

**HAYWOOD COUNTY SCHOOLS**

**School Improvement Plan**

**SCHOOL NAME/NUMBER:**

**SCHOOL ADDRESS:**

**PLAN YEAR(S): 2018-19 through 2019-20**

**DATES PREPARED:**

**PRINCIPAL SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCHOOL IMPROVEMENT TEAM SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCHOOL IMPROVEMENT TEAM MEMBERSHIP**

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| **Committee Member** | **Position** |
| Kim Shipman | Principal |
| Amanda Watson | Assistant Principal |
| Alma Wells | Lead Teacher |
| Karen Henson | Kindergarten Teacher |
| Tiffany Cantrell | 1st Grade Teacher |
| Angie Robinson | 2nd Grade Teacher |
| Maria Miller | 3rd Grade Teacher |
| Karen Hopkins | 4th Grade Teacher |
| Courtney Myers | 5th Grade Teacher |
| Brittany Pless/Diane Williamson | Title I |
| Kathy Boyer | EC |
| Angela McHenry | Specials |
| Amber Messer | Parent Representative |
| Jamie Mehaffey | Parent Representative |
| Kellie Burgess | Parent Representative |



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| **Priority Goal 1: NC public schools will produce globally competitive students.** | | | | | |
|  | **District Goal:**  **School Goal:** | | Improve Career and College Readiness for all students Pre-Kindergarten through Early College  Improve Career and College Readiness for all students Kindergarten through fifth grade. | | |
| **Targets:**  **Beginning Baselines:**  **Completion Date:** | | Increase Career and College Readiness as indicated in the school EOG composite to 63%  2017-18 school EOG composite: 61.66%  June 2020 | | |
| **Goal 1 Improvement Strategies – Identify research-based strategies** | | | | |
| **Strategy 1:** | **Strategy:**  **Improve the quality of instruction through the use of Learning Focused research based strategies.** | | | |
| **Action steps:** | | | |
| 1. Attend school-wide Max Thompson training on July 23, 2018 | |  | 5. |
| 2. Utilize Max Thompson resources, such as flip charts, books, and graphic organizers. | |  | 6. |
| 3. Train teachers in backwards planning in English-Language Arts using Learning Focused professional development. | |  | 7. |
| 4. Develop a planning tool/template in English-Language Arts. | |  | 8. |
| **Strategy 2:** | **Strategy: Increase achievement in all content areas through writing in grades K-5.** | | | |
| **Action Steps:** | | | |
| 1. Implement the use of graphic organizers and concept maps to write from. | |  | 5. Ensure arts and/or craft activities include grade level standards based writing assignments |
| 2. Integrate quick-writes into all content areas. | |  | 6. |
| 3. Utilize exit tickets as a summative writing activity. | |  | 7. |
| 4. Ensure worksheets will be used as think-sheets with a writing component. | |  | 8. |
| **Strategy 3:** | **Strategy: Improve the quality of student learning and engagement through consistent, school-wide use of Learning focused research based strategies.** | | | |
| **Action Steps:** | | | |
| 1. Implement the use of collaborative pairs/numbered heads in all content areas to increase student engagement. | |  | 5. Develop classroom posters with Higher Order Thinking Question Stems. |
| 2. Develop effective vocabulary and word walls that correspond to the content being taught. | |  | 6. |
| 3. Integrate writing for learning in all subject areas. | |  | 7. |
| 4. Continue using graphic organizer that correspond with various text structures. | |  | 8. |

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| **Priority Goal 3: NC public school students will be healthy and responsible.** | | | | | |
|  | **District Goal:**  **School Goal:** | | Improve student social and emotional health through target training and quality support for students with specific social/emotional needs.  Improve student social and emotional health through target training and quality support for students with specific social/emotional needs. | | |
| **Targets:**  **Beginning Baselines:**  **Completion Date:** | | Improve average daily attendance by .2%  Decrease threat assessment referrals to 4  2017-18 average daily attendance: 98.8%  2017-18 threat assessment referrals: 6  June 2020 | | |
| **Goal 1 Improvement Strategies – Identify research-based strategies** | | | | |
| **Strategy 1:** | **Strategy: Establish school-wide attendance protocol to increase school attendance.** | | | |
| **Action steps:** | | | |
| 1. An school-wide attendance plan will be created. | |  | 5. |
| 2. Attendance incentives will be developed for students. | |  | 6. |
| 3. Attendance incentives will be developed for parents. | |  | 7. |
| 4. A core attendance team will be established. | |  | 8. |
| **Strategy 2:** | **Strategy: Establish school-wide character education program.** | | | |
| **Action Steps:** | | | |
| 1. Research Character Education programs for possible school-wide use. | |  | 5. |
| 2. Attend professional development on the selected Character Education program. | |  | 6. |
| 3. Communicate Character Education program goals to all stakeholders. | |  | 7. |
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| **Strategy 3:** | **Strategy: Revise “Blue Paw” and “Puppy Paw” incentive programs** | | | |
| **Action Steps:** | | | |
| 1. Utilize community involvement to promote our “Blue Paw” and “Puppy Paw” program | |  | 5. Visual reminders of the program guidelines will be displayed in the hallways |
| 2. Establish a core team to revise the school-wide “Blue Paw” and “Puppy Paw” incentive program guidelines | |  | 6. |
| 3. The core team will seek input from teammates concerning guideline revisions. | |  | 7. |
| 4. Communicate guidelines to parents and all stakeholders. | |  | 8. |

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| **Priority Goal 5: NC public schools will be governed and supported by 21st Century systems.** | | | | | |
|  | **District Goal:**  **School Goal:** | | Improve the quality of communication with standard protocol process for internal and external communication  Improve the quality of communication with standard protocol process for internal and external communication | | |
| **Targets:**  **Beginning Baselines:**  **Completion Date:** | | External: Increase the number of teachers utilizing the Remind system for parent communication to 100%.  Internal: Expand internal communication to utilize with fidelity four school wide communication methods.  External: Number of teachers using Remind system in 2017-18: 44%  Internal: Previously used only two methods of school wide communication (Monday Memo and Google Calendar)  June 2020 | | |
| **Goal 1 Improvement Strategies – Identify research-based strategies** | | | | |
| **Strategy 1:** | **Strategy: Improve internal communication** | | | |
| **Action steps:** | | | |
| 1. Improve communication through school-wide purchase of laptops for staff. | |  | 5. Use Google Docs with fidelity as a method of collaboration within the school. |
| 2. Revise the weekly Monday Memo template to be more user friendly. | |  | 6. |
| 3. Consistently use Google calendar to record school events and happenings. | |  | 7. |
| 4. Utilize “Remind” for staff communication as appropriate. | |  | 8. |
| **Strategy 2:** | **Strategy: Improve external communication** | | | |
| **Action Steps:** | | | |
| 1. All teachers will begin to use “Remind” as a form of communication with parents, including all extra-curricular activities. | |  | 5. |
| 2. Survey Bethel families to evaluate the frequency of use of current communication methods. | |  | 6. |
| 3. Eliminate, or replace, ineffective “methods of communications” as indicated by the surveys. | |  | 7. |
| 4. Develop and implement new methods of communication with parents and stakeholders. | |  | 8. |
| **Strategy 3:** | **Strategy:** | | | |
| **Action Steps:** | | | |
| 1. | |  | 5. |
| 2. | |  | 6. |
| 3. | |  | 7. |
| 4. | |  | 8. |

**All schools shall complete the following as it applies to your school.**

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| Plan for preparing students to read at grade level by the time they enter 2nd grade including notification to parents for children not reading at grade level and/or at risk of not reading at grade level. |
| Teachers will continue monitoring student progress through mClass assessments including benchmark assessments and progress monitoring. Classroom teachers will collaborate with Title I, EC, and administration to discuss student data and monitor student progress. Regular monthly MTSS meetings will be held with each grade level to discuss student progress and interventions. Data notebooks will be used to track and monitor student data. Parent communication will be ongoing through monthly RTA letters as well as phone calls, notes, and conferences. Implementation of Fundations will continue in grades K-1 and expand into second grade in 2018-19. Teachers will utilize the strategies and methods presented in the “Designing Literacy Focused Schools” staff development conducted by Max Thompson. Our school will begin the implementation of specific research based strategies to ensure high yield instructional practices (Writing, Graphic Organizers, Higher Order Thinking, Collaborative Pairs, Vocabulary). Each grade level will continue establishing reading goals to increase the volume of reading. Students who reach the reading goal will be recognized at the end of each grading period. |

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| School Safety and Discipline Plan Components |
| Lockdown procedures and protocol will be followed. At least three lockdown drills will be conducted throughout each school year. Teachers will establish a classroom discipline plan and daily schedule. These plans and schedules will be submitted to administration and updated as needed. Students who model appropriate conduct and meet established criteria will be eligible for participation in the Blue Paw/Puppy Paw incentive program. A Crisis Safety Plan will continue to be implemented. This Safety Plan will be reviewed at faculty meetings that occur in various locations on campus to allow staff to discuss best safety practices in varied scenarios. The Safety Plan will be visible in all locations throughout the school building. Student referrals will be made to Care Team, HCS’s behavior support team, and Bridges as appropriate. Educator’s Handbook will be used for all office referrals starting in 2018-19. The system will also be used to track minor incidents within teachers’ classrooms. A schoolwide discipline grid will be signed by parents and students to ensure an understanding of the schoolwide discipline policy. |

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| A plan for improving the academic performance of students at risk of academic failure or dropping out |
| BES staff will continue utilizing and monitoring all available student data to include academic, attendance, and behavior data. This monitoring will occur through grade level meetings, PLCs, and Care Team. Teachers and administration will monitor student behavior data and plan appropriate interventions for student success. Title I staff will be utilized flexibly to help at-risk students in all grade levels as indicated by data. A combination of Title I “push-in” and “pull-out” services will be used to ensure more student success. In addition, BES staff will create an attendance plan with incentives for both students and parents. A Core Attendance Team will be established in 2018-19 to develop this new attendance plan. |

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| A plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the School Improvement Team. |
| Each grade level will determine their plan for duty free lunch. In addition, PTO and local partnerships will coordinate to provide teachers with periodic duty free lunches on special occasions. |

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| A plan to provide a duty-free instructional planning time for every teacher with the goal of providing an average of at least five hours of planning time per week. |
| A master schedule has been designed to provide each grade level team with at least three common planning times weekly. In addition, the master schedule will include at least five hours of planning time for all teachers weekly. |