**MEADOWBROOK SCHOOL IMPROVEMENT PLAN**

**2020-2022**

**HAYWOOD COUNTY SCHOOLS**

**DISTRICT NAME/NUMBER: Haywood County Schools - 440**

**SCHOOL ADDRESS: 1230 North Main Street, Waynesville, NC 28786**

**PLAN YEARS: 2020-2022**

**DATE PREPARED:**

**PRINCIPAL SIGNATURE: \_\_\_\_\_\_\_\_\_Stephanie L. Mancini\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_11/23/20\_\_\_\_\_\_\_**

**SIP TEAM SIGNATURE: \_\_\_\_\_\_\_\_Kristen Stiles\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_11/23/20\_\_\_\_\_\_\_**

**SCHOOL IMPROVEMENT TEAM MEMBERSHIP**

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| **Position** | **Name** |
| Principal | Stephanie Mancini |
| SIT Chair(3rd Grade teacher) | Kristen Stiles |
| Lead Teacher | Rachel White |
| Kindergarten Representative | Rachel Medford |
| 1st Grade Rep | Emily Worley |
| 2nd Grade | Whitney Trull |
| 4th Grade | Amanda Williams |
| 5th Grade | Jamie Frese |
| Special Teacher | Jenny Lindsey |
| EC | Misty House |
| Teacher Assistant | Bryttni Caldwell |
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| Parent | Allison Inman |
| Parent | Michaela Lowe |



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| **NC Priority Goal 1: Eliminate opportunity gaps by 2025** | | | | | |
|  | **Area for Improvement and Supporting Data-Identifying Students at risk for failure due to Social-Emotional Needs.** | | | | |
| **Objectives:**  **School Goal 1:** | | Objective 1-Screen, Identify and support students showing need for mental health services, family support services.  Objective 2-Trauma Training as a school with support and training from the county Resiliency Team.  **Increasing availability of mental health support for our students. Enhance the social and emotional wellbeing of students attending Meadowbrook.** | | |
| **Baseline Indicator(s):**  **Goal Target:**  **Milestone date:** | | * County approved SES Screener - need baseline results * Determine and provide mental health services for students in need based upon the baseline indicator results. * Ongoing | | |
| **Goal 1 Objectives and Action Steps** | | | | |
| **Objective 1:** | **Objective: To establish a plan to assess and identify and provide support for students with emotional/social needs.** | | | |
| **Action steps:** | | | |
| **1.** Use county approved SES screener for school wide screening of social-emotional skills. | |  | **5.** |
| **2.** Informal screenings | |  | **6.** |
| **3.** Look for trends- attendance, living arrangements, behavior, free and reduced lunch, assistance- food program, backpack | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 2:** | **Objective: To continue trauma informed school training** | | | |
| **Action Steps:** | | | |
| **1.** Participate in Karyn Purvis Institute - Trauma Informed Schools Training provided by county Resiliency Team | |  | **5.** |
| **2.** Identify and provide professional development based on student needs and school trends. | |  | **6.** |
| **3.** Teachers College Reading & Writing Project-Advanced Trauma-Informed Teaching Within Reading and Writing Workshop | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 3:** | **Objective:** | | | |
| **Action Steps:** | | | |
| **1.** | |  | **5.** |
| **2.** | |  | **6.** |
| **3.** | |  | **7.** |
| **4.** | |  | **8.** |

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|  | **How will we fund these strategies? Numbers below reflect new funds.** |  |
| **Funding source 1: Title I** | **Funding amount: 2,500** |
| **Funding source 2: School Funds** | **Funding amount:**  $50.00/per workshop and teacher |
| **Funding source 3:** | **Funding amount:** |
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| **Review frequency: Every semester** |  |
| **Assigned implementation team: SIT** |  |

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| **NC Priority Goal 2: Improve school and district performance by 2025** | | | | | |
|  | **Area for improvement and supporting data: Increase student proficiency in meeting math standards.** | | | | |
| **Objectives**  **School Goal 2:** | | Objective 1- Increase the percentage for grades K-5 to meet math standards K-2 Assessment and EoG.  Objective 2-Increase the percentage of students proficient in reading by the end of 3rd grade  .  Increase the percentage of students meeting standards in mathematics.  Increase Reading Proficiency | | |
| **Baseline Indicator:**  **Goal Target 2:**  **Milestone date:** | | Pre and Post assessments for each standard  To identify and determine students that have not met the standard  June 2022 | | |
| **Goal 2 Objectives and Action Steps** | | | | |
| **Objective 1:** | **Objective: To plan and implement evidence based instructional strategies into Mathematics** | | | |
| **Action steps:** | | | |
| **1.** Follow Investigations Pacing Guide | |  | **5.** Utilize pre and post assessments to form instruction |
| **2.** Unpacking Documents | |  | 6. District PD |
| **3.** Use District Investigations Priority Instruction | |  | 7. Utilize Check-Ins to help plan & implement instruction. |
| **4.**  Major Works Document | |  | **8.** |
| **Objective 2:** | **Objective: To enhance ELA Resources for all K-5th grade classrooms** | | | |
| **Action Steps:** | | | |
| **1**. Fountas & Pinnell GR, Shared, Interactive Reading Sets | |  | **5.** |
| 2. IXL | |  | **6.** |
| 3. Fundations Student Sets-individual sets for all kinder | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 3:** | **Objective:** | | | |
| **Action Steps:** | | | |
| **1.** | |  | **5.** |
| **2.** | |  | **6.** |
| **3.** | |  | **7.** |
| **4.** | |  | **8.** |

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|  | **How will we fund these strategies? Numbers below reflect new funds.** |  |
| **Funding source 1:** Title 1 money for all Fountas & Pinnell ELA | **Funding amount:** $39,000.00 |
| **Funding source 2:** School Funds for IXL Learning | **Funding amount:** $3,600.00 |
| **Funding source 3:**Remote Jumpstart Learning Money | **Funding amount:** $662.00 |
| Funding Source 4: Title 1-Technology Money | Funding Amount: $ 6,532. 35 |
| Funding Source 5: Parent/Teacher Association | Funding Amount: $5, 466.58 |
| **Review frequency:** Ongoing 2020-2022 Investigations Units |  |
| **Assigned implementation team:** SIT and Admin Team |  |

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| **NC Priority Goal 3: Increase educator preparedness to meet the needs of every student by 2025** | | | | | |
| **Plan/Do** | **Area for improvement and supporting data:** | | | | |
| **School Goal 3:** | |  | | |
| **Baseline Indicators:**  **Goal Target:**  **Milestone date:** | |  | | |
| **Goal 3 Objectives and Action Steps** | | | | |
| **Objective 1:** | **Strategy:** | | | |
| **Action steps:** | | | |
| **1.** | |  | **5.** |
| **2.** | |  | **6.** |
| **3.** | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 2:** | **Strategy:** | | | |
| **Action Steps:** | | | |
| **1.** | |  | **5.** |
| **2.** | |  | **6.** |
| **3.** | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 3:** | **Strategy:** | | | |
| **Action Steps:** | | | |
| **1.** | |  | **5.** |
| **2.** | |  | **6.** |
| **3.** | |  | **7.** |
| **4.** | |  | **8.** |

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| **Plan/Do** | **How will we fund these strategies? Numbers below reflect new funds.** |  |
| **Funding source 1:** | **Funding amount:** |
| **Funding source 2:** | **Funding amount:** |
| **Funding source 3:** | **Funding amount:** |
|  |  |
| **Review frequency:** |  |
| **Assigned implementation team:** |  |

**All schools shall complete the following to include in their School Improvement Plans.**

**Schools will also attach appropriate waivers to their School Improvement Plans.**

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| **School Safety and Discipline Plan Components** |
| The administrator along with the designee has developed a school-safety plan that includes drills(fire, tornado, earthquake) emergency lockdowns, shelter in place, and evacuation procedures. Each classroom has a copy of the plan in an emergency notebook located in a red backpack hanging on the back of the classroom door. The Red backpack also contains additional emergency supplies-class roster, flashlight, and Stop the Bleed kit. Lockdown procedures will be practiced 2-3 times per school year and all other emergency preparedness procedures will be practiced following the district’s prescribed procedures. All entrances to the school are locked during the school day and the front door is monitored with a camera system. All visitors must be buzzed in, show identification, and sign into the Ident-A-Kid computer system. All staff members are trained in the emergency procedures, and wear ID badges. |

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| **A plan for improving the academic performance of students at risk of academic failure or dropping out** |
| Classroom teachers will use student performance data to assess student progress.  Classroom teachers will use early identification tools and research based intervention strategies for students at risk of academic failure.  Students will be progress monitored to assess and determine if expected progress is being made.  The MTSS team will meet with teachers to discuss students not making expected progress.  Tutoring before and after school as permitted.  Title 1 tutors will work with individual students not performing at grade level. |

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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.** |
| The School Improvement Team determined that it would not be possible to provide duty-free lunch for every teacher every day due to constraints imposed by the master schedule. However, duty free lunch will be scheduled 6-8 times per school year with the assistance of special area teachers, administration, PTA, community volunteers(when allowable). |

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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.**  Meadowbrook master schedule has built in grade level common planning at least three days a week for 45 minutes per day. Teachers have additional planning times on non-common planning days. Professional Learning Communities coverage for teachers and a half day planning once per semester. |
| **Plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school’s reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.**  New student online enrollment option and several beginning of the year student packet items can now be completed online.  Parent Portal available for parents to check on student academic grades.  Teachers are able to keep direct lines of communication open with parents through the use of Remind, virtual meetings and phone calls. |