

HAYWOOD COUNTY SCHOOLS

School Improvement Plan



SCHOOL NAME and NUMBER: HAZELWOOD ELEMENTARY SCHOOL - 348

ADDRESS: 1111 PLOTT CREEK ROAD, WAYNESVILLE, NC 28786

PLAN YEAR(S): 2016-18

DATE PREPARED: August 30, 2016

PRINCIPAL SIGNATURE: _____

Wendy Rogers

Date: _____

8.30.16

SIT CHAIRPERSON SIGNATURE: _____

Ann Trader

Date: _____

8-30-16

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

| Committee Member | Position |
|-------------------|---|
| Wendy Rogers | Principal |
| Jill Mann | Assistant Principal |
| Ann Trader | Lead Teacher |
| Heather Hyatt | Title I |
| Rosemary Rogers | 5 th Grade Teacher |
| Emma Smith | 4 th Grade Teacher |
| Susanne Cauley | 3 rd Grade Teacher |
| Debbie Pressley | 2 nd Grade Teacher |
| Jenny Trull | 1 st Grade Teacher |
| Kathleen Morgan | Exceptional Children Teacher |
| Lee Messer | Kindergarten Teacher |
| Casey Conard | Specialist/Physical Education Teacher |
| Missy Jenkins | Teacher Assistant – 1 st Grade |
| Jodi Wijiwickrama | Parent Representative |
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*Add to list as appropriate.



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

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| District Goal: | Improve Career and College Readiness for all students Pre-Kindergarten through Early College |
| School Goal: | Increase the number of students scoring proficient on K-5 EOY assessments (mClass TRC & EOG's). |
| AdvancEd Standard(s): | 1 – Purpose and Direction, 3 – Teaching and Assessing for Learning, 5 – Using Results for Continuous Improvement |
| Title I Component(s): | 2 – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs |
| EC Indicator(s): | 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 |
| AIG Standard(s): | 2 – Differentiated Curriculum and Instruction, 3 – Personnel and Professional Development, 4 – Comprehensive Programming within a Total School Community |
| Target(s): | Increase percentage of students proficient on TRC of K2 Assessment: Kindergarten – 75%; 1 st Grade – 65%; 2 nd Grade – 60%; Increase percentage of students proficient on 3-5 Reading EOG: 3 rd Grade – 70%; 4 th Grade – 65%; 5 th Grade – 65%. Increase percentage of students proficient on 3-5 Math EOG: 3 rd Grade – 85%; 4 th Grade – 70%; 5 th Grade – 65%. |
| Beginning Baseline(s): | Based on mClass Reading K-2 Assessment: Percentage of students on or above grade level in Kindergarten – 70%; 1 st Grade – 47%; 2 nd Grade – 40%; Reading EOG Proficiency (Level 3-5) 3 rd Grade – 65%; 4 th Grade – 61%; 5 th Grade – 62%; |
| Completion Date: | June 2018 |

Goal 1 Improvement Strategies – Identify research-based strategies

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| Strategy 1: | Strategy: Utilizing ongoing assessment data, administrators, teachers, and students will set, monitor, and track measurable, personal & academic goals to guide instruction. | |
| | Action steps: | |
| | 1. Administrators provide support to teachers in interpreting data and guiding instruction. | 4. Utilize mClass PLC's to implement targeted & researched based instruction for individual students. |
| | 2. Utilize coaches & specialists to disaggregate data and determine individualized instructional needs. | 5. Fidelity checks of Progress Monitoring to ensure best practices are being utilized to guide student success. |
| | 3. Teacher: Student Conferences where teachers will provide support to students in interpreting data and setting measurable academic goals based on the data. | 6. Student led conferences (Student:Parent:Teacher) |

Strategy: Provide a consistent understanding of "rigor" for Hazelwood Elementary School.

Strategy 2:

Action Steps:

1. Implement understanding of "Rigor" through instructional practices
2. Create and utilize a rubric which identifies "rigor" as it is implemented in Reading and Math instruction.
3. Utilize PLC's and staff meetings to understand concepts of new Bloom's Taxonomy and question stems.
4. Presentation of Poke the Box (Seth Godin) to implement new strategies and practices for higher performing students.

5. Create "MakerSpace" in classrooms to provide additional opportunities for student engagement.
6. Presentations of "rigor" to balance understanding of true implementation.
7. Utilize concepts and practices understood in book study by Todd Whitaker's "What GREAT teachers Do Differently."
- 8.

Strategy: Provide training for certified staff to support low performing and high students through differentiated instruction.

Strategy 3:

Action Steps:

1. Train teachers to analyze the depth of knowledge questions from Case 21 Benchmark assessments.
2. Train teachers to meet individual student needs in independent practice during reading & math instruction.
3. Integrate student use of technology in daily classroom instruction.
4. Organize a Science Olympiad team for Hazelwood.

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

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| District Goal: | Employ, train and retain the highest qualified teachers in the world |
| School Goal: | Obtain and retain teachers achieving high growth in K-2 Reading and 3-5 Reading and Math as indicated through EVAAS data. |
| AdvancEd Standard(s): | 1 – Purpose and Direction, 2 – Governance and Leadership |
| Title I Component(s): | 3 – Instruction by highly Qualified Staff, 4 – High Quality and Ongoing Professional Development |
| EC Indicator(s): | 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 |
| AIG Standard(s): | 3 – Personnel and Professional Development |
| Target(s): | Increase the percentage of teachers who MEET and EXCEED growth by 10% from August 2016-July 2018. Decrease the percentage of teachers who DO NOT MEET growth to 1% from August 2016-July 2018. |
| Beginning Baseline(s): | Exceeds Expected Growth: ; Meets Expected Growth: ; Does Not Meet Expected Growth ; |
| Completion Date: | June 2018 |

Goal 2 Improvement Strategies

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| Strategy 1: | Strategy: Train certified staff in the North Carolina Educator Evaluation System. | |
| | Action steps: | |
| | 1. Provide professional development to certified staff to understand the language of the elements within the NCEES rubric. | 3. Provide PD book study for certified staff in “WHAT GREAT TEACHERS DO DIFFERENTLY” by Todd Whitaker. |
| | 2. Provide examples of artifacts for teachers to increase their professional ratings within specific elements in NCEES. | 4. Utilize TLIM Accountability Partners to ensure ownership in personal and professional goal setting and monitoring of progress. |
| Strategy 2: | Strategy: Train certified staff in interpreting EVAAS data and the professional growth model. | |
| | Action Steps: | |
| | 1. Provide beginning teachers with mentors who MEET and EXCEED growth as indicated by EVAAS. | 3. Meet with individual teachers to discuss individual growth |
| | 2. Teachers who DO NOT MEET growth standards as indicated by EVAAS will develop and implement a Professional Development Plan to improve student growth. | 4. |
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Priority Goal 3: NC public school students will be healthy and responsible.

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| District Goal: | Improve student social and emotional health through quality support services. |
| School Goal: | Improve student emotional, social, and behavioral health through research-based initiatives. |
| AdvancEd Standard(s): | 4 – Resources and Support Systems |
| Title I Component(s): | 2 – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs |
| EC Indicator(s): | 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 |
| AIG Standard(s): | 2 – Differentiated Curriculum and Instruction, 4 – Comprehensive Programming within a Total School Community, 6 – Program Accountability |
| Target(s): | Reduce number of student In-School and Out of School suspensions by 2%. Reduce number of student office referrals by 5%. |
| Beginning Baseline(s): | 2015-2016 Discipline incidents for 2015-2016: 15 Office referrals for K-5 students for 2015-2016: |
| Completion Date: | June 2018 |

Goal 3 Improvement Strategies – Identify research-based strategies

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| Strategy 1: | Strategy: Strengthen student emotional/behavioral responsibility and understanding. | |
| | Action steps: | |
| | 1. Train all staff in behavior support system through Emily Fleenor. | 3. Establish guidelines for Behavior Support plans for students. |
| | 2. Train all staff in Behavior Support plan management. | 4. Utilize Safe Harbor staff for training staff in implementing student coping strategies. |
| Strategy 2: | Strategy: Further implementation of the Leader in Me and 7 Habits to foster and promote social responsibility. | |
| | Action Steps: | |
| | 1. Utilize Plott Time to implement 7 Habits for new students at Hazelwood. | 4. Continue implementation of Social Thinking for K-2 classrooms. |
| | 2. Develop behavioral goals for students in individual Data Notebook | 5. Bridge Social Thinking with 7 Habits to ensure connection of students in 3 rd grade+ w/training. |
| | 3. Create a unified Code of Cooperation for all areas of the school to promote social responsibility. | 6. |
| Strategy 3: | Strategy: | |
| | Action Steps: | |
| | 1. | 4. |
| | 2. | 5. |

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 2nd grade including notification to parents for children not reading at grade level and/or at risk of not reading at grade level.

Teachers will utilize Balanced Literacy to ensure quality-reading instruction for all students. Teachers PreK-5th grade will analyze mClass data for individual students to target each students reading instruction following Progress Monitoring and Benchmark assessments. Title I funds will be used to hire qualified Reading Specialists to support classroom teachers are using appropriate interventions for struggling students. Parents will be notified of individual student progress using quarterly progress reports, report cards, and mClass home connect letters. Parent conferences will be held for students and teachers to share specific data with parents. Retention letters will be provided for parents, by teachers, following the 2nd nine week period, when students do not show appropriate growth in Reading or Math.

School Safety and Discipline Plan Components

Our school will plan and implement a Code of Cooperation for students to have a consistent, precise, and understandable expectation guide for each area within the school, not excluding the bus, playground, hallways, and bathrooms. Individual classroom teachers will develop clear expectations and daily routines within each classroom. Classroom discipline plans will include a plan for parent contacts to help parents be aware of student actions and consequences. The Plotthound Pack will be continued to support a positive reward program for students who meet the established criteria for discipline & attendance. Administrators and teachers will devise and implement a plan to deal with intruders, staff and student crisis, and emergency protocols. Three practice drills will be held three times each year to ensure staff and students are familiar with emergency procedures.

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

Faculty and staff will continue to meet in PLC's to discuss all students, including those who are struggling academically, socially, and emotionally. Individual student data and information will be shared through the PLC's to help form a plan to best meet the need of individual students. Title I, EC, remediation, and summer remediation plans will support classroom instruction to help ensure student success. Data from BOY, MOY, and EOY will be monitored and utilized to provide clear instructional goals for at risk students. We will utilize Student Behavior plans to individualize a priority focus for students at each grade level. Mental health will be incorporated as necessary for students struggling in the regular classrooms. Safe Harbor will be utilized as a half-day treatment program to support students struggling academically and socially.

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.

In order to provide appropriate and safe supervision of all students, a duty free lunch is not feasible on a daily or weekly basis. A duty free lunch will be provided periodically for staff members to have collaborative, professional, and necessary conversation. Volunteers assisting with the duty-free lunch period will comply with the board approved Volunteer Protocol.

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 provides teachers at each grade K-5, a 45-minute planning time four days each week. Grade levels will have at least 1 common planning day each week to meet together in a PLC and discuss grade level focus and concerns. Teacher assistants will be utilized to cover classrooms when teachers require additional time to meet and plan. Once each 9-week period, administration will cover substitute pay for teachers to review data and plan the upcoming period.

**Haywood County Schools
School Improvement Plan
Waiver Request Form
2016-18**

(Please attach to your SIP)

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| School Name | Hazelwood Elementary School |
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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. | 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 | |

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.