

# HAYWOOD COUNTY SCHOOLS

## School Improvement Plan



**SCHOOL NAME/NUMBER:** Clyde Elementary  
**SCHOOL ADDRESS:** 4182 Old Clyde Road, Clyde NC 28721  
**PLAN YEAR(S):** 2018-19 through 2019-2020  
**DATES PREPARED:** 8-10-18 through 8-27-18

**PRINCIPAL SIGNATURE:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SCHOOL IMPROVEMENT TEAM SIGNATURE:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### SCHOOL IMPROVEMENT TEAM MEMBERSHIP

<b>Committee Member</b>	<b>Position</b>
Principal	Byron Burnette
Assistant Principal	Amy Tiller
Lead Teacher	Stephanie Reinhardt
Teacher Representative 5 <sup>th</sup>	Karie Mathis
Teacher Representative 5 <sup>th</sup>	Karley Wells
Teacher Representative 4 <sup>th</sup>	Lauren King
Teacher Representative 3 <sup>rd</sup> and Chairperson	Kim Serenius
Teacher Representative 2 <sup>nd</sup>	Sherry Justice
Teacher Representative 1 <sup>st</sup>	Sophie Spurrier
Teacher Representative K	Chelsea White
Teacher Representative EC and Secretary	Jacqueline Willis
Teacher Representative Intensive Intervention	Jessalyn Rathbone
Instructional Support Representative	Kristen Herring
Teacher Assistant Representative	Susan Breese
Title One Representative	Erin Horton
Title One Representative	Kelly Deaver
Parent	Amanda Cooke
Parent	Nora Doggett
Parent	Amy Hector

**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>	Increase Reading, Math, and Science Composite scores for Kindergarten-5 <sup>th</sup> grade
<b>Targets:</b>	Increase K-2 Reading Composite to 55% Increase 3-5 Performance Composite to 72% Increase Reading School Performance Grade from C to B Grow 100% of students
<b>Beginning Baselines:</b>	2017-2018 K-2 Reading Composite: 53% 2017-2018 3-5 Performance Composite: 70%
<b>Completion Date:</b>	June 30, 2020

**Goal 1 Improvement Strategies – Identify research-based strategies**

<b>Strategy 1:</b>	<b>Strategy: Implement Max Thompson strategies from “Designing Literacy Focused Schools”</b>	
	<b>Action steps:</b>	
	1. Hold book study using “Designing Literacy Focused Schools”	5. Implement fidelity checks
	2. Select 2-3 school-wide focus areas to improve teaching	6.
	3. Choose common graphic organizers to use throughout the school	7.
	4. Create school-wide reading planning document	8.
<b>Strategy 2:</b>	<b>Strategy: Improve the quality of writing</b>	
	<b>Action Steps:</b>	
	1. Integrate writing during the daily literacy block	5. Attend writing professional developments held inside and outside the school building.
	2. Increase the amount of informational writing being taught	6.
	3. Establish handwriting norms/expectations for both print and cursive	7.
	4. Focus planning on the NC Writing Standards	8.
<b>Strategy 3:</b>	<b>Strategy: Increase vocabulary knowledge among students K-5</b>	
	<b>Action Steps:</b>	
	1. Implement teaching of research-based vocabulary strategies	5.

	2. Create word walls in classrooms that are content based and interactive	6.
	3. Choose four research-based vocabulary strategies from “Designing Literacy Focused Schools” to teach	7.
	4. Expand our nonfiction resources	8.

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

<b>District Goal:</b>	Improve student social and emotional health through target training and quality support for students with specific social/emotional needs.
<b>School Goal:</b>	Enhance the social and emotional well being of students attending Clyde Elementary.
<b>Targets:</b>	2018-2019 : Complete screener for baseline 2019-2020: Use baseline to determine appropriate target numbers for improvement in student social and emotional well being.
<b>Beginning Baselines:</b>	
<b>Completion Date:</b>	June 30, 2020

**Goal 1 Improvement Strategies – Identify research-based strategies**

	<b>Strategy 1: Establish a plan to assess, identify and provide support for students with social/emotional needs</b>	
	<b>Action steps:</b>	
	1. Research appropriate school-wide screeners used to identify students with social/emotional needs	5.
	2. Identify school-wide trends and address through school-wide initiatives	6.
	3. Identify students with social/emotional needs using screener	7.
	4. Research and implement strategies for supporting and helping students with specific social/emotional needs	8.
	<b>Strategy 2: Provide education on student social/emotional needs</b>	
	<b>Action Steps:</b>	
	1. Identify and provide professional development based on student need identified through screener.	5.
	2. Provide anti-bullying education to all stakeholders through professional development, parent evenings, and student programs	6.
3. Use internal experts for staff support and education	7.	
4.	8.	
<b>Strategy: Restructure Cardinal Club Program</b>		
<b>Action Steps:</b>		

<b>Strategy 3:</b>	1. Evaluate the effectiveness of attendance component	5.
	2. Incorporate redemptive quality within behavior system	6.
	3. Increase student buy-in and remove “hopeless” feeling	7.
	4. Introduce new program to students and staff	8.

**Priority Goal 5: NC public schools will be governed and supported by 21st Century systems.**

<b>District Goal:</b>	Improve the quality of communication with standard protocol process for internal and external communication
<b>School Goal:</b>	Increase two-way communication between the school and stakeholders
<b>Targets:</b>	2018-2019 : Collect and analyze data for baseline
<b>Beginning Baselines:</b>	2019-2020: Improve communication as follows: Parent-Teacher : School-Stakeholders: Student-Internal/External:
<b>Completion Date:</b>	June 30, 2020

**Goal 1 Improvement Strategies – Identify research-based strategies**

<b>Strategy 1:</b>	<b>Strategy: Increase the use of electronic communication with stakeholders</b>	
	<b>Action steps:</b>	
	1. Survey staff to determine use of electronic communication applications being used in classrooms.	5.
	2. Provide opportunities for staff development and implement of different electronic applications for communication	6.
	3. Update school website and provide link on all school materials.	7.
4. Host parent access sessions to educate and provide opportunity for electronic communication	8.	
<b>Strategy 2:</b>	<b>Strategy: Increase parent-teacher communication</b>	
	<b>Action Steps:</b>	
	1. Create school-wide parent-teacher communication log	5.
	2. Send classroom or grade level newsletters home on a monthly basis.	6.
	3.	7.
4.	8.	
	<b>Strategy: Increase student communication opportunities</b>	
	<b>Action Steps:</b>	

	<b>Strategy 3:</b>	1. Involve student council representatives in events for parents and the public	5.
		2. Incorporate student contribution to our Clyde School monthly newsletter	6.
		3. Explore student news or announcement options	7.
		4. Host a student-led conference night	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 level. Classroom teachers will use 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 2nd 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 the emergency procedures.

**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 / MTSS 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 every day due to constraints imposed by the master schedule. However, duty-free lunch is scheduled four times per school year with the use of PTA volunteers. A plan for duty-free lunch for Fridays utilizing community volunteers is being discussed.

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 per day. Teachers will be provided coverage for their Professional Learning Communities once per week from 2:00-2:45 p.m.. Teachers will be provided a half-day planning once per semester.