

**HAYWOOD COUNTY SCHOOLS**

**School Improvement Plan**

**SCHOOL NAME/NUMBER:**

**SCHOOL ADDRESS:**

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

**DATES PREPARED: September 2018**

**SCHOOL IMPROVEMENT TEAM MEMBERSHIP**

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| **Committee Member** | **Position** |
| Stephanie Mancini | Principal |
| Rachel White | Lead Teacher |
| Jamie Frese | Title 1 Reading Specialist |
| Courtney Smith | 2nd Grade Teacher/Committee Chair |
| Amanda Revis | Kindergarten Teacher |
| Kimberly Messer | 1st Grade Teacher |
| Kristen Stiles | 3rd Grade Teacher |
| Amanda Williams | 4th Grade Teacher |
| Susan Ramirez | 1st Grade Assistant |
| Travis Green | Special Area Teacher |
| Madi Danielian | 5th Grade Teacher |
| Misty House | School Psychologist |
| Chris Capps | Parent |
| Jennifer Mathis | Parent |



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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 Pre-Kindergarten through 5th grade | | |
| **Targets:**  **Beginning Baselines:**  **Completion Date:** | | Increase Career and College Readiness as indicated by \_\_2%\_\_\_\_\_\_\_\_\_\_  2017-18 Performance Composite Career and College Readiness- Grade: B, 67.9%  June 30, 2020 | | |
| **Goal 1 Improvement Strategies – Identify research-based strategies** | | | | |
| **Strategy 1:** | **Strategy: Improve the quality of differentiation for enhancement and remediation through the adoption and use of a consistent understanding of Depth of Knowledge for instruction across the school.** | | | |
| **Action steps:** | | | |
| 1. Attend DOK training-2018-19 | |  | 5. |
| 2. Continue training for differentiation and learning progressions. | |  | 6. |
| 3. Teachers incorporate a variety of DOK questions within their literacy block | |  | 7. |
| 4. Guided Reading PD for teacher assistants. | |  | 8. |
| **Strategy 2:** | **Strategy: Follow common, system-wide standards-based pacing guides and benchmarks to include all EOG subjects.** | | | |
| **Action Steps:** | | | |
| 1. Attend Curriculum Council | |  | 5. Follow the new Math and ELA standards. |
| 2. Complete Virtual Implementation Kit | |  | 6. |
| 3. Create lessons aligned to standards-based pacing guides | |  | 7. |
| 4. Provide benchmark assessments | |  | 8. |
| **Strategy 3:** | **Strategy: Analyze assessment data to inform instruction** | | | |
| **Action Steps:** | | | |
| 1. Monthly school-wide data meetings | |  | 5. |
| 2. Disaggregating benchmark assessment data to determine whole class and individual student needs | |  | 6. |
| 3. Monitor student progress and adapt instruction accordingly | |  | 7. |
| 4. MTSS | |  | 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.  Identify students with social/emotional needs and provide targeted support to improve student overall well-being. | | |
| **Targets:**  **Beginning Baselines:**  **Completion Date:** | | 100% completion rate of social/emotional rating scale for each student at Meadowbrook.  Historical data not available at this time.  June 30, 2020 | | |
| **Goal 1 Improvement Strategies – Identify research-based strategies** | | | | |
| **Strategy 1:** | **Strategy: Attend targeted school and district trainings to improve social/emotional needs** | | | |
| **Action steps:** | | | |
| 1. PTO sponsored staff Trauma and Resiliency Training by Vaya Health | |  | 5. Seek possible support from community mental health providers. (Vaya KARE, Meridian, 30th Judicial Alliance, etc) |
| 2. Attend district sponsored trainings | |  | 6. Book studies related to social/emotional development |
| 3. Meet and discuss how to implement strategies with support from Meridian therapist at MES, school psychologist, and social worker. | |  | 7. Social Media pledge campaign |
| 4. Utilize behavior specialist as needed | |  | 8. CPI training-principal, 2-3 people trained per grade span(K-2, 3-5) and one special area teacher trained. |
|  |  | |  | 9. ASCD Educational Leadership Conference |
| **Strategy 2:** | **Strategy: Establish a School-wide student social/emotional/behavioral data documentation process** | | | |
| **Action Steps:** | | | |
| 1. Complete universal social/emotional screener for all students | |  | 5. Discuss action plan for students with severe social/emotional needs |
| 2. Implement interventions for students with high social/emotional needs | |  | 6. MTSS |
| 3. Refer students for mental health services as needed | |  | 7. Use Educators Handbook to record school behavior concerns. |
| 4. Student Assistance Team (SW, Counselor, Psychologist, Nurse, Principal, DSS) | |  | 8. |
| **Strategy 3:** | **Strategy: Provide students/families with support services for social/emotional needs** | | | |
| **Action Steps:** | | | |
| 1. Scheduled guidance lessons | |  | 5. Girls on the Run |
| 2. Provide training for parents | |  | 6. 7 Habits implementation and promotion of student leaders. |
| 3. Meridian services | |  | 7. D.A.R.E |
| 4. Boys and Girls Group | |  | 8. 5th Grade Legacy Project |

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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  Increase consistency of digital communication between school and stakeholders. | | |
| **Targets:**  **Beginning Baselines:**  **Completion Date:** | | Increase stakeholder participation in digital communication by 50%.  Beginning of September we have 319 parents signed up for Class Dojo.  June 30, 2020 | | |
| **Goal 1 Improvement Strategies – Identify research-based strategies** | | | | |
| **Strategy 1:** | **Strategy: Implement digital communication systems between school and stakeholders.** | | | |
| **Action steps:** | | | |
| 1. Provide opportunities for parents to connect with school digitally. | |  | 5. School Website/Facebook/Twitter/Instagram |
| 2. Class Dojo and Blackboard Connect | |  | 6. |
| 3. Digital option for classroom newsletters | |  | 7. |
| 4. Parent Portal (PowerSchool) | |  | 8. |
| **Strategy 2:** | **Strategy: Implement digital communication systems among staff.** | | | |
| **Action Steps:** | | | |
| 1. Google technology (calendar,classroom, mail, docs, sheets) | |  | 5. Utilize Team Drive to provide staff with necessary school information-Staff Handbook, Student Handbook, Master Schedule |
| 2. Weekly Meadowbrook Memo from Principal-email and Team Drive | |  | 6. |
| 3. Blackboard Connect | |  | 7. |
| 4. Lead Teacher Updates | |  | 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. |
| Benchmark assessments to inform and guide instructional practices. We will continue professional development geared toward improving literacy instruction. We will continue to use research based instructional practices within the classroom and provide interventions for struggling students. Home connect letters are sent home with parents to inform them where their child is at and how to help them.  School wide MTSS team to address our struggling/at risk students.  Curriculum nights also provide the parents with a folder of resources to support literacy development at home.  C4C also helps the at risk students for providing additional opportunities to engage in reading activities in the school day.  Title 1 uses the school wide needs assessment to determine which student are at risk and provides follow up interventions both within the classroom and in a separate setting. |

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| School Safety and Discipline Plan Components |
| Each teacher within the school has their own tiered discipline plan.  All minor and major offenses are entered into the educator’s handbook.  7 Habits- positive reinforcement  We routinely practice safety and lock down drills.  Our school is locked throughout the day and you have to be buzzed in.  We use Ident A Kid to check in and out.  We have a School Crisis Plan and a safety team.  We have radios in each grade level. |

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| A plan for improving the academic performance of students at risk of academic failure or dropping out |
| MTSS  7 Habits  Title 1 Tutoring  Attendance Council |

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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. |
| Quarterly duty free lunch provided by administration.  PTO also provides duty-free lunches |

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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. |
| Grade level planning days  Daily planning  Friday Data Days |