with families.

Student Performance Data

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Data Examination 1

School Performance Composite 2006-07

	Reading	Math	Writing
Third Grade	91.2	84.6	
Fourth Grade	91.85	74.3	46.0
Fifth Grade	94.7	83.1	
Overall	92.5	80.6	

Total Composite:

- Percent of students at or above Level III – 80.3
- School of Distinction
- Expected Growth – Yes
- High Growth - Yes
- AYP – Yes

Analysis of Data:

Analysis revealed that the group as a whole for the 2006-07 school year, did well on End-of-Grade testing. High growth and adequate yearly progress goals were met with 80.3 percent of students scoring Level III or above. Reading scores were strong and the area of weakness was critical stance for all three grades. In mathematics the areas of weaknesses were probability and using data for 3<sup>rd</sup> grade, numeration skills and algebra for 4<sup>th</sup> grade, and measurement for 5<sup>th</sup> grade. Writing scores reflected a dramatic gain from a 38% passing score the previous year to 46.0 for the 2006-07 school year. The school embarked on a writing focus during the 2006-07 school year by creating the Imagination Series, developing a school-wide writing plan, and focusing on writing ‘moment in time’ stories. The writing focus will be continued with an additional focus on conventions. Score analysis revealed that 18 students came very close to passing the test with a score of 10. Appropriate use of conventions would have had a positive impact on their scores. Students who did not make growth and those who did not achieve passing scores were identified and personal education plans for those students were developed with interventions to assist them. Title I and Exceptional Children’s Program provided assistance for children who qualified for those programs. Research based programs and assessments are used exclusively in Title I and EC. Economically disadvantaged children were also identified as an area of concern. The school will provide many enrichment activities for students such as continuation of the Imagination Series, an outdoor learning lab, and a variety of guest speakers and field trips, Fun Fridays to reward good work skills and behavior, a Character Education Program, and encouragement of parent participation.

## Data Examination 2

## Three Year Proficiency Percentages

The following tables reflect proficiency results for the last three school years. Data displays North Carolina End of Grade Testing results for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. The data also includes percentages for females, males, free/reduced, and disabled students. These scores also include Extend 1 and Extend 2 data.

## Reading

		2004-05 Level III and Above	2005-06 Level III and Above	2006-07 Level III and Above
3 <sup>rd</sup> Grade	All Students	81.3	91.5	87.8
	Female	82.4	94.3	88.2
	Male	80.5	88.9	87.5
	Free/Reduced	75.0	89.5	85.0
	Disabled	50.0	70.0	66.7
4 <sup>th</sup> Grade	All Students	75.0	77.0	85.5
	Female	81.8	83.9	88.6
	Male	67.5	72.1	82.4
	Free/Reduced	60.0	76.1	77.8
	Disabled	38.9	40.0	50.0
5 <sup>th</sup> Grade	All Students	93.0	90.1	92.6
	Female	94.6	93.3	92.0
	Male	91.2	86.1	93.0
	Free/Reduced	89.1	83.8	86.8
	Disabled	83.3	68.8	62.5
Total	All Students	82.6	86.3	88.6
	Female	86.1	91.0	89.4
	Male	79.1	81.7	88.0
	Free/Reduced	75.4	82.6	83.3
	Disabled	55.0	61.1	59.3

In reviewing reading data for the total school group over a three year period, there has been consistent improvement in test scores. Test scores for the disabled group of 5<sup>th</sup> grade students reflected a decrease for those eight children.

Math

		2004-05 Level III and Above	2005-06 Level III and Above	2006-07 Level III and Above
3 <sup>rd</sup> Grade	All Students	81.3	91.5	85.1
	Female	82.4	94.3	76.5
	Male	80.5	88.9	92.5
	Free/Reduced	75.0	89.5	77.5
	Disabled	50.0	70.0	77.8
4 <sup>th</sup> Grade	All Students	75.0	77.0	72.5
	Female	81.8	83.9	68.6
	Male	67.5	72.1	76.5
	Free/Reduced	60.0	76.1	55.6
	Disabled	38.9	40.0	70.0
5 <sup>th</sup> Grade	All Students	93.0	90.1	82.4
	Female	94.6	93.3	84.0
	Male	91.2	86.1	81.4
	Free/Reduced	89.1	83.8	73.7
	Disabled	83.3	68.8	62.5
Total	All Students	82.6	86.3	80.1
	Female	86.1	91.0	75.5
	Male	79.1	81.7	83.8
	Free/Reduced	75.4	82.6	69.3
	Disabled	55.0	61.1	70.4

In reviewing math data for the total school group over a three year period, there has been improvement with some slight decrease in test scores. The North Carolina math curriculum and the End of Grade Test was changed during the 2005-06 school year.

Data Examination 3

Data for One Group of Students

Reading

Group	Year 1	Year 2	Year 3
All	81.3	77.0	92.6
Female	82.4	83.9	92.0
Male	80.5	72.1	93.0
Free/Reduced	85.0	76.1	86.8
Disabled	50.0	40.0	62.5

In reviewing data for one group of students over a three year period, reading scores fell somewhat the second year in the male, free/reduced, and disabled groups. The data for the third year indicated that all student groups had improved test scores with four of the five groups meeting proficiency standards. The data also indicated that the disabled group of 8-10 students fell below proficiency.

Math

Group	Year 1	Year 2	Year 3
All	81.3	77.0	82.4
Female	82.4	83.9	84.0
Male	80.5	72.1	81.4
Free/Reduced	75.0	76.1	73.7
Disabled	50.0	40.0	62.5

In reviewing data for one group of students over a three year period, math scores for the second year reflected gains in the female and free/reduced groups with some loss in the male and disabled group. In year three, there was an increase in all areas except for a small loss in the free and reduced group. The disabled group of 8 students showed an increase of 22.5%.

## Student Demographic Data

## Membership

Grade	Male	Female
Kindergarten	54	28
1 <sup>st</sup> Grade	45	32
2 <sup>nd</sup> Grade	41	40
3 <sup>rd</sup> Grade	39	33
4 <sup>th</sup> Grade	39	34
5 <sup>th</sup> Grade	40	36
Total	258	203
Grand Total: 461		

## Race

Race	Male	Female
White	246	193
Hispanic	7	2
Multi-Racial	5	5
Asian	0	3
Black	0	0
American Indian	0	0

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**Staff Information**

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The staff composite is as follows: 1 Principal, 1 Assistant Principal, 23 State Allotted Certified Classroom Teachers with one also serving in the capacity of Curriculum Specialist, 2 Title I Federal Teachers, 3 Exceptional Children Teachers, 1 Media Specialist, 1 Guidance Counselor, .66 Music Teacher, 2 (.50) Art Education Teachers, .66 Physical Education Teacher, 12 K-3 Classroom Teacher Assistants, 1 Contracted Media Assistant, 1 Computer Technology Assistant, 3 Exceptional Children's Program Assistants, 2 Title I Assistants, 1 K-3 Contracted Interim Assistant, 1 Receptionist, 1 Administrative Assistant, 1 Student Services Coordinator, .40 School Nurse, 3 Custodians, 1 Child Nutrition Manager, 6 Child Nutrition Assistant, 7 Bus Drivers, 1 School Age Care Coordinator, and 1 School Age Care Assistant.

All staff meet or exceed educational requirements for their positions. The Principal holds a Master's Degree in Administration and is enrolled in a Doctoral Program at Western Carolina University. He also speaks Spanish fluently and provides support to the Hispanic families of the school and community. The Assistant Principal is completing a Master's Degree in Administration and provides strong curricular support as she was a very accomplished classroom teacher certified as a Writing Specialist. The school's Curriculum Specialist holds Master's Degrees in Elementary Education and Educational Supervision with a Curriculum & Instruction Specialist Certification. Both Title I Teachers have Master's Degrees and are licensed as Reading Specialists. Among the faculty, eight have completed master's degrees, six are enrolled in master's degree programs, and two are working toward National Board certification. All teacher assistants have met high standards of professionalism in order to meet requirements of No Child Left Behind.

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### Staff Development

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Professional development is a daily activity at Brush Creek Elementary School. Where two or more are gathered, there is discussion on how the school can best meet the needs of the students. Through all the professional development activities, the staff has found the greatest asset is having the time to reflect on how the new information can be integrated into what they and their students already know and are able to do. Our staff development focus for this school year will be in continuing to provide reading, writing, and math support with new emphasis on science inquiry and scientific process skills. Specific training in AIMS will address the needs for developing high standards in science instruction. Brush Creek Elementary held our first Summer Institute in July of 2007. This two day institute provided time for grade level and cross-grade level collaboration and planning and helped provide focus and continuity for the coming school year. Brush Creek Elementary School Summer Institute was valued highly by teachers and administrators.

Our academic focus areas for the year are to continue to provide strong reading, math, and writing support for our students. The system has a Curriculum Committee and five school members represent Brush Creek Elementary School on that team. This committee provides numerous staff development opportunities which are aligned to county and school goals. The county adopted Reading Program provides research-based programs and assessments and supplemental materials for all classrooms. Math pacing guides and 6-weeks assessments provide a structure for meaningful math lessons. The school's writing plan and Imagination Series will continue to provide a writing framework. Our new emphasis is science with the development of an outdoor learning lab, team teaching, special presenters, and field trips. The school will also continue with the Imagination Series and the development of a quality Character Education Program, and Fun Fridays to reward and emphasize good work ethics and behavior.

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### Community Demographic Data

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Brush Creek Elementary School is in the geographic center of Madison County. Even though Madison County consists of many family farms and mountainous countryside, it is considered an out-lying urban community because it lies in a 35 minute proximity to urban Asheville, NC which is in neighboring Buncombe County. Many students however live in remote areas which are much farther than 35 minutes to Asheville. The average income per family for Madison County is approximately \$37,000. Brush Creek Elementary School has 50% of students who qualify for free or reduced lunch prices.

### Stakeholders' Perspective

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The administration promotes shared decision-making by empowering teachers to be equal partners in planning for school improvement. Student achievement and academic success are shared with all staff, with this information dictating the objectives for the school improvement plan. There is mutual trust between the staff and administration that each has the knowledge, skills, and desire to be part of a School of Excellence.

Parents and community citizens have high expectations for Brush Creek Elementary School. Survey results indicate that parents and community have confidence that the staff is teaching their children from the heart and that they are receiving a sound educational foundation that promotes learning for a lifetime. New surveys were conducted this year to continue monitoring parent, community, staff, and student perspectives. The Parent Teacher Organization supports the school with fund-raisers and a variety of activities. Two parent representatives from each classroom serve as volunteers to help with a variety of projects. A parent will also serve this year in the capacity of a Parent Volunteer Coordinator to elicit help from parents and community.

Display of Survey Data

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Parent Survey

Question	Positive Likert Scale Responses
1. The education program offered to students is of high quality.	93%
2. The school provides students opportunities to develop leadership and decision-making skills.	86%
3. The school provides students opportunities to develop responsibility and independence.	94%
4. The school's facilities adequately support the needs of the school community.	87%
5. Student learning is well supported by technological resources.	91%
6. All students have access to media services, materials, and equipment.	90%
7. The school provides students and staff with a safe and healthy environment.	93%
8. There is effective communication between the school and the community.	87%
9. Each student is treated with his or her best interest in mind.	88%
10. I feel welcome in the school and would feel comfortable volunteering there.	93%
11. K-2 Assessments and EOG testing are the central focus of our school in making decisions.	82%
12. I feel my child is well prepared for the next grade level.	92%

The results of the survey indicate that parents feel the school provides a safe and strong academic educational program for their children. The school will continue to strive to communicate effectively with parents by adding 2 classroom representatives for each class into the PTO and by adding a parent volunteer coordinator to work with the staff.

Staff Survey

Question	Positive Likert Scale Responses
1. The education program offered to students is of high quality.	97%
2. The school provides students opportunities to develop leadership and decision-making skills.	94%
3. The school provides students opportunities to develop responsibility and independence.	97%
4. The school's facilities adequately support the needs of the school community.	84%
5. Student learning is well supported by technological resources.	94%
6. All students have access to media services, materials, and equipment.	97%
7. The school provides students and staff with a safe and healthy environment.	97%
8. There is effective communication between the school and the community.	88%
9. Each student is treated with his or her best interest in mind.	97%
10. I feel welcome in the school and comfortable being on staff at my school.	100%
11. The school provides appropriate resources to support the educational environment.	87%

The results of the survey indicate that the staff feels the school provides a safe and strong academic educational program for their children. All members of the staff feel welcome and comfortable in the school. The school continues to grow as student numbers increase and the staff desires for the building to meet the needs of the student population.

## Student Survey

Question	Yes Responses
1. Do you feel safe at school?	96%
2. Do you feel you learn a lot at school?	98%
3. Do you like the activities you have at school?	96%
4. Do you feel your school is clean?	91%
5. Do you feel you are treated fairly at school?	90%

The results of the survey indicate that the students feel the school provides a safe and clean learning environment. We were delighted to discover the children feel we provide a strong academic program for them. Student responses reflect that the many activities provided by the staff and parents are enjoyable.

## Summary

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After a thorough review of the testing and survey data, the School Improvement Team began discussing goals, objectives, and strategies which would improve our school. During our first meeting, we discussed our vision, mission, and beliefs. After much discussion at the meeting and with stakeholders, a vision was developed for our school which would emphasize the direction for our school. Our principal reads this vision during morning announcements each day. We wanted a mission statement which would be each to remember. Our school mascot is 'bears', so the statement we developed was very reflective of our school community and was also very easy for the children to remember. We had the mission statement put on our school tee shirts this year. Every child wears these for special events such as field trips. Our beliefs were developed after lengthy discussions and we feel they truly reflect our feelings about teaching and learning - because Brush Creek Elementary School is truly – a place where we want to be.

When we reviewed our testing data, we were happy to see the improvements in scores. The writing scores reflected that our "Imagination Series" along with our school writing plan were very successful. We will continue with "Imagination Series" and will continue to use and revise our writing plan. We adopted a new reading series last year and are working within the Madison County Reading Program mandates to provide research-based programs. Last year we had several perfect scores and many proficient scores. We will continue using the adopted programs and will provide interventions for students who struggle. We administered new math tests and began using our new math curriculum over the last two years. We had solid test scores in general, but as stated earlier, we have specific areas we want to continue to develop. Most of our students who were not proficient receive services from the Exceptional Children's Program. We have made several changes to address this. Along with using research-based programs, teachers are receiving staff development to effectively deliver the programs to their students. Teachers are given more time to collaborate and the three teachers work together to target the needs of the students. We are striving to have less teacher turn-over in the department as we feel this will strengthen the program. The newest teacher in the program has been at our school in regular education since we opened. She offers a strong understanding of the regular program and works very effectively with classroom teachers. A new initiative within the program this year is "Mountain Hopes". This is a therapeutic program which uses horses to soothe and strengthen children who suffer from severe handicaps.

We want to begin strengthening our science programs at Brush Creek Elementary, so we have a new science initiative this year. Grants which have helped us develop an outdoor lab has caused much excitement at Brush Creek. Children were amazed to see an actual pond in our lobby on the first day of school! Teachers and students are spending time with inquiry and investigation as they utilize our creek, a butterfly sanctuary, a tadpole terrain, a weather station, a compost bin, a greenhouse, a variety of other science stations, and outdoor classrooms which surround our campus. The fifth grade has established a block schedule in order to allow a science specialist in the grade to deliver a high level science program to our children. We will also be using a science consultant to help develop lessons using AIMS materials. Inquiry Based Science Kits and USTARS materials will also continue to be used as foundational support.

Another feature to our outdoor learning lab is a walking trail. Madison County's Soil and Water Conservation Office has given our school much professional assistance in developing a quality trail. As part of our healthy lifestyle curriculum the school has developed a plan to walk across America. This year we want to walk enough miles to equal going from our school to Hawaii. If we reach our goal in miles we will have a Luau to celebrate. We call this initiative "Bear Paws Across America".

We have also begun a recycling program at our school and have a Recycling Committee largely composed of students. Saving the world is a big job, but we know Brush Creek kids can lead the way!

Our school has worked to develop a quality "Character Education Program". This program worked very successfully last year and we want to continue to develop the program. We are applying to be an N.C. School of Character. We included the 10 character traits in our belief statement.

"Fun Fridays" is a new initiative which allows students to have one afternoon each 6 weeks to celebrate learning and good behavior. Activities such as field day events, games, crafts, movies, and snacks reward students for positive behaviors and character.

Our school also has a certified Curriculum Specialist which serves to support the various initiatives and curricular needs of our school. This person is also a teacher at the school and truly understands the details of everyday classroom life. She coordinates such activities as "Imagination Series" and "Studenttreasure Books".

A social initiative has been to have a day each month for a staff potluck. All the staff really enjoys having the time for personal fellowship and exchanging recipes.

Our principal likes to talk about the four "Cs" at Brush Creek Elementary – Communication, Collaboration, Caring, and Celebrating. We know that those four ideals will help us achieve our mission and goals as we strive to daily improve our school for our children, our community, and our world.

**ACTION PLAN**

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Goal 1: Teaching and learning strategies are researched-based and reflective of best practice.

Objective: 1.01: State and local standards will be used to guide instruction.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
N.C. Standard Course of Study will be adhered to as a guide for instruction.	Access to N.C. D.P.I. Website.	All Year	Teachers, Principal, Asst. Principal, Central Office	Lesson Plans, Observations
System developed pacing guides/ assessments will be used for math alignment.	Copies of Pacing Guides Staff Development	Each six weeks	Teachers, Principal, Asst. Principal, Central Office	Math Assessments
School writing plan and county practice tests will be used as guides.	Copy of writing plan and any needed staff development.	All year		K-2 Literacy Assessment System writing tests.
System Adopted Programs and Plans	Reading Programs: Houghton Mifflin Early Success Soar to Success Foundations Language! Be Smart	All Year	Teachers, Title I Teachers, EC Teachers, Principal, Asst. Principal, Central Office	Lesson Plans, Observations

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Objective: 1.02: Our students will develop higher order thinking skills and apply inquiry-based strategies to increase curiosity and become independent thinkers.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Outdoor Learning Lab will be established on campus.	Grant Funding  Soil & Water Conservation Office	3 Years	Teachers, Principal, Asst. Principal	Completion of Learning Stations
New science initiative will incorporate hands-on, investigative, and inquiry based learning.	AIMS training with Barbara Robinson (Marzano's Taxonomy), Science Kits, USTARS Materials (Bloom's Taxonomy)	All Year	Teachers, Principal, Asst. Principal	Lesson Plans, Grade Level Planning, Staff Development Sessions,
Student treasure Books will encourage student reflection and application of skills learned.	Parental Support	All Year	Teachers, Curriculum Specialist, Principal, Asst. Principal	Lesson Plans, Completion of Books
Flexible Scheduling for Media Center and Computer Lab	Media Specialist  Computer Lab Specialist	All Year	Teachers Media Specialist, Computer Specialist, Principal, Asst. Principal	Lesson Plans, Master Schedule

Goal 2: Data will be gathered and analyzed to ensure that instruction is relevant, rigorous, and aligned with the NCSCS and local curricular guidelines.

Objective 2.1: AYP, EOG, DIBELS, K-2 Program Assessments, 6-weeks math assessments, teacher evaluation, parent and student input is used to identify students who are at risk.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
PEPs and IEPs will be developed for students who struggle.	Classroom Intervention Materials	All Year	Teachers, Resource Teachers	Test Data
SSMT referrals will be made for students who struggle.	Team Chair and Members	All Year	School Counselor, Principal, Asst. Principal, Teachers	Documented Records
Special Programs will support students who struggle.	EC & Title I Programs  Soar to Success Early Success Be Smart	All Year	EC Teachers, Title I Teachers, Classroom Teachers, Tutors	Documented Records  Assessment Results
Economically Disadvantaged students will be identified and provided assistance.	Title I Program Head Start	All Year	Teachers Administration	Testing Data

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Objective 2.2: differentiation strategies are used to meet the individual needs of each child.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Small Reading Groups	Classroom Materials	All Year	Teachers, Asst. Teachers, Tutors	K-2 Assessment Data, EOG Data, Report Cards
Individualized & Differentiated Learning Strategies	USTARS Materials, Science Kits,			
English Language Learner Support	ELL Program	All Year	ELL Teachers	Assessments Test Data
Team Teaching	5 <sup>th</sup> Grade Block Program with Science Specialist	All Year	5 <sup>th</sup> Grade Teachers	EOG Data, K-2 Assessment Data, Report Cards
	Grade Level Meetings	All Year	K-5 Teachers	
Specialized Programs	Head Start, Imagination Series, NC Library Programs, Character Education Program	All Year	Program Teachers, Curriculum Specialist, Administration, School Counselor	Programatic Data, Surveys

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Objective 2.03: Survey results are used to determine the needs of stakeholders.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Continue to add additional classrooms to facility.	School Board Funding	3 Years	School Board, Superintendent, Administration	Completion of Projects
Communication to parents and community will continue to be developed.	Magnets, Web Pages, Newsletters, Newspaper Articles, Connect-Ed, Grade Level Nights, Meet the Teacher Day, Happy Calls	3 Years	Teachers, Administration	Scrapbook

**ACTION PLAN**

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Goal 3: We will provide a safe and positive school environment with highly qualified personnel who will ensure our goal of academic excellence.

Objective 3.01: Highly qualified staff will be supported and recruited.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Monthly socials	Staff	All Year	Social Committee, Social Director	Participation, Survey
Master's Level/National Board Support	Staff Collaboration	All Year	Teachers, Administration	Participation
Quality Staff Development will align with needs and school goals	Staff Development based on needs	All Year	Teachers, School Imp. Team, Administration	Staff Development Logs
Brush Creek Elementary Summer Institute will provide focused grade level collaboration and planning.	Staff and Administration  Grade Level Chairs	Summer	Administration and Teachers	Surveys  Grade Level Logs
Teachers from Laurel and Hot Springs will attend our Grade Level Meetings to provide support to those schools and deepen collaboration for all.	Communication	All Year	Principals	Grade Level Logs

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Objective 3.02: Experienced and highly qualified staff will serve on the leadership team.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Grade Level Representatives will lead grade level meetings and serve on SIT.	Qualified Teachers	All Year	Grade Level Chairs, Administration	Minutes of Meetings
Teachers and administration will serve on county-wide Curriculum Committee.	Committee Meetings	All Year	SIT Co-Chairs and Grade Level Representatives, Administration	Minutes of Meetings
School will develop their own Summer Institute to provide for grade level planning and collaboration.	Staff Participation	Three days in July each year for 3 years.	Administration, Curriculum Specialist, Grade Level Chairs, Teachers	

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Objective 3.03: School Curriculum Specialist will develop curricular programs and support the faculty by ensuring alignment of staff development with the goals of the School Improvement Plan.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Coordinate a variety of appropriate activities and curricular planning.	Collaboration, Funding	All Year	Curriculum Specialist	Scrapbook
Align staff development	School Improvement Plan	All Year	Curriculum Specialist	Staff Development Log, SIT Minutes

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Objective 3.04: Safety and a positive environment are reflected in daily procedures and activities.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Safe School Plan and Crisis Management Plans are updated yearly.	Handbooks, Appropriate Teams, Administration	August/September	Administration, Appropriate Teams	Development of Plans
Student Pick Up and Drop Off Procedures  A.M. Gym Procedure for Early Arrivals  Fire Drills	Written Policies Updated Yearly	All Year	Teachers, Asst. Teachers, Administration	Safety Addressed
Character Ed, Socials, Fun Fridays, and Counseling Services emphasize positive environment.	Collaboration Meetings	All Year	Staff, Administration	Scrapbook, Surveys
Duty Free Lunch for Staff	Schedule to provide for Cafeteria Safety and Supervision	All Year	Administration, Teachers, Teacher Assistants	Duty Assignment Schedule

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Goal 4: Programs and instructional practices will challenge each student to achieve our goal of academic excellence.

Objective 4.01: 100% of students will achieve 80% of report card and assessment goals and score proficiently on EOG testing.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Small and large group instruction will meet students' individual needs.	Classroom Materials	All Year	Teachers, Administration	Test Data, Assessment Data
Re-teach skills not mastered will provide support to students who struggle.	Classroom Materials	All Year	Teachers, Administration	Test Data, Assessment Data
Remediation will be provided for students who are identified as being as-risk.	Classroom Materials, Title I Materials	All Year	Teachers, Administration	Test Data, Assessment Data
Technology will be used to support instruction.	Teacher/ Lab Specialist Collaboration	All Year	Teacher, Lab Specialist, Administration	Lesson Plans
Team Teaching will provide emphasis in core curriculum areas.	5 <sup>th</sup> Grade Team Collaboration	All Year	5 <sup>th</sup> Grade Teachers, Administration	Grade Level Minutes, Lesson Plans

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Objective 4.02: 100% of students who are performing below grade expectations will be identified and supported by interventions.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
PEPs will be developed for students who struggle.	Assessment Data	All Year	Classroom Teacher	Observation of PEP folders
Tutors will be used to provide support for students who struggle.	Title I Funds, Bonner Scholars through Mars Hill College	All Year	Teachers, Administration	Lesson Plans
Volunteers will be used to provide support for students who struggle.	Parent Volunteers	All Year	Teachers, Administration, Parent Volunteer Coordinator	Lesson Plans
Students who struggle may be referred to the SSMT for further support and evaluation.	SSMT Scheduled Meetings	All Year	SSMT Chair, Teachers, Administration	Meeting Minutes
Parents and teachers will conduct mandatory conferences.	Grade Nights, Report Card Conference Time	All Year	Teachers, Administration, Parents	Scheduled Events, Documentation on Report Cards and PEPs

Goal 5: Continual improvement is ensured by providing all stakeholders the opportunity to collaborate and communicate in the decision-making process in order to positively impact our learning community.

Objective 5.01: To promote a positive school culture and climate by emphasizing character traits that prepare students to be leaders in their community.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
The Character Education Program will emphasize positive character traits.	Character Education Program	All Year	School Counselor, Teachers, Administration	Character Education Bulletin Board and Rewards System, County Newspaper
To fulfill the criteria to become a N.C. School of Good Character.	Character Education Team	All Year	School Counselor, Character Ed. Team, Administration, Teachers	Application and acceptance into program
Our recycling program will help our school community emphasize responsibility for a global society.	Recycling Containers and Promotion  Recycling Committee	All Year	Students, Teachers, Administration, School Counselor	Recycling Program Guidelines and Procedures

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Objective 5.02: Grade level meetings will provide for collaboration and opportunities to strengthen teaching practices.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
Bi-weekly schedule will provide time for grade level collaboration.	Established meeting times	All Year	Grade Level Representatives, Teachers, Administration	Meeting Minutes or Notes
Hot Springs and Laurel Elementary teachers will be invited to attend our grade level meetings.	Communication by Principal or Grade Level Representatives.	All Year	Teachers, Administration	Meeting Minutes or Notes

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Objective 5.03: Stakeholder participation in the decision-making process promotes responsibility and encourages ownership in desired outcomes.

Strategy	Resources Required	Time Frame	Person(s) Responsible	Means of Evaluation
The School Improvement Team will encourage stakeholder participation by communicating with all stakeholder groups and setting appropriate meeting times.	Meeting Dates to be Flexible	All Year	SIT Co-Chairs, Administration	Minutes of Meetings, Surveys
Grade level meetings will provide time for collaboration.	Established Meeting Times	All Year	Grade Level Representatives, Teachers, Administration	Minutes or Notes of Meetings
Surveys will be used to monitor stakeholder opinions and concerns.	Surveys	Beginning of Each School Year	Teachers, Parents, Students, Administration	Survey Results

**BUDGET**Brush Creek Elementary School  
2007-08

Budget Code	Description	Amount of Budget	Purpose	Other
1-5100-061-411-306-20	Instructional Supplies	26,179.21	To facilitate a quality instructional program	
1-5930-028-312-306-00	State Allotment-Staff Development	7,479.46	To train professional personnel	
3-5910-050-213-306-00	Title I		To facilitate a quality instructional program	
	Student Accountability Funds	7672.76	To facilitate a quality instructional program	

WAIVERS

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None

Appendix A – E.O.G. Testing

Appendix B – Surveys