

# HAYWOOD COUNTY SCHOOLS

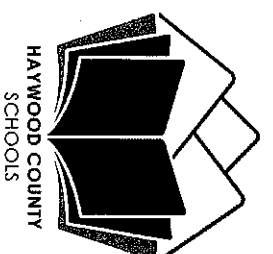
## School Improvement Plan

SCHOOL NAME and NUMBER: Clyde Elementary-328

ADDRESS: 4182 Old Clyde Road, Clyde NC 28721

PLAN YEAR(S): 2016-18

DATE PREPARED: August 31, 2016



PRINCIPAL SIGNATURE: \_\_\_\_\_

*Clint B. Conner*

Date: 8/31/16

SIT CHAIRPERSON SIGNATURE: \_\_\_\_\_

*Kim Serenius*

Date: 8/31/16

## DISTRICT IMPROVEMENT TEAM MEMBERSHIP

Committee Member	Position
Principal	Clint B. Conner
Assistant Principal	Erin Byrnes
Lead Teacher	Stephanie Reinhardt
Teacher Representative 5 <sup>th</sup>	Karley Wells
Teacher Representative 4 <sup>th</sup>	Kayla Ross
Teacher Representative 3 <sup>rd</sup> and Chairperson	Kim Serenius
Teacher Representative 2 <sup>nd</sup>	Sherri Green
Teacher Representative 1 <sup>st</sup>	Susan Hamlett
Teacher Representative K	Libby Funderburk
Teacher Representative EC	Courtney Phillips
Teacher Representative EC	Jessica Perry
Instructional Support Representative	Megan Wantz
Teacher Assistant Representative	Katrina Prala
Title Representative (ELA)	Nanette Renegar
Title I Representative (Math)	Kelly Deaver
Parent	Julie Queen
Parent	Rebecca Frazier

\* Add to list as appropriate.



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

<b>District Goal:</b>	Improve Career and College Readiness for all students Pre-Kindergarten through Early College		
<b>School Goal:</b>	Improve Reading Composite scores for Kindergarten – 5 <sup>th</sup> grade students		
<b>Advanced Standard(s):</b>	1 – Purpose and Direction, 3 – Teaching and Assessing for Learning, 5 – Using Results for Continuous Improvement		
<b>Title I Component(s):</b>	2 – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs		
<b>EC Indicator(s):</b>	1 – Percent of students with disabilities graduating from high school with a regular diploma, 3 - Participation and performance of children with disabilities on statewide assessments, 13 - Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals, 14 - Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school		
<b>AIG Standard(s):</b>	2 – Differentiated Curriculum and Instruction, 3 – Personnel and Professional Development, 4 – Comprehensive Programming within a Total School Community		
<b>Target(s):</b>	Increase K-2 reading composite to 80% Increase 3-5 EOG composite to 80% Increase Reading School Performance Grade from C to B Grow 100% of students		
<b>Beginning Baseline(s):</b>	2015-2016 K-2 Reading Composite: 59.5% 2015-2016 3-5 EOG ELA Composite: 68% 2015-2016 Reading School Performance Grade = C		
<b>Completion Date:</b>	June 30, 2018		
<b>Goal 1 Improvement Strategies – Identify research-based strategies</b>			
<b>Strategy: Implement Lucy Calkins Units of Study Components: Shared Reading and Confering</b>			
<b>Strategy 1:</b>	<b>Action steps:</b>		
	1. Read Lucy Calkins: A Guide to the Reading Workshop (Primary or Intermediate)		5. Maintain training at Teachers College: Columbia University: Reading and Writing Project
	2. Provide Professional Development on Shared Reading and Confering		6.
	3. Utilize Lead Teacher as Instructional Coach		7.
	4. Establish studio classrooms K-5		8.

<b>Strategy: Use Data to Guide Instruction</b>	
<b>Strategy 2:</b>	
<b>Action Steps:</b>	
1. Use mCLASS, Mastery Connect, EOG, and common teacher assessments to assess student levels	5.
2. Disaggregate data to find individual/class needs	6.
3. Provide focused differentiated instruction to meet the needs of students	7.
4. Progress monitor to ensure student growth	8.
<b>Strategy: Use the Reading Continuum from Stephanie Harvey and Harvey Daniels to expand understanding of reading</b>	
<b>Strategy 3:</b>	
<b>Action Steps:</b>	
1. Provide Reading Continuum to staff	5.
2. Focus professional development on the continuum	6.
3. Instruct with learning progressions in mind	7.
4. Use the teacher language during the teaching of reading and writing	8.

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

<b>District Goal:</b>	Employ, train and retain the highest qualified teachers in the world
<b>School Goal:</b>	Use high performing teachers to train, recruit, and lead 21 <sup>st</sup> Century teachers in our building
<b>Advanced Standard(s):</b>	1 – Purpose and Direction, 2 – Governance and Leadership
<b>Title I Component(s):</b>	3 – Instruction by highly Qualified Staff, 4 – High Quality and Ongoing Professional Development
<b>EC Indicator(s):</b>	1 – Percent of students with disabilities graduating from high school with a regular diploma, 2 – Percent of students with disabilities dropping out of high school, 3 – Participation and performance of children with disabilities on statewide assessments, 5 – Percent of children with IEPs aged 6 through 21
<b>AIG Standard(s):</b>	3 – Personnel and Professional Development
<b>Target(s):</b>	Increase School Growth Index to 2.1 (Exceeds Growth)
<b>Beginning Baseline(s):</b>	2015-2016 EVAAS Growth Index 0.9
<b>Completion Date:</b>	June 30, 2018
<b>Goal 2 Improvement Strategies</b>	
<b>Strategy: High performing teachers will facilitate in-house Professional Development</b>	
<b>Strategy 1:</b>	
<b>Action Steps:</b>	
1. Select high performing teachers to conduct teaching studios	5.
2. Every 3 <sup>rd</sup> Monday hold in-house Professional Development	6.
3. Use high performing teachers for instructional walk throughs	7.
4.	8.
<b>Strategy: High performing teachers will lead vertically aligned Math, Science, and Literacy teams</b>	
<b>Action Steps:</b>	
1. Teacher led teams will meet one Monday per month	5.
2. Teams will learn and study the Learning Progressions in their content area, K-5	6.
3. Determine best practices to improve and implement instruction	7.
4. Study the highest result indicators to increase teaching effectiveness	8.
<b>Strategy 2:</b>	

<b>Strategy: Use social media and a positive school culture to recruit high quality teachers</b>	
<b>Action Steps:</b>	
1. Launch a schoolwide Twitter account	5.
2. During interviews we will use Clyde events and teachers to attract candidates to our school	6.
3. Host school events that foster a positive culture	7.
4. Participate in community outreach projects annually	8.

<b>Priority Goal 3: NC public school students will be healthy and responsible.</b>	
<b>Strategy 3:</b>	
<b>District Goal:</b>	Improve student social and emotional health through quality support services.
<b>School Goal:</b>	Provide healthy social and emotional networks that improve student wellness
<b>Advanced Standard(s):</b>	4 – Resources and Support Systems
<b>Title I Component(s):</b>	2 – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs
<b>EC Indicator(s):</b>	1 – Percent of students with disabilities graduating from high school with a regular diploma, 2 – Percent of students with disabilities dropping out of high school, 4 – Rates of suspension and expulsion
<b>AIG Standard(s):</b>	2 – Differentiated Curriculum and Instruction, 4 – Comprehensive Programming within a Total School Community, 6 – Program Accountability
<b>Target(s):</b>	Increase average daily attendance by 1 %
<b>Beginning Baseline(s):</b>	Increase all year Cardinal Club participants by 25 students 2015-2016 average daily attendance: 94.7% 2015-2016: 87 students participated in Cardinal Club in all 9-weeks
<b>Completion Date:</b>	June 30, 2018
<b>Goal 3 Improvement Strategies – Identify research-based strategies</b>	
<b>Strategy: Identify 5 Common Behavioral Expectations schoolwide that will promote good citizenship</b>	
<b>Strategy 1:</b>	
<b>Action steps:</b>	
1. Write the “Clyde 5”	5.
2. Train students, teachers, and parents on the “Clyde 5”	6.
3. Post the “Clyde 5” throughout the school	7.
4.	8.

	<b>Strategy: Improve attendance, tardies, and checkouts with a schoolwide incentive plan for decreasing schoolwide tardies and checkouts</b>	
<b>Strategy 2:</b>	<b>Action Steps:</b>	
	1. Create a wall display to monitor attendance, tardies, and checkouts	5.
	2. Provide incentives for high attendance in each grade level	6.
	3.	7.
	4.	8.
	<b>Strategy: Strengthen community outreach programs</b>	
<b>Strategy 3:</b>	<b>Action Steps:</b>	
	1. Create a community outreach committee	5.
	2. Host at least one schoolwide event that reaches out to the community per year	6.
	3.	7.
	4.	8.

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

Plan for preparing students to read at grade level by the time they enter 2<sup>nd</sup> grade including notification to parents for children not reading at grade level and/or at risk of not reading at grade level.

Classroom teachers will provide all students in grades K-1 focused instruction in the area of phonemic awareness in preparation for formal phonics instruction and alphabet knowledge; a structured, sequential phonics program; daily, small-group reading instruction that is at their students' instructional levels and emphasizes phonics, vocabulary, comprehension, fluency, and the use of non-fiction texts. Classroom teachers will establish a structured home-reading program that is at students' independent levels. Classroom teachers will mCLASS data to implement remediation plans for students not reading at grade level and/or at risk of not reading at grade level and will review the remediation plans with parents on a quarterly basis. Student information will be passed to 2<sup>nd</sup> grade teachers through the K-5 vertically aligned Literacy Team.

**School Safety and Discipline Plan Components**

The administrator has developed a school-safety plan that includes emergency lockdown, shelter in place, and evacuation procedures. Each classroom has a copy of the plan in an emergency notebook located on the back of each classroom door and shared electronically. Lockdown procedures will be practiced at least three times per school year and all other emergency procedures will be practiced following the school district's prescribed procedures. All entrances to the school are locked during the school day and the front entrance is monitored with a camera system. All visitors must sign in on the Ident-A-Kid computer system and show proper identification for performing any school related business. All staff members are trained in these emergency procedures and wear school district identification at all times.

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

Classroom teachers will provide early identification and research-based intervention strategies for students at risk of academic failure; will progress monitor students to determine if expected progress is being made; will provide remediation during and after school; and will consult with the CARE Team on students who are not making expected progress.

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 a duty-free lunch period for every teacher due to constraints imposed by the master schedule. However, duty-free lunch is scheduled four times per school year. If a grade-level team would like to have duty-free lunch, the team will develop its own plan.

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.

The master schedule has built in grade level common planning, five days a week for 45 minutes each day. Teachers will be provided coverage for their Professional Learning Communities once per week from 2:00 p.m. through dismissal. Teachers will be provided a half-day planning once per semester.



**Haywood County Schools  
School Improvement Plan  
Waiver Request Form  
2016-18  
(Please attach to your SIP)**

School Name	<b>CLYDE ELEMENTARY</b>
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Waiver	Description	Waiver Requested	Waiver Not Requested
	Permit the flexible use of teacher assistants to enhance instruction in grades 1-5 as authorized under North Carolina General Statute 115C-105.	✓	
	Permit the use of textbook funds to purchase materials not on the state adoption list as authorized under North Carolina General Statute 115C-105.	✓	

**Notes:**

- There is no longer a class size waiver because a K-3 maximum is set by the state and there are no state class size maximums beyond third grade.
- Testing Schedule Waivers as authorized under NC GS 115C-174. This waiver is only available for special circumstances like state testing related to high school credit recovery or unusual testing situations for students at CHHS or HCLC. Teresa Cooke will manage these requests for us.

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.