

HAYWOOD COUNTY SCHOOLS SCHOOL IMPROVEMENT PLAN



SCHOOL NAME/NUMBER: CENTRAL ELEMENTARY SCHOOL - 324
 SCHOOL ADDRESS: 62 Joy Lane; Waynesville, NC 28786
 PLAN YEARS: 2014-2016
 DATE PREPARED: July 23, 2014

PRINCIPAL SIGNATURE: Wendy Rogers
 SIP TEAM SIGNATURE: Daphne Buchanan

Date: 07.23.14

Date: 7/23/14

DISTRICT IMPROVEMENT TEAM MEMBERSHIP

Position	Name
Principal	Wendy Rogers
School Improvement Team Chairperson	Daphne Buchanan, Lead Teacher
Kindergarten Teacher Representative	Joanna Pace
1 st Grade Teacher Representative	Sophi Spurrier
2 nd Grade Teacher Representative	Darsey Fox
3 rd Grade Teacher Representative	Michelle Ford
4 th Grade Teacher Representative	Sheryl Easterling
5 th Grade Teacher Representative	Tammy Little
Title I Representative	Brooke Nickol
Instructional Support – Media Coordinator	Janet Frazier
Instructional Support – EC	Randi Boone
Instructional Support – Specialists	Megan Taylor
Instructional Support Non-Certified – Teacher Assistant	Cindy Warren
Parent	Laurie Bass
Parent	Angel Benson

NC Priority Goal 1: NC public schools will produce globally competitive students.

Area for Improvement and Supporting Data

District Goal 1:	Improve career and college readiness for all students Pre-K through 13.
School Goal 1:	Improve reading instruction, thus improving overall reading proficiency, in all grade levels 3-5.
SACS/CASI Standard(s):	3, 6 2, 6, 9
Title I Component(s):	1, 3, 5, 6, 13, 14
EC Indicator(s):	1, 2, 4
AIG Standard(s):	
Baseline Indicator(s):	2013-2014 Overall Proficiency per grade level: K-66%, 1 – 42%, 2 – 60%, 3-65%, 4 – 65%, 5-56%
Goal Target:	Increase reading proficiency by 8 points or more at each grade level.
Milestone date:	June 2015

Goal 1 Strategies and Action Steps

Strategy 1:	Strategy: Increase the amount of reading instruction for targeted grade levels based up data provided by our Title I Needs Assessment.		
	Action steps:		
	1. Provide blocks of 90-120 minutes of uninterrupted literacy instruction at grade levels 3-4.		5.
	2. Expose students to fiction/non-fiction texts daily		6.
	3. Utilize Title I and EC Inclusion during the uninterrupted literacy blocks.		7.
	4.		8.
Strategy 2:	Strategy: Increase reading stamina during independent reading tasks.		
	Action Steps:		
	1. Implement nightly reading logs with fidelity		5.
	2. Use Daily 5 Strategies to build student accountability, focus, and independence.		6.
	3. Focus on and utilize all components of Comprehension Toolkit.		7.
	4.		8.
Strategy 3:	Strategy: Utilize technology to maximize reading opportunities.		
	Action Steps:		
	1. Incorporate new laptops in grades 4-5.		4.
	2. Incorporate new iPads in grades K-2.		5.
	3. Utilize SmartBoards for PreK and Kindergarten classrooms		6.

	How will we fund these strategies? Numbers below reflect new funds.	
	Funding source 1: Title I Computer Funds	Funding amount: \$10,000.00
	Funding source 2: Title I Equipment Fund	Funding amount: \$15,000.00
	Funding source 3:	Funding amount:
	Review frequency: Monitor monthly in grade level meetings and School Improvement Team Meetings.	
	Assigned implementation team: Janet Frazier, Brooke Nickol, Susan DelBene, Kristi Blackburn, Randi Boone, Daphne Buchanan	

NC Priority Goal 2: NC public schools will be led by 21st Century professionals.

Area for improvement and supporting data:

District Goal 2:	Twenty-first Century professionals will learn and demonstrate instructional strategies designed to support the Common Core and Essential Standards.
School Goal 2:	Teachers and staff will demonstrate learned research based instructional strategies to increase composite reading and math scores.
SACS/CASI Standard(s):	2, 6
Title I Component(s):	1, 2, 3, 4
EC Indicator(s):	1, 3, 5, 6
AIG Standard(s):	3
Title II, Part A:	3
Baseline Indicator:	Teacher Evaluation; Fidelity Checks; Classroom Walk-throughs; Professional Development
Goal Target 1:	Teachers will implement and incorporate 21 st Century Skills in 2 out of 3 lessons in each day
Milestone date:	January 2015

Goal 2 Strategies and Action Steps

Strategy 1:	Strategy: Develop student math and reading comprehension skills.		
	Action steps:		
	1. Make word-walls interactive with classroom instruction.		5. Begin math instruction with “math talks” and teaching with “the end in mind.”
	2. Collaborative PLC with classroom teacher, Title I, EC, and specialists during monthly meetings.		6.
	3. Refine instructional strategies in Investigations and Guided Reading practices.		7.
	4. Implement comprehension question stems during guided reading instruction with fidelity.		8.
Strategy 2:	Strategy: Increase staff leadership by implementing new knowledge gained at Prof Development workshops for Certified Staff		
	Action Steps:		
	1. “Teachers teach Teachers” during weekly staff meetings.		3. Evaluate effectiveness of strategies by mastery of work and student performance.
	2. Teachers show evidence of new skills in lesson plans.		4.

Strategy 3:	Strategy: Hire 2 full-time certified teachers and a certified part-time reading tutor in Title to support Common Core and Essential Standards and help increase composite reading and math scores		
	Action Steps:		
	1. Leveled Literacy Intervention		5.
	2. Double-dips of Guided Reading/Comprehension Instruction		6.
	3. Classroom Inclusion during Literacy Blocks		7.
	4.		8.

	How will we fund these strategies? Numbers below reflect new funds.	
	Funding source 1: Title I Staff funding	Funding amount: \$92,000.00
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Review frequency: Weekly/Bi-Weekly during Grade-level curriculum meetings and PLC's.	
	Assigned implementation team: Title I staff; EC Instructional Staff, Certified Classroom teachers	

NC Priority Goal 3: NC public school students will be healthy and responsible.

Area for improvement and supporting data:

District Goal 3:	Foster healthy communication with students and parents through inviting 21st Century communication practices.
School Goal 3:	Create a positive relationship between school and families through increased communication.
SACS/CASI Standard(s):	5 8
Title I Component(s):	1, 2, 4, 5, 13, 14
EC Indicator(s):	1
AIG Standard(s):	
Baseline Indicators:	Survey parents BOY, MOY, and EOY regarding communication and best practices for reaching parents and increasing positive communication.
Goal Target:	
Milestone date:	Increase positive attitude from families toward school.

Goal 3 Strategies and Action Steps

Strategy 1:	Strategy: Increase communication with parents regarding school activities and events.		
	Action steps:		
	1.Phone alerts sent frequently and as needed, not just weekly using new school-wide system.		5. Utilize PTO partnership for communication among parents.
	2. QR codes provided to parents for access to educational materials and support		6.
	3. Continuous updates to school website.		7.
	4. Positive communication within the grading period for every child.		8.
Strategy 2:	Strategy: Increase opportunities for curriculum related parent involvement.		
	Action Steps:		
	1. Strategy nights – each grade level, each semester		5.
	2. Books & Bingo to teach reading strategies to parents		6.
	3. Make & Take Math – Game night for parents		7.
	4. Lunch & Learn – Common Core strategies for home		8.
Strategy 3:	Strategy:		
	Action Steps:		
	1.		5.
	2.		6.
	3.		7.
	4.		8.

Plan/0	How will we fund these strategies? Numbers below reflect new funds.	
	Funding source 1: Parent Involvement – Title I	Funding amount:
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Review frequency: each nine weeks for parent communication log; survey data at BOY, MOY, and EOY;	
	Assigned implementation team: Sophi Spurrier, Laurie Bass, Daphne Buchanan, Susan DelBene, Brooke Nickol, Tammy Little, Michelle Ford	

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

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.

In addition to the daily practices of Guided Reading Strategies, including Foundations, Comprehension Toolkit, Leveled Literacy Intervention, Reader's Workshop, and Reading Foundations, we will utilize Title I Reading Specialists to provide additional targeted reading interventions on a daily basis for students identified "at-risk." Additional resources will be provided to students not performing on grade level, including, but not limited to additional LLI, mClass progress monitoring, Burst Reading, and additional guided reading lessons through small group instruction. Additional steps include extensive interventions that could lead to the consideration for testing for EC services. Parents will be notified at each 4.5 week period through progress reports, report cards, home-school connect, and parent conferences and letters.

School Safety and Discipline Plan Components

The Cougar Code of Conduct includes a standard of four concepts for students to comprehend and conform to. Incentives and rewards are used for the Cougar Club to help students celebrate their achievements in classroom academics and attendance. Within the classrooms, teachers have established monitoring tools for student behavior, including rewards and plans for student behavior. Attendance will continue to be monitored by the school Data Manager. School Safety will be monitored by our School Safety Plan. Fire drills, Lock-downs, and other drills will be held to maintain school-wide awareness of school safety and student discipline.

A plan for improving the academic performance of students at risk of academic failure or dropping out

Targeted reading interventions on a daily basis to students identified as "at risk" will assist teachers and staff members in providing support for students to be successful in the classroom. At risk students will be monitored by the classroom teachers, Title I staff, and support staff to monitor individual progress. At-risk students will also receive additional guided reading lessons to assist in their mastery of Reading Comprehension strategies and mastery through small group instruction. Children who continue to not progress, will receive additional interventions including, but not limited to, being referred for testing for eligibility for EC services. Continuous contact with the parents will be a key for success in this area.

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.

We have been unable to meet this objective during the 2014-2015 school year. Personnel restraints and scheduling conflicts with limited use of all staff, allow us to provide teachers and staff with a modified schedule for duty free lunch periods. Teachers continue to opt to eat with their students in the cafeteria area on a daily basis. During the school year, approved community members have agreed to monitor students/classrooms in order to provide a true duty free lunch opportunity for all certified staff.

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.

In order to provide a duty-free instructional planning time for every teacher, including 5 hours of planning time each week, we have continued to have specials for each grade level at the same time each day. Providing 50 minutes of common planning time each week allows classroom teachers an opportunity to meet by grade level, discuss common themes, and incorporate school wide goals and strategies. Specialists are provided planning time on Wednesday afternoons for common planning of themes.

**Haywood County Schools
School Improvement Plan
Waiver Request Form
2014-16**

School Name	Central Elementary School
--------------------	---------------------------

Waiver Description	Waiver Requested	Waiver Not Requested
Permit class size deviation of +/- 10% as authorized under North Carolina General Statute 115C-301. (This applies to K-3 ONLY. The state legislature removed class size caps for 4th grade and above.)		X
Permit the flexible use of teacher assistants to enhance instruction in grades 1-5 as authorized under North Carolina General Statute 115C-105.	X	
Permit the use of textbook funds to purchase materials not on the state adoption list as authorized under North Carolina General Statute 115C-105.	X	
Permit EOC Testing Schedule Waiver as authorized under North Carolina General Statute 115C-174. This waiver is only available for alternative schools (CHHS).		X

Individual school waiver requests will be consolidated onto one request form for each waiver area and submitted to the Department of Public Instruction through the Central Office.