

Joe P. Eblen
Intermediate School

School Improvement Plan

2018 – 2020

Buncombe County Schools

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Statement of Assurance

The School Improvement Team, with input from faculty, staff, and community members, has developed the following school improvement plan. This plan is based on an analysis of data collected in the areas of academics, climate/culture, and demographics/school characteristics. Academic information is based largely on the North Carolina accountability model which includes proficiency and growth (EVAAS) data. Further, the plan incorporates the following priorities:

Buncombe County Schools Strategic Priorities

- Academic Excellence: All Buncombe County Schools take collective responsibility to increase the academic growth and achievement of each student.
- Safety and Support Systems: All Buncombe County Schools will maintain safe learning environments and enhance wellness for all students and staff.
- Leadership Development: All Buncombe County Schools are committed to develop a diverse group of highly qualified leaders who empower others.
- Family and Community Engagement: All Buncombe County Schools will fully engage families, communities, and staff to work together for the success of each child.

North Carolina State Board of Education Goals

- Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- Every student has a personalized education.
- Every student, every day has excellent educators.
- Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- Every student is healthy, safe, and responsible.

AdvancED Standards of Quality

- Clear Direction: The capacity to define and clearly communicate to stakeholders the strategic direction and priorities that the system is committed to achieving.
- Healthy Culture: The shared values, beliefs, written and unwritten rules, assumptions, and behavior of the system's stakeholders that shape the social norms and create opportunities for everyone to be successful.
- High Expectations: The system sets and commits to high expectations for student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.
- Impact of Instruction: The capacity of all staff in the system to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- Resource Management: The ability of a system to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- Efficacy of Engagement: the ability of the system to engage learners and other stakeholders in an effective and efficient manner to achieve its goals.
- Implementation Capacity: The ability of a system to consistently execute actions designed to improve organizational and instructional effectiveness.

Joe P. Eblen Intermediate School Improvement Plan 2018-2020

Signatures verify that the school improvement plan was approved by secret ballot vote of the staff.

Principal:
Date:

SIT Chairperson:
Date:

School Improvement Team Members

2018 - 2019 SIT Members

The following were members of the School Improvement Team for the 2018 – 2019 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Please print your name and sign.

Principal:
Signature:

SIT Chairperson:
Signature:

Assistant Principal:
Signature:

Instructional Support:
Signature:

Teacher:
Signature:

Teacher Assistant:
Signature:

Teacher:
Signature:

Parent:
Signature:

Teacher:
Signature:

Parent:
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Teacher:
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Member:
Signature:

Teacher:
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Member:
Signature:

Teacher:
Signature:

Member:
Signature:

Teacher:
Signature:

Member:
Signature:

2019 - 2020 SIT Members

The following were members of the School Improvement Team for the 2019 – 2020 school year. Signature indicates participation in the development of the plan, revisions, and/or progress reports completed during their time of service.

Joe P. Eblen Intermediate School Improvement Plan 2018-2020

Please print your name and sign.

Principal:
Signature:

SIT Chairperson:
Signature:

Assistant Principal:
Signature:

Instructional Support:
Signature:

Teacher:
Signature:

Teacher Assistant:
Signature:

Teacher:
Signature:

Parent:
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Purpose, Direction, and Beliefs

BCS Purpose Statement

To provide safe and engaging learning environments that prepare students for their tomorrow.

BCS Direction Statement

Our students will become successful, responsible citizens in an ever-changing global society.

BCS Belief Statements

- Teaching the whole child
- Personalizing instruction
- Empowering world-class educators
- Encouraging personal growth
- Embracing diversity
- Investing purposefully
- Collaborating and communicating

Joe P. Eblen Purpose Statement

Engage in rigorous, individualized instruction

Build positive relationships and character traits

Lead Twenty-first century lifelong learners

Encourage environmental responsibility

Nurture academic excellence in a diverse, global society

Joe P. Eblen Direction Statement

The direction of Joe P. Eblen Intermediate school is to empower students to reach their full potential in an innovative, educational community and to prepare them for a productive future.

Joe P. Eblen Belief Statements

We Believe...

- our school is a welcoming and safe learning environment.
- through professional growth and implementation of technology, we improve classroom practices which lead to student improvement.
- in holding staff and students to high expectations and using data to drive decision making.
- in working together openly, honestly and respectfully toward common goals.
- modeling compassion and tolerance will foster respect for individual differences.
- in personal and environmental responsibility.
- in acknowledging and celebrating student, staff and school achievements.

Profile Narrative

Demographics/School Characteristics

Joe P. Eblen Intermediate School is in its eighth year of existence, enrolling approximately 750 students in grades five and six. In June of 2008, the Buncombe County Board of Education approved to add an intermediate school to the Erwin District with the opening date set for August 2011. The decision to open an intermediate school in the western area of Buncombe County was to ease overcrowding in the Erwin District's elementary and middle schools and to provide a needed transition for adolescent students between elementary school and middle school. The school was named after Mr. Joe Paul Eblen, former educator, coach and the long-time President of Biltmore Oil Company. His philanthropy led to the establishment of Asheville based Eblen Charities which serves the needs of children and families across Western North Carolina. Joe P. Eblen Intermediate opened its doors to fifth and sixth grade students in December of 2011. The school is fed by five elementary schools within the Erwin District of Buncombe County. The feeder elementary schools include Johnston, Emma, Leicester, Woodfin, and West Buncombe. The school building is approximately 107,000 square feet and has a 900 student capacity. At the present time, Eblen Intermediate is nearing capacity with its current staff as homerooms are at 28-30 students. Eblen Intermediate is a contemporary building that is designed to be environmentally responsible and is certified by the U.S. Green Building Council as a Leadership in Energy and Environmental Design (LEED) silver certified building. The building incorporates many energy efficient features including automatic plumbing fixtures, passive solar water heaters, automatic and L.E.D. lighting, rooftop sky lights and rain collecting cisterns. These features enable the building to be 30 percent more energy efficient than it would be with without these features. During the 2015-16 school year, ongoing issues with the interior and exterior lighting systems were resolved and fiber optic data service was installed.

The population of Joe P. Eblen Intermediate School consists of a mixture of students from urban, suburban, and rural settings. The district boundary extends from the border with Asheville City Schools to the sparse farming communities of Sandy Mush and Newfound which border Madison and Haywood counties respectfully. Eblen Intermediate has one of the most diverse populations of any school within the Buncombe County School system. The 2017-2018 membership consists of approximately 60 percent White, 25 percent Hispanic, 9 percent African-American, 0.9 percent Asian, 1.6 percent Native Hawaiian/Pacific Islander, and 3 percent multiracial. Approximately 9 percent of the total student population are English Language Learners. Approximately 18 percent are students with disabilities. Along with our ethnic diversity, a social and economic diversity exists as well. Our student enrollment is 78 percent economically disadvantaged. While there are several neighborhood subdivisions and developments, there are also many large mobile home parks, low-cost rental properties, and numerous government subsidized housing projects located within the district.

Joe P. Eblen Intermediate School's attendance rate for the 2017-2018 school year was 95.47 percent. This represents the second consecutive year above 95 percent. Eblen Intermediate recognizes the correlation between attendance and academic success and

is dedicated to keeping attendance rates high.

Climate/School Culture

Joe P. Eblen Intermediate is continually working to provide a welcoming and safe learning environment in which all stakeholders work together in an open, honest and respectful environment. We believe in holding both students and staff to high expectations and using data to drive our decision-making. In addition, school stakeholders model compassion and tolerance which fosters respect for individual differences.

The following data is from Eblen staff who took the 2017-2018 North Carolina Teacher Working Conditions survey:

100% of Eblen staff responded to the working conditions survey. 97% of teachers report having sufficient access to digital content and resources. 95% of teachers say they have reliable communication technology, and 100% of teachers say they have adequate space to work. In the last 4 years, teachers reporting clear, two-way communication with the community has almost doubled and is now 90%. 90% of Eblen teachers also reported that they feel they are trusted to make sound professional decisions about instruction. 100% of teachers say they are encouraged to take on leadership roles in the school. Only 50% of teachers say that students follow rules of conduct.

Eblen Intermediate School Improvement Plan 2018-2020

In addition, Joe P. Eblen Intermediate School is entering the seventh year of the Positive Behavior and Intervention System (PBIS), a state and county initiative, as the standard for behavior. Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and strategically implemented instructional and behavioral practices and interventions possible. Positive behavior expectations are clearly defined with incentives awarded to those students who follow those expectations. Joe P. Eblen Intermediate staff strives to maintain communication with parents. Parents are kept aware of their child's assignments and current information and activities through a variety of tools such as agendas, reading logs, progress reports, email, individual teacher websites, Class Dojo and School Messenger weekly phone messages. In addition, the Joe P. Eblen Intermediate website provides parents with current, up-to-date information on what is happening in our school. We encourage feedback from parents throughout the year during parent conferences, surveys, and PTO meetings. In addition, the school uses the district's translator services when necessary for meeting the needs of our English Learners (EL) students and their families. Community relations are also fostered through open door school/community activities such as regular free movie nights, academic programs through grade level core teachers and Title I, and fine art performances and exhibits.

The Eblen Intermediate community believes staff and students should develop an understanding of cultural diversity. Several programs are held throughout the year to promote that diversity, including Eblen's Multicultural Night. Students are recognized for their academic, attendance, and citizenship accomplishments at the end of each nine weeks at an awards program. Students are recognized for A Honor Roll, A/B Honor Roll, Warrior Wall

Joe P. Eblen Intermediate School Improvement Plan 2018-2020

Honoree, and Perfect Attendance. Staff recognitions and accomplishments are recognized over the morning announcements, through large banners in the main lobby of our school and monthly faculty meetings.

Academic Achievement

At Eblen Intermediate School, student achievement is evaluated throughout the school year using both formal and informal assessments. The results of ongoing student assessments provide evidence of mastery, pinpoint areas for improvement, and serve as an essential guide when planning instruction. Joe P. Eblen Intermediate uses data analysis from common formative assessments to identify strengths and weaknesses in academic performance. The administration has emphasized the need for grade level and subject area planning, common pacing guides, and common assessments in order to gain meaningful data for analyzing the school's academic growth. From the data, the faculty can identify areas that need immediate attention. Eblen Intermediate has the benefit of having a full-time instructional coach and a part-time math coach who assist the curriculum needs of both the students and staff of our school. Student learning is evaluated through data analysis which allows teachers to plan future remediation, instruction, and enrichment.

School Improvement Plan Goals

Goal #1

SMART Goal

Eblen Intermediate will increase student proficiency in reading in fifth grade from 48.76% (rising 5th graders) to 53% (13 students) and in sixth grade from 49.7% to 54% (14 students) as measured by the end of grade reading test by June 2020.

Strategies

- Continue implementation and emphasis on CCSS in PLC and analyze data from common formative assessments to drive instruction
- Unpacking and prioritizing standards to create best practices in lesson planning
- Collaboration between classroom teachers and all support staff in Professional Learning Communities
- Scheduling to accommodate interventions and enrichment
- Continue to align and implement ELL and EC instruction with grade level BCS pacing guides
- Collaboration via Google Classroom and/or Canvas
- Teacher collaboration with District Coaches, Title I, EC inclusion, EC pull-out, Intensive Intervention
- YMCA after school program- during this time there is specific time dedicated to help the students with homework, tutor the students in a variety of academic areas, and mentor the students.
- Translators at all parent activities and events
- Implementation of Common Core Standards and preparation for new state standards
- Differentiated literacy instruction through research-based strategies to meet the needs of individual students
- Increase home/school connections through various events
- Title I and EC progress monitoring through small-group reading instruction
- Curriculum Strategy Planning Days/ Data Digs
- BCS ELA Pacing Guides
- Use of Wit and Wisdom in 5th grade. Teachers will work with the Literacy Coach to monitor fidelity of Wit and Wisdom. The use of Wit and Wisdom will be discussed and disaggregated in weekly PLC's.
- I-Ready will be used as an intervention in both 5th and 6th grade. Students will complete individually assigned modules in both reading and mathematics with a weekly usage of a minimum of 45 minutes per week.

Resources Required

- Title I funding
- I-Ready

Staff Development

- Reading teachers to attend the North Carolina Reading Association Conference

Joe P. Eblen Intermediate School Improvement Plan 2018-2020

- Continued Professional Learning Communities
- Training for digital content
- Staff book talk for *Engaging Students with Poverty in Mind* by Eric Jensen
- Staff book talk and site visits for *Leader in Me*

Progress Monitoring

- Progress Monitor through Fountas & Pinnell Benchmark Assessments, Common Formative Assessments, NC Check-in and various digital platforms

Date: June 2020

Revised: June 20, 2018

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
X	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
X	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
X	Clear Direction
	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
X	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #2

SMART Goal

Eblen Intermediate will increase student proficiency in math in fifth grade from 52.7% (rising 5th graders) to 57% (17 students) and in sixth grade from 56.8% to 62% (14 students) as measured by the end of grade math test by June 2020.

Strategies

- Continue implementation and emphasis on CCSS in PLC and analyze data from common formative assessments to drive instruction
- Collaboration between classroom teachers and support staff in Professional Learning Communities
- EC inclusion, EC pull-out, Intensive Intervention, and math tutor
- Teacher-directed interventions and enrichment
- Align instruction with grade-level BCS pacing guides
- Utilize the BCS pacing guide for math instruction in both 5th grade math investigations and 6th grade CMP3
- Collaboration via the Google Classroom and/or Canvas
- Translators at all parent activities and events
- YMCA after school program
- Collaboration between teachers and district and school level curriculum coaches
- Increase home/school connections through various events
- Title I Math tutor works with students who obtain lowest 10% scores on common formative assessments.

Resources Required

- Title I funding

Staff Development

- Continued Professional Learning Communities
- Training for digital content
- Staff book talk for *Engaging Students with Poverty in Mind* by Eric Jensen
- Staff book talk and site visits for *Leader in Me*
- Book talk about *Number Talks*
- Teachers attending the NCCTM Conference

Progress Monitoring

- Monitor progress through benchmark math assessments such as CFA's, NC Check-in and various digital platforms

Date: June 2020

Revised: June 20, 2018

Joe P. Eblen Intermediate School Improvement Plan 2018-2020

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
X	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities
X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
X	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
X	Clear Direction
	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
X	Parental Involvement
X	Support for Students Experiencing Difficulty
X	Teacher Involvement in Use of Assessment

Goal #3

SMART Goal

Eblen Intermediate will increase student proficiency in science from 64.7% to 67% as measured by the end of grade science test by June 2020.

Strategies

- Continue implementation and emphasis on Essential Standards in PLC and analyze data from common formative assessments to drive instruction
- Unpacking and prioritizing standards to create best practices in lesson planning
- Collaboration between classroom teachers and support staff in Professional Learning Communities
- Teacher collaboration with District Coaches
- Increase focus in nonfiction writing
- Progress monitor through common formative assessments
- Differentiated literacy instruction through research-based strategies to meet the needs of individual students
- Increase home/school connections through various events such as district STEM day
- Curriculum Strategy Planning Days
- Collaboration with STEM assistant to plan instruction for students
- Use of STEMscopes program

Resources Required

- Title I funding

Staff Development

- Continued Professional Learning Communities
- Training for digital content
- Staff book talk for *Engaging Students with Poverty in Mind* by Eric Jensen
- Staff book talk and site visits for *Leader in Me*
- Teachers attending NCTIES conference

Progress Monitoring

- Progress monitoring through common formative assessments including schoolnet

Date: June 2020

Revised: June 20, 2018

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
X	Every student, every day has excellent educators.
X	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
	Every student is healthy, safe and responsible.
(X)	BCS Strategic Priorities

Joe P. Eblen Intermediate School Improvement Plan 2018-2020

X	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
X	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
X	Clear Direction
	Healthy Culture
X	High Expectations
X	Impact of Instruction
X	Resource Management
X	Efficacy of Engagement
X	Implementation Capacity
(X)	Title I
X	School-wide Reform Strategies
X	Transition Plans
	Parental Involvement
X	Support for Students Experiencing Difficulty
	Teacher Involvement in Use of Assessment

Goal #4

SMART Goal

Eblen Intermediate will decrease the percentage of the student population with more than one major referral from 19% to 15% as measured by educator's handbook by June 2020.

Strategies

- PBIS program to include:
- Behavior expectations are designed, taught, modeled, practiced, and reinforced daily.
- School-wide behavior plan called The Warrior Code for appropriate behavior that recognizes students daily, every 4 ½ weeks, and at the end of each semester.
- Warrior Cards will be awarded once each nine week grading period for academics, behavior, and attendance
- The PBIS committee meets monthly to discuss implementation and make any mid-course adjustments to the plan
- Implement mentor program for at-risk students
- Behavior expectations are designed, taught, modeled, practiced, and reinforced daily.

- Maintain a safe school environment
- Provide counseling services to both whole class and small
- Warrior Wall nominees are recognized for outstanding behavior
- Functional Behavior Assessments
- Early Warning System for at-risk students
- Classroom calm spots and sensory room
- Compassionate schools model

Resources Required

- PBIS Funding from PTO
- Compassionate schools model support for all staff

Staff Development

- Leader in Me

Progress Monitoring

- Discipline data every 9 weeks
- Staff book talk for *Engaging Students with Poverty in Mind* by Eric Jensen
- Staff book talk and site visits for *Leader in Me*
- "Teaming on Kids" teacher team meeting minutes

Date: June 2020

Revised: June 20, 2018

Alignment (mark all that apply)

(X)	NCSBE Goal
X	Every Student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
X	Every student has a personalized education.
	Every student, every day has excellent educators.
	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.
X	Every student is healthy, safe and responsible.

Joe P. Eblen Intermediate School Improvement Plan 2018-2020

(X)	BCS Strategic Priorities
	Academic Excellence: All BCS take collective responsibility to increase the academic growth and achievement of each student.
X	Safety and Support: All BCS will maintain safe learning environments and enhance wellness for all students and staff.
X	Leadership Development: All BCS are committed to develop a diverse group of highly qualified leaders who empower others.
X	Family and Community Engagement: All BCS will fully engage families, communities, and staff to work together for the success of each child.
(X)	AdvancED Standards
X	Clear Direction
X	Healthy Culture
X	High Expectations
X	Impact of Instruction
	Resource Management
	Efficacy of Engagement
	Implementation Capacity
(X)	Title I
	School-wide Reform Strategies
	Transition Plans
X	Parental Involvement
X	Support for Students Experiencing Difficulty
	Teacher Involvement in Use of Assessment

School Safety

Discipline

Issues

33% of all major referrals at Eblen were from buses.

15.5 % of the major referrals (117 referrals) were written for the same five students

The top five offenses were bus behavior, aggressive behavior, disruptive behavior, disrespect to staff and inappropriate behavior.

The top five locations were classroom, bus, hallway, cafeteria, playground.

Corrective Actions

- Lower the number of students with more than one referral.
- Implementing a mentor program for at-risk students
- Working with guidance counselors to identify students with several referrals
- Functional Behavior Assessments
- Teaming on Kids
- Referrals to counselors
- BCS behavior specialists
- Book talk for *Engaging Students with Poverty in Mind*
- Children First and Communities in Schools
- Book talk for *Leader in Me*

PBIS

- PBIS program to include:
- Behavior expectations are designed, taught, modeled, practiced, and reinforced daily.
- School-wide behavior plan called The Warrior Code for appropriate behavior that recognizes students daily, every 4 ½ weeks, and at the end of each semester.
- Warrior Cards will be awarded once each nine week grading period for academics, behavior, and attendance
- The PBIS committee meets monthly to discuss implementation and make any mid-course adjustments to the plan
- Implement mentor program for at-risk students
- Teaming on Kids
- Maintain a safe school environment
- Provide counseling services to both whole class and small
- Warrior Wall nominees are recognized for outstanding behavior
- Functional Behavior Assessments
- Early Warning System for at-risk students
- Classroom calm spots and sensory room
- Compassionate schools model

Safety Considerations

Facility Related Safety

- Develop/maintain confidential safe school procedures/drills; kept on file in the Assistant Superintendent's office.
- Maintain a safe school environment
 - *Bi-monthly meetings with Crisis Team
 - *Conduct monthly fire drills
 - *Complete tornado drills
 - *Complete lock down drills
 - *Complete school-wide evacuation drills
 - *Complete bus evacuation drills
 - *Maintain, update, and communicate to all stakeholders the Safe Schools Plan
 - *Diabetes training for select staff
 - *Epi-Pen training for select staff
 - *CPI training for select staff
 - *Maintain classroom Grab-and-Go Bags
 - *Provide counseling services to both whole class and small groups
 - *Entry into building monitored through camera system
 - *Computerized visitor check-in system
 - *All BCS personnel wear identification badges while on campus
 - *Materials for emergency relocation of staff and students

Incident Response

As per NC General Statute GS 115C-105.27(c1), specific information on incident response is not included in the school improvement plan; however, each Buncombe County School has a crisis response plan. The principal has communicated this plan to their faculty, staff, and students as appropriate. Further, this plan has been approved by the Buncombe County Board of Education and is on file in the Assistant Superintendent's Office.

At Risk Students

Eblen Intermediate has a system to identify and support students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation. Identification will occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, state assessments, and other factors, including reading on grade level.

Instructional Support

The following instructional practices and methods have been identified as effective in improving the academic performance of students identified as at risk of academic failure or at risk of dropping out of Eblen Intermediate:

- Teaming on Kids
- TIPS
- Alternative Detention
- Intervention and Enrichment block in master schedule
- School and Community resources (EC, RHA, Children First, mentoring program, YMCA, after school clubs and tutoring, district homework diner, etc.)

Transition Plans

- Collaboration with Graduation Initiative Specialist to identify students at an early age that are potential dropouts
- Transition visits for rising fifth graders and rising seventh graders- during these visits the students and their families will be able to learn the physical layouts of the respective, meet potential teachers, and answer questions families may have as they prepare for this transition.
- Work with Principals and PTO of feeder schools(West Buncombe, Woodfin, Emma, Johnston, Leicester) to start providing transition and connections experiences for the students and the families.
- Small-group visits for at-risk students
- Transition meetings with counselors and other staff
- Meet the Teacher
- Translators at every parent event

Teacher Time

Duty Free Lunch

Each employee has a duty-free lunch every day. A duty schedule has been established for coverage for all teachers to have a duty-free lunch. Any employee on duty during lunch still receives their own duty-free lunch earlier or later in the day.

Duty-Free Instructional Planning

All teachers will have duty-free planning during the day and after school each day. Specialists have duty free planning at a variety of times throughout the day and every day after school.

Efficient Reporting

Efficiency of reporting has been greatly increased through the electronic computerized systems in use at Eblen. PowerSchool, EasyIEP, and Educator's Handbook are used for student records, special education records and student discipline records respectively. Our school improvement team, Title I teachers, Buncombe County Schools, NC Department of Public Instruction, etc... are continuously looking for ways to increase efficient reporting.

Healthy Students

Buncombe County Schools has established a strategic priority of Healthy Students in Safe, Orderly and Caring Schools (BCBOE Policy 6140). Schools have a goal of providing 150 minutes per week of moderate to vigorous physical activity for all K-8 students (minimum of 30 minutes per school day). Physical activity/exercise is not to be taken away or used as a punishment.

Ensure all students have recess and/or physical activity during the school day and that physical activity/exercise is not taken away or used as punishment.

Eblen provides 240 minutes per week of moderate to vigorous physical activity for all 5th and 6th grade students. This is met through two 45 minute PE classes a week and three 30 minute additional recess classes.

2018 – 2019 Mid-Year Progress Report

Goal #1 Progress to Date

@(add text)

Goal #2 Progress to Date

@(add text)

Goal #3 Progress to Date

@(add text)

Goal #4 Progress to Date

@(add text)

Goal #5 Progress to Date

@(add text)

2018 – 2019 Year-End Progress Report

How did your school's Purpose, Direction, and Belief Statements guide your actions throughout the school year?

@(add text)

Goal #1 Major Accomplishments

@(add text)

Goal #2 Major Accomplishments

@(add text)

Goal #3 Major Accomplishments

@(add text)

Goal #4 Major Accomplishments

@(add text)

Goal #5 Major Accomplishments

@(add text)

2019 – 2020 Mid-Year Progress Report

Goal #1 Progress to Date

@(add text)

Goal #2 Progress to Date

@(add text)

Goal #3 Progress to Date

@(add text)

Goal #4 Progress to Date

@(add text)

Goal #5 Progress to Date

@(add text)

2019 – 2020 Year-End Progress Report

How did your school's Purpose, Direction, and Belief Statements guide your actions throughout the school year?

@(add text)

Goal #1 Major Accomplishments

@(add text)

Goal #2 Major Accomplishments

@(add text)

Goal #3 Major Accomplishments

@(add text)

Goal #4 Major Accomplishments

@(add text)

Goal #5 Major Accomplishments

@(add text)

School Performance Data

Summary

Performance Standards	2016 – 17	2017- 18	2018 - 19	2019 – 20
Performance Composite GLP	56.1	56.4		
Growth Status	Not Met	Exceeded		
Growth Index	-3.82	2.04		
SPG Overall Achievement	56	56.9		
SPG Reading Achievement	49	50.4		
SPG Math Achievement	60	60.6		
SPG Overall Growth	60.9	85.1		
SPG Reading Growth	59.6	72.8		
SPG Math Growth	77.5	91.7		
SPG Overall Performance	57	63		
SPG Overall Grade	C	C		

Source: Internal Ready Review, RDYSTAT Overview, SPGSTAT- School Performance Grade

Subject/Grade Performance (GLP)

Area/Level	2016 – 17	2017 - 18	2018 - 19	2019 – 20
EOG All	56.1	56.4		
Reading 5	46.3	49.7		
Reading 6	51.7	49.3		
Math 5	61.0	56.8		
Math 6	58.1	61.6		
Science 5	63.2	64.7		

Source: Internal Ready Review, RDYLEV – Performance Composite by Level

EVAAS Data

Levels: Blue: Exceeds Expected Growth, Green: Meets Expected Growth, Red: Does Not Meet Expected Growth

School Accountability Growth

Year	Index	Level (B/G/R)
(2016) – 2017	-3.82	Does Not Meet Expected Growth
(2017) – 2018	2.04	Exceeded Growth
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, School Accountability Growth

Educator Effectiveness Growth (Composite)

Year	Index	Level (B/G/R)
(2016) – 2017	-9.15	Does Not Meet Expected Growth
(2017) – 2018		
(2018) – 2019		
(2019) – 2020		

Source: EVAAS, Educator Effectiveness Growth

Growth by Subject/Grade

(B- Exceeds, G- Meets, R- Does not meet)

Subject	(2016) - 2017	(2017) - 2018	(2018) - 2019	(2019) - 2020
Grade 5 Math	-3.4			
Grade 5 Reading	-2.5			
Grade 6 Math	3.0			
Grade 6 Reading	-1.6			
Grade 5 Science	-1.0			

Source: EVAAS, School Value Added

Subgroup Performance

2017 – 2018 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num All	56.4	55.5	57.7		75.0	34.5	50.8	45.9	63.2	50.5	42.2	17.5	94.8
Reading 5	49.7	50.3	49.1			33.3	41.4	38.5	56.6	42.3	32.8	10.6	32.5
Reading 6	49.3	50.5	48.0			21.6	40.4	45.5	58.0	44.3	28.9	12.1	91.7
Math 5	56.8	53.9	60.1			39.4	57.5	30.8	61.3	51.5	49.3	19.1	92.5
Math 6	61.6	61.4	61.8			26.6	63.8	63.6	66.8	55.7	52.6	20.7	>95
Science 5	64.7	61.3	68.7			54.5	50.6	53.8	73.1	58.5	47.8	25.5	>95

2018 – 2019 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num All													
Reading 5													
Reading 6													
Math 5													
Math 6													
Science 5													

2019 – 2020 Subgroup GLP

	All	Fem	Male	Amin	Asia	Blck	Hisp	Mult	Whte	EDS	LEP	SWD	AIG
Num All													
Reading 5													
Reading 6													
Math 5													
Math 6													
Science 5													

Source: Internal Ready Review, RDYSUM – Ready Drilldown, Performance Composite GLP

2019 - 2020 Long Term Goals Not Met

Subject / Grade	Subgroup	Target	Actual

Source: Internal Ready Review (new, specifics unknown)

Accountability Participation Data

Overall

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Participation Targets	26	23	21		
Participation Targets Met	26	23	21		
Percentage of AMOs Met	100	100	100		

Source: Internal Ready Review, AMOSTAT – Target Overview

Attendance Data

Chronic Absent is a student who missed more than 17 days

School Year	# Chronic Absent	# Final Enrollment	% Chronic Absent
2017 – 2018	155	764	20
2018 – 2019			
2019 – 2020			
2020 – 2021			

Source: Data manager

Retention Data

Grade	2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	#	%	#	%	#	%	#	%
5	2	>1%	4	1%				
6	0		2	>1%				

Source: Data Manager

Parent Survey Data

2017 - 2018

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school	15.52	50.00	22.41	8.62	3.45
6) I feel welcome at my child's school	25.86	48.28	17.24	5.17	3.45
7) I respect the school staff	36.21	50.00	12.07	1.72	0.00
8) The school communicates expectations for student learning and goals	20.69	48.28	13.79	10.34	6.90
9) The school responds in a timely manner when I have concerns	22.41	53.45	8.62	8.62	6.90
10) The school is successful in preparing my child for the future	13.79	43.10	27.59	10.34	5.17
11) There are clear behavior expectations that are supported by school staff	25.86	46.55	17.24	1.72	8.62

2018 – 2019

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school					
6) I feel welcome at my child's school					
7) I respect the school staff					
8) The school communicates expectations for student learning and goals					
9) The school responds in a timely manner when I have concerns					
10) The school is successful in preparing my child for the future					
11) There are clear behavior expectations that are supported by school staff					

2019 – 2020

Number of responses:	Percent of respondents who				
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3) My child is safe at school					
6) I feel welcome at my child’s school					
7) I respect the school staff					
8) The school communicates expectations for student learning and goals					
9) The school responds in a timely manner when I have concerns					
10) The school is successful in preparing my child for the future					
11) There are clear behavior expectations that are supported by school staff					

Source: Communications Department

Volunteers and Mentors

Year	Total Volunteer Hours	Total # Staff	# Staff as Mentors	# Students Mentored by Staff	# Volunteer Mentors	# Students Mentored by Volunteers
2017-18	1529	93	25	200	6	10
2018-19						
2019-20						

Source: School

Safe Schools / Discipline Data

Offenses: Office Referral

(By # of incidents, list top 5 UB, top 3 RO)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	612	751		
Bus Misbehavior	118	184		
Aggressive Behavior	94	144		
Disruptive Behavior	61	118		
Disrespect of faculty/staff	29	64		
Inappropriate Behavior	115	42		
RO - Assault on school personnel		1		
RO - Possession of a weapon	1	1		

Offense Cost: Office Referral

(By cost in days, list top five offenses)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Office Referrals	612	751		
Bus Misbehavior	2	11.00		
Aggressive Behavior	52.16	51.03		
Disruptive Behavior	25.27	28.04		
Disrespect of faculty/staff	20.63	17.52		
Inappropriate Behavior	39.79	7.53		

Offenses: Minor Incidents

(By # of incidents, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Total Minor Incidents	812	922		
Inappropriate Behavior	244	154		
Disruptive Behavior	175	268		
Insubordination	93	55		
Disrespect of faculty/staff	81	128		
Being in an unauthorized area	45	56		

Discipline Actions: Office Referrals

(By # of actions, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020

Joe P. Eblen Intermediate School Improvement Plan 2018-2020

Lunch Detention	135	152		
ISS	174	113		
Other		103		
Administrative Conference with student	210	101		
Bus Suspension	52	95		

Discipline Actions: Minor Incidents

(By # of actions, list top 5)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Lunch Detention	776	845		
Conference with Student	56	95		
Morning Detention		46		
Privilege Loss	30	42		
Parent Contact	32	37		

Locations: Office Referrals

(List top 5 locations)

	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Classroom	212	215		
Bus	141	210		
Hallway	68	77		
Cafeteria	59	60		
Playground	38	52		

Source: Educators Handbook

Timeline

- School Improvement Plan Due October 12, 2018
- Mid-Year Progress Report February 28, 2019
- Year-End Progress Report September 28, 2019
- Revisions for 2019-2020 October 11, 2019
 - Includes updates of all data
- Mid-Year Progress Report February 28, 2020
- Year-End Progress Report September 30, 2020