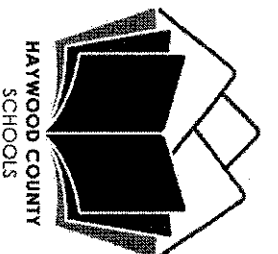


# HAYWOOD COUNTY SCHOOLS

## School Improvement Plan

SCHOOL NAME/NUMBER: HAZELWOOD ELEMENTARY SCHOOL- 348  
 SCHOOL ADDRESS: 1111 PLOTT CREEK RD. WAYNESVILLE NC 28786  
 PLAN YEAR(S): 2018-19 through 2019-20  
 DATES PREPARED:



PRINCIPAL SIGNATURE: *Wendy Rogers* Date: 9-17-2018  
 SCHOOL IMPROVEMENT TEAM SIGNATURE: *Stacy Baker* Date: 9-17-2018

### SCHOOL IMPROVEMENT TEAM MEMBERSHIP

Committee Member	Position
Wendy Rogers	Principal
Amanda Baldwin	Assistant Principal
Ann Trader	Lead Teacher
Kathy Dietiker	Kindergarten
Jenny Trull	First Grade
Debbie Pressley	Second Grade
Susanne Cauley	Third Grade
Emma Smith	Fourth Grade
Laura Kirchner	Fifth Grade
Heather Hyatt	Title 1
Cassie Lindner	Specialist
Dawn Gudger	EC
Paige Shell	Parent
Chris Shell	Parent
Jodi Wijewickrama	Parent



**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 Career & College Readiness for all students Pre-Kindergarten through 5 <sup>th</sup> Grade.
<b>Targets:</b>	Increase Career & College Readiness Performance Composite by 4% overall and Grade Level Proficiency by 5% overall.
<b>Beginning Baselines:</b>	2017 Data Indicators CCR All Subjects = 53.9% ; GLP All Subjects 63.4%
<b>Completion Date:</b>	EOG 2018-2019 & 2019-2020
<b>Goal 1 Improvement Strategies – Identify research-based strategies</b>	
<b>Strategy: Increase level of instruction through developing an understanding and use of Depth Of Knowledge language and questioning in each grade level.</b>	
<b>Strategy 1:</b>	<p><b>Action steps:</b></p> <ol style="list-style-type: none"> <li>1. Attend DOK Professional Development Training (HCS &amp; WRESA)</li> <li>2. Implement DOK questioning in lesson plans to ensure appropriate use of questioning/responses &amp; activities</li> <li>3. Use weekly PLC meetings to discuss question stems and use of essential questions in classrooms with DOK focus</li> <li>4. Utilize literacy menus for incorporating Depth of Knowledge in daily practice</li> </ol>
	<ol style="list-style-type: none"> <li>5. Analyze data in teams following assessments to ensure DOK questioning &amp; student mastery of DOK skills</li> </ol>
	<ol style="list-style-type: none"> <li>6. Follow standards based pacing guides to ensure academic progressions and instructional practice</li> </ol>
	<ol style="list-style-type: none"> <li>7. Utilize rubrics for grading the differentiated classroom</li> </ol>
	<ol style="list-style-type: none"> <li>8. Build exemplars for showing effective differentiated assessments.</li> </ol>
	<p><b>Strategy: Utilize Differentiation Techniques to develop academically diverse classrooms.</b></p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Attend Differentiated Instruction Training (WRESA)</li> </ol>
<b>Strategy 2:</b>	<ol style="list-style-type: none"> <li>2. Practice Differentiation in Math instruction during one unit within a grading period and adapt with student readiness (small groups, front-loaded vocabulary)</li> </ol>
	<ol style="list-style-type: none"> <li>3. Utilize rubrics for grading the differentiated classroom</li> </ol>
	<ol style="list-style-type: none"> <li>4. Build exemplars for showing effective differentiated assessments.</li> </ol>
	<ol style="list-style-type: none"> <li>7. Utilize rubrics for grading the differentiated classroom</li> </ol>
	<ol style="list-style-type: none"> <li>8. Build exemplars for showing effective differentiated assessments.</li> </ol>
<b>Strategy: Increase knowledge of Max Thompson research-based strategies to improve daily instructional practice and increase writing opportunities</b>	
<b>Action Steps:</b>	
<b>Strategy 3:</b>	<ol style="list-style-type: none"> <li>1. Attend County level Max Thompson Training (Oct 12 '18)</li> </ol>
	<ol style="list-style-type: none"> <li>3. Complete Curriculum Audit as a whole school to ensure Fidelity of instructional practices.</li> </ol>
	<ol style="list-style-type: none"> <li>4. Utilize author visits to increase interest in writing and capitalize on research based strategies</li> </ol>
	<ol style="list-style-type: none"> <li>2. Implement strategies from Max Thompson training (backwards planning, numbered heads, focused word walls)</li> </ol>

**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>	Support students with specific social and emotional needs by using targeted training for staff.
<b>Targets:</b>	Decrease number of student incidents requiring adult intervention by 1%.
<b>Beginning Baselines:</b>	2017-2018 Student acts of aggression, requiring intervention = 27
<b>Completion Date:</b>	June 2020
<b>Goal 1 Improvement Strategies – Identify research-based strategies</b>	
<b>Strategy: Train all staff members in 7 Habits of Highly Effective Kids</b>	
<b>Action steps:</b>	
1. Attend regional training with Covey Corporation (Hendersonville – Sugarloaf Elementary)	5.
2. Use monthly staff meetings to review 7 Habits & core paradigms	6.
3. Incorporate 7 Habits into classroom discipline practice	7.
4. Review 7 Habits on Morning News Show	8.
<b>Strategy: Utilize Social Thinking Curriculum in diffusing situations</b>	
<b>Action Steps:</b>	
1. Train staff in use of Social Thinking clues (EFleenor)	5. Train staff members in de-escalation techniques
2. Have each classroom establish a “calming corner.”	6.
3. Utilize 7 habits in Plathound Pack to encourage students to reduce the number of outbursts	7.
4. Train staff in CPI	8.
<b>Strategy: Participate in county initiative to reduce bullying behaviors in the school</b>	
<b>Action Steps:</b>	
1. Sign bully-free promise banner	5.
2. Incorporate DARE with Counseling services to provide an extra outlet for older students experiencing pre-teen social situations	6.
3. Educate Staff members in recognizing mental health issues	7.
4.	8.
<b>Strategy 3:</b>	

**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 internal and external communication to build better relationships with all stakeholders.
<b>Targets:</b>	Bi-weekly internal communication to all staff members; Monthly external communication to all stakeholders.
<b>Beginning Baselines:</b>	Non-standardized communication to staff members; Quarterly external communication to all stakeholders.
<b>Completion Date:</b>	June 2020
<b>Goal 1 Improvement Strategies – Identify research-based strategies</b>	
<b>Strategy: Establish a meeting time with teacher assistants to meet face to face</b>	
<b>Action steps:</b>	
1. Meet weekly or bi-weekly with teacher assistants	5.
2. Establish meeting protocol for effectiveness	6.
3. Produce an agenda with plus/delta to allow TA's to have input	7.
4. Incorporate TA section into newsletter	8.
<b>Strategy: Continue use of bi-weekly newsletter to communicate with all internal stakeholders</b>	
<b>Action Steps:</b>	
1. Update Remind app for new staff members	5.
2. Incorporate staff "shout-out" in newsletter	6.
3. Weekly staff highlights	7.
4. Incorporate Digital Calendar link to google calendar	8.
<b>Strategy: Extend Remind to Parent Contacts</b>	
<b>Action Steps:</b>	
1. Set up parent friendly remind for direct contact with parents	5.
2. Establish parameter for parent communication	6.
3. Connect parents with Remind app	7.
4. Streamline communication with external stakeholders	8.
<b>Strategy 3:</b>	

**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.

We will utilize mClass data to help parents understand their child's progress in reading. We will share information with parents quarterly to help show the progression of reading/writing, along with sharing potential retention possibilities. We will utilize mClass data to plan instruction in the classroom, at teacher table, in Title I with instructional staff and tutors, and to plan intervention techniques. We will continue to establish school-wide reading incentive programs to encourage students to find interests in books. We will practice and follow the Balanced Literacy approach to Reading and Reading Instruction in the classrooms. We will utilize the 90 minute literacy block for guided reading, Interactive Reading, Shared Reading, Independent Reading and Literacy Intervention strategies for struggling readers. We will invite authors and other readers to our school to help students get excited about reading and writing opportunities in the classroom. We will incorporate Foundations (phonics instruction), Words Their Way, Secret Stories, Writers Workshop, Reading Workshop, and other research based components to keep a well-balanced literacy approach. PLC meetings and planning meetings will include all stakeholders to ensure everyone is completely invested in students success. We will recognize students who have successfully completed their reading goals throughout the year.

**School Safety and Discipline Plan Components**

We will establish classroom discipline procedures to maintain order and control in the classroom. Teachers will accept the responsibility of maintaining order in their classrooms, as well as helping students to transition without compromising their social connections. Teachers, counselor, administrators, and other support staff will work together to establish Behavior Support Plans for struggling students. As a school we will participate in the anti-bullying promise, focusing on positive behaviors. We will practice school safety drills and update crisis plans. As a school we will utilize Educators Handbook to communicate between teachers and administrators, concerning student behavior. Our MTSS team will review student behaviors, along with our Student Assistance Team. We will make referrals to Meridian as we see students needing assistance.

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

We will continue with utilizing the 7 Habits of Happy Kids to enhance our connection with our students. We will train teachers in best-practices so all staff members feel equipped with tools to support student success. We will monitor student data in our PLC's, through the MTSS process, during Student Assistance Team meetings, and other supportive data conversations. We will be flexible in our schedules for Title I push-in and pull-outs to allow students to be fluid within groups of students who need support. We will utilize the Plinthound Pack as a reward system for students following the group plan, attending school, and doing their work. With this incentive, we hope other students will reach for big rewards. When students struggle, we will move students into the Support Team, with Check-In & Check-out steps, to ensure they have an adult on campus who is investing in them as a person, setting goals, tracking data, and celebrating their victories along the way.

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.

PTO, administrators, and local church groups work together to provide teachers with occasional duty free lunches throughout the year. Daily teachers are provided with a 30 minute lunch period. Teachers are encouraged to work within their team to plan for duty-free lunches by grade level.

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.

Our master schedule provides teachers and grade levels with 4 common planning times each week. While daily planning times are 50 minutes long, teachers are provided with 30 minutes each morning to prepare for their classes, prior to picking up students at 7:55. Specialists & EC teachers have a duty free lunch period daily and have a combined 50 minute planning period each day.