HAYWOOD COUNTY SCHOOLS
SCHOOL IMPROVEMENT PLAN
2020-2022

SCHOOL NAME/NUMBER: **Riverbend Elementary / 440-332**
SCHOOL ADDRESS: **71 Learning Lane, Clyde, NC 28721**
PLAN YEARS: **2020-2022**
DATE PREPARED:

PRINCIPAL SIGNATURE: _____ **Date:** _____

SIP TEAM SIGNATURE: _____ **Date:** _____

DISTRICT IMPROVEMENT TEAM MEMBERSHIP

Position	Name		Position	Name
Principal	Karley Wells		Fifth Grade Teacher	Kennedy Eckard
Lead Teacher	Erin Horton		Fifth Grade Teacher	Jocelyn Landt
Kindergarten Teacher	Ashley Clifton		Media Teacher	Nikki Barker
Kindergarten Teacher	Renee Gidcumb		PE Teacher	Chris Ray
First Grade Teacher	Rena Eller		Art Teacher	Kellye Slate
First Grade Teacher	Lauren Sutton		Parent	Ashley Ferguson
Teacher Assistant	Arlie Clark		Parent	Suzanne Hinson
Second Grade Teacher	Christy Lusk		Parent	Chelsea Williams
Second Grade Teacher	Amanda Plummer		Parent	Brittany Littrel
Third Grade Teacher	Jeannine Carter		Parent	Charles Jernigan
Third Grade Teacher	Bill Reilly			
Fourth Grade Teacher	Carleene Finger			
Fourth Grade Teacher	Suzanne Bigsby			
Second Grade Teacher	Amanda Plummer			

NC Priority Goal 2: Improve school and district performance by 2025	
	Area for improvement and supporting data:
	Objectives — Objective 1- Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies Objective 2- Increase the percentage for grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress Objective 3- Increase the percentage of students proficient in math by subgroup Objective 4- Increase the percentage of students proficient in reading by the end of 3rd grade Objective 5- Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly measures of Interim Progress Objective 6- Increase the percentage of students proficient in science by subgroup Objective 7- Increase number of schools meeting or exceeding growth measure by subgroup Objective 8- Increase the number of charter schools meeting or exceeding academic, operational, and financial goals

NC Priority Goal 2: Improve school and district performance by 2025

Area for improvement and supporting data:

Objectives

Objective 1- Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies

Objective 2- Increase the percentage for grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress

Objective 3- Increase the percentage of students proficient in math by subgroup

Objective 4- Increase the percentage of students proficient in reading by the end of 3rd grade

Objective 5- Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly measures of Interim Progress

Objective 6- Increase the percentage of students proficient in science by subgroup

Objective 7- Increase number of schools meeting or exceeding growth measure by subgroup

Objective 8- Increase the number of charter schools meeting or exceeding academic, operational, and financial goals

School Goal 2:

Riverbend will remain a high performing school regardless of the global pandemic setback.

Goal Target 2:
Baseline Indicators:

Student performance state accountability tests in math, reading, and science will measure equal to the performance of year 2019 in light of state shutdown.

Goal: Overall performance indicator of 88%.

Objective 1:

  Math 2021 Baseline Indicators

    K: 85.8% proficient

    1st: 51.5% proficient

    2nd: 59.3% proficient

    3rd (EOG): 81.3%

    4th (EOG): 89.9%

    5th (EOG): 63.6%

    3-5 Overall Average (EOG): 78.6%

Objective 2:

  Reading 2021 Baseline Indicator

    K: 71.5% proficient

    1st: 57.2% proficient

    2nd: 81.5% proficient

    3rd (EOG): 87.5%

    4th (EOG): 84.2%

    5th (EOG): 63.6%

    3-5 Overall Average (EOG): 78.6%

Objective 3:

  Science 2021 Baseline Indicator

    5th (EOG): 63.6%

Overall Performance Indicator 2021

  3-5 (All Subjects): 76.6%

Milestone date:

June 2022

Goal 2 Objectives and Action Steps

Objective 1:	**Objective: Increase the percentage of students proficient in math.**	
	Action steps: Analyze data and target standards and students that need support.	
	1. Provide every student with at least 45-60 minutes of standards and research-based math instruction	**5.** Employ Small Group Title I tutors and K-1 teacher assistants to help strategically remediate and enrich instruction.
	2. Continue to discuss math best practices at grade level meetings, staff meetings, and PLC meetings.	**6.** Implement daily spiral review through Investigations Classroom Routines, 10 Minute Math, and other standard based strategies
	3. Grade level and vertical conversations of pacing guides in order to grow teacher knowledge and ensure concepts taught with a focus on priority standards.	**7.** Explore NC-ENSI screener for targeted math support
	4. Utilize Investigations unit assessments and other benchmark data to target student needs	**8.**
Objective 2:	**Objective: Increase the percentage of students proficient in reading.**	
	Action Steps: Analyze data and target standards and students that need support.	
	1. Provide Literacy/ Instructional Best Practices Professional Development (to include LETRS training)	**5.** Structure schedules to provide every student a minimum of 90 minute balanced literacy a day.
	2. Implement balanced literacy program to include researched-based components of reading adapted to include accelerated pacing of programs to ensure rigor and success - Fundations and fluency work.	**6.** Utilize DIBELS 8th Edition data and other benchmark data to target student needs.
	3. Training and utilization of the PALS materials adapted to be used as homework in first grade.	**7.** Employ small group Title I tutors and K-1 teacher assistants to help strategically remediate and enrich instruction.
	4. Daily writing instruction with multiple writing opportunities per day.	**8.**
Objective 3:	**Objective: Increase the percentage of students proficient in science.**	
	Action Steps: Analyze data and target standards and students that need support.	
	1. Continue to discuss science best practices at grade level meetings, staff meetings, and PLC meetings.	**5.** Structure schedules to provide consistent science instruction or review
	2. Shared bank of supplemental science resources.	**6.**
	3. Employ small group Title I tutor to help strategically remediate and enrich instruction.	**7.**
	4. Training and utilization of StemScopes program and materials in 5th grade	**8.**

All schools shall complete the following to include in their School Improvement Plans.
Schools will also attach appropriate waivers to their School Improvement Plans.

School Safety and Discipline Plan Components
Conduct two lockdown drills a year (BOY and EOY) Review and improve School Wide Discipline Grid and Behavior Expectations yearly. Implement Guidance Program and Social Thinking Strategies and Language K-5.

A plan for improving the academic performance of students at risk of academic failure or dropping out
Use student performance data to assess student progress weekly. Strategically place tutors to work with individual students not performing at grade level. Use MTSS approaches to identify, implement, and monitor intervention strategies. Utilize LLI materials K-5.

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.
Teachers/grade levels will look at options for duty-free lunch.

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.
Use itinerant staff to provide and maximize instructional planning time for teachers as much as staff allows.

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.