

HAYWOOD COUNTY SCHOOLS

School Improvement Plan

SCHOOL NAME/NUMBER: Hazelwood Elementary / 440348
SCHOOL ADDRESS: 1111 Plott Creek Road, Waynesville NC 28785
PLAN YEAR(S): 2024-2026
DATES PREPARED: May-August 2024



PRINCIPAL SIGNATURE: _____ **Date:** _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

Committee Member	Signature	Position
Nathan T. Trantham		Principal
Kristen Stiles		Assistant Principal
Ann Trader		Lead Teacher
Cristy Rogers		EC Teacher
Carol Clarke		PE Teacher
Brooke Stonerock		Teacher
Karissa Ingle		Teacher
Mandy Williamson		Teacher
Krissy Deaver		Teacher Assistant
Anne Banks		Parent
Amy Bumgarner		Parent

NC Priority Goal 1: Eliminate opportunity gaps by 2027

Area for Improvement and Supporting Data

Objectives:

Objective 1- Decrease the number of exclusionary discipline practices by subgroup (suspensions and expulsions)
Objective 2- Improve school climate measures across all schools and grade levels

Objective:

Strengthen the non-academic component of MTSS by designing a school-wide system to support a variety of student behaviors.

Action Steps needed to complete this objective:

- **Student Support Team**- Develop an accountability team that provides an early warning and intervention system to address non-academic concerns, including monitoring for both behavior and attendance.
- **Risk Assessment Team**- Schedule regular risk assessment meetings with the school safety team, including the SRO.
- **Discipline Framework**- Redesign and implement a school-based discipline framework designed to reduce exclusionary discipline and promote positive behaviors that help students be ready, responsible, and respectful. This includes detail-specific strategies, communication expectations for classroom behavior, and a whole-school focus on improvement.
- **Counseling Plan**- Develop and implement a more comprehensive counseling plan that utilizes the services of a counseling assistant as a resource. Implement improvements to the counseling program with specific expectations for classroom teachers and the school counselor, focusing on developing empathy, problem-solving skills, and emotion management.
- **Attendance**: Develop a comprehensive plan to target improved attendance for students on track to miss more than 10% of the school year.
- **SRO**- Improve the effectiveness of our SRO as a School and Community Resource.

Specific Outcomes (Measurement):

- **Student Support Team**- Meeting Scheduled and effective regular meetings focused on improvements to Behavior and Attendance
- **Risk Assessment Team**- Reduce the length and necessity of repeated and long-term active safety plans for students.
- **Discipline Framework**- Reduce the number of exclusionary discipline events needed to maintain order within the school building
- **Counseling Plan**- Review and reevaluate the design of our school counseling plan and how we best serve our students to reduce the number of mental health, attendance, and behavior issues.
- **SRO**- Reconsider the strategies used to implement our SRO program and its effectiveness

How will you measure your outcomes?	<ul style="list-style-type: none"> • Percentage of students with chronic absence issues (more than 10% absent_ • Percentage of students with more than 15 Unexcused Absences • Number of office referrals • Percentage of minor referrals to office referrals • School risk assessment data
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Goal 1 Progress Updates:		
BOY Progress Update	SIT Team	
	District Team	
MOY Progress Update	SIT Team	
	District Team	
EOY Progress Update	SIT Team	
	District Team	

NC Priority Goal 2: Improve school and district performance by 2027	
Area for Improvement and Supporting Data	
Objectives:	<p>Objective 2- Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress</p> <p>Objective 3- Increase the percentage of students proficient in math by subgroup</p> <p>Objective 4- Increase the percentage of students proficient in reading by the end of 3rd grade</p>

<p>Objective 6- Increase the percentage of students proficient in science by subgroup Objective 7- Increase number of schools meeting or exceeding growth measure by subgroup</p>		
Objective:		Strengthen core instructional practices while providing appropriate intervention and challenge resources as needed.
Action Steps needed to complete this objective:		<ul style="list-style-type: none"> • Monitor and Work to improve performance and growth on reading, math and science measures. <ul style="list-style-type: none"> ◦ Develop professional development, and PLC plans that support highly effective core instructional practices. ◦ Improve our data decision rules (How do you determine if core instruction is effective?) (How do we determine academic risk at Tier 1, Tier 2, and Tier 3?). ◦ Develop a list of core intervention strategies for ongoing use with Tier 2 and Tier 3 students. • Develop, Implement, and Regularly discuss and dissect school data to improve performance. • Develop a system that encourages teacher-led classroom visits. • Focus on Instructional Rigor in Instruction. • Increase Instructional Rigor in daily classroom assignments and develop a system to monitor assignments for grade-level appropriate instruction. • Implement School and District Literacy Intervention Plans. • Follow MTSS processes, procedures, and intervention protocols with fidelity. • Utilize Instructional coaches to assist and coach teachers as well as for direct intervention with students. • Reduce class sizes and provide additional support for targeted grade levels and subgroups using Title 1 funds. • Provide teachers with appropriate digital & Instructional resources to supplement core instruction.
Specific Outcomes (Measurement):		<ul style="list-style-type: none"> • High Quality Core Instruction (Observations) • School Literacy Plan • Professional Development Plan • School Data that Supports growth and proficiency
How will you measure your outcomes?		<ul style="list-style-type: none"> • Increase proficiency and number of students showing appropriate growth in MCLASS and EOG measures. The general expectation is high growth in each classroom, and a minimum of 68% of students are proficient in math and reading.
Goal 2 Progress Updates:		
BOY Progress Update	SIT Team	

	District Team	
MOY Progress Update	SIT Team	
	District Team	
EOY Progress Update	SIT Team	
	District Team	

NC Priority Goal 3: Increase educator preparedness to meet the needs of every student by 2027	
Area for Improvement and Supporting Data	
Objectives:	<p>Objective 1- Increase the number of culturally-relevant, equity-focused resources for educators</p> <p>Objective 2- Increase the number of mentors available to beginning educators</p> <p>Objective 3- Strengthen relationships between educator preparation programs (EPPs), districts, and schools to foster collaboration and better teaching practice</p> <p>Objective 4- Increase opportunities for educator engagement inside and outside of school</p>
Objective:	Growing classroom-level instructional leaders to build system-wide capacity
Action Steps needed to complete this objective:	<ul style="list-style-type: none"> • Develop Team-based opportunities for teachers to actively participate in the school leadership process. • Grow and Develop Teachers as Instructional Leaders <ul style="list-style-type: none"> ○ Highlight best practices. ○ Develop Model Classrooms. ○ Provide opportunities for teachers to visit other classrooms and watch high-quality instruction. ○ Provide teachers a more prominent voice in PLC and PD planning and development. ○ Provide training and resources to support evaluation standards. ○ Design effective PLCs that promote teacher leadership. • Continue cultivating our relationship with Western Carolina University as an internship site

	<p>through their educator preparation program.</p> <ul style="list-style-type: none"> • Develop new creative ways to recruit teachers and other staff to join our team.
Specific Outcomes (Measurement):	<ul style="list-style-type: none"> • Hire and retain high-quality staff. • Build leadership capacity in the school.
How will you measure your outcomes?	<ul style="list-style-type: none"> • Teacher Working Conditions Survey. • Increase proficiency and number of students showing growth in MCLASS and EOG measures. • Log of Classroom visits • Professional Development Records, Attendance, and Surveys

Goal 3 Progress Updates:		
BOY Progress Update	SIT Team	
	District Team	
MOY Progress Update	SIT Team	
	District Team	
EOY Progress Update	SIT Team	
	District Team	

Title 1 - HES Comprehensive Needs Assessment 2025-26

Data:

Student Achievement Data:

Reading Data

K- 80% mClass Proficiency
1- 63% mClass Proficiency
2- 73% mClass Proficiency
3- 45.8% EOG Proficiency
4- 58.5% EOG Proficiency
5- 56.4% EOG Proficiency

Math Data

3- 72.3% Proficiency
4- 72% Proficiency
5- 60.3% Proficiency

Science

69.6%

Attendance

22-23- 92.8%
23-24- 92.7% (Tardy Rate was 3.6%)
24-25- 93.87%

Discipline Data

Total Referrals (T)
Office Referrals (O)

24-25- 704(T), 243 (O)
23-24- 666(T), 266(O)
22-23- 725(T), 166(O)
21-22- 521(T), 126(O)

1. Students in 1st and 2nd grade accounted for 60% of our office referrals and 50% of our minor incidents.
2. The top 7 students in office referrals accounted for 1/3 of our office referrals.

Subgroup Areas of Success, Focus, and Concern

Achievement Percentages and Subgroup Grades

ALL- 59.9% (C)
EDS-55.2% (C)

HISP-N/A
SWD- 20.4% (F)
WHITE-59.1% (C)

Examine Strengths and Needs:

- Strengths:
 - Attendance moved in a positive direction; increased communication with staff and parents about absenteeism
 - mClass assessment scores in kindergarten were high
 - 5th grade Science EOG scores were reasonable, especially given the new science curriculum standards and EOG
 - Teachers are using Educator's Handbook so much more now, and that is likely increasing our discipline percentage
 - Educator's Handbook Data shows that teachers are getting better with handling discipline issues that are minor before they escalate into office referrals

- Needs:
 - Support our three NEW kindergarten teachers
 - Focus on volume of reading with our students
 - Support our 5th grade teachers/students in Math, with the rigor and stamina needed to tackle the challenging standards in this grade level.
 - Teachers are using Educator's Handbook so much more now, and that is likely increasing our discipline percentage

Identify priorities for school improvement: 5 Greatest Needs.

- 1. Support the Mental Health of our Students
- 2. Improve Math Growth and Proficiency 3-5
- 3. Improve Reading Growth and Proficiency 3-5
- 4. Improve MCLASS Growth K-3
- 5. Equip teachers to grow and develop as leaders

Of these five greatest needs, I would like to try to address each of the three areas with at least one goal. For example, I would have one non-academic goal, three academic goals, and one PD goal.

Title 1- Hazelwood Elementary Parent and Family Engagement Plan 2025-26

Description and Documentation of how parents are involved in the plan's development, implementation, evaluation, and revision.

ESSA LAW

- *the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]*
- *the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]*
- *the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]*

What does this look like?

- ☐ Specific strategies to increase family and community stakeholder involvement (Parent Engagement Plan), particularly among those who represent the most at-risk students, based upon results of the Needs Assessment, have been identified and implemented.
- ☐ Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision-makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
- ☐ The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students. (E1)
- ☐ The Title I Schoolwide Plan and all communication regarding its development, evaluation, and revision processes are available in languages and formats accessible to every family and community stakeholder of the school. (E1)

Date of the review of the school parent engagement plan with parents and stakeholders.	3-17-25: Reviewed for the 2025-26 school year 8-4-25: Approved for the 2025-26 school year
Date of the school parent engagement plan distribution (website and paper).	Gear-Up Grade Level Meetings: 8-27-25: 4th & 5th grades 8-26-25: 2nd & 3rd grades 8-27-25: 1st grade 8-19-25: Kindergarten (Orientation)
Date of the review of the parent/teacher/student compact with parents and stakeholders.	3-17-25: Reviewed for the 2025-26 school year 8-4-25: Approved for the 2025-26 school year
Date of the distribution (website and paper) of the parent/teacher/school compact .	Website: Added under Title I Documents on 8-28-25

	Paper: Gear-Up Grade Level Meetings: 8-27-25: 4th & 5th grades 8-26-25: 2nd & 3rd grades 8-27-25: 1st grade 8/20/25-8/22/25: Kindergarten (Family Meetings)
Date of the annual Title I Meeting .	Gear-Up Grade Level Meetings: 8-27-25: 4th & 5th grades 8-26-25: 2nd & 3rd grades 8-27-25: 1st grade 8-19-25: Kindergarten (Orientation)
The date that you distribute and share the general testing letter .	8-18-25: paper copies distributed 8-28-25: added to website under Title I Documents

Planned Parent Engagement Activities:

Activities for parents as TEACHERS	Parents will learn	Resources needed
<ul style="list-style-type: none"> Winter Reading Nights 	<ul style="list-style-type: none"> Ways to support at home reading 	<ul style="list-style-type: none"> Books, teacher-made materials, snacks
<ul style="list-style-type: none"> STEM Event 	<ul style="list-style-type: none"> How STEM activities can be integrated into daily life at home and school using simple materials; About available STEM parent resources; Science, Technology and Math Standards 	<ul style="list-style-type: none"> Duke Energy Science Night Kit Home Lego Kits
Activities for parents as LEARNERS	Parents will learn	Resources needed

<ul style="list-style-type: none"> Themed breakfast with Math tips for home 	<ul style="list-style-type: none"> Provide parents with at-home tips to support students with Math concepts 	<ul style="list-style-type: none"> Parent tip sheets
<ul style="list-style-type: none"> Kindergarten Transition Visits 	<ul style="list-style-type: none"> Ways to support kindergarten students as they transition into public school, the importance of home/family connections to foster student success 	<ul style="list-style-type: none"> None
Activities for parents as DECISION-MAKERS	Parents will learn	Resources needed
<ul style="list-style-type: none"> Survey parents for topics of interest, feedback, and suggestions 	<ul style="list-style-type: none"> To provide feedback and suggestions about potential events and activities that support student and parent learning; To feel more confident in making suggestions and giving feedback 	<ul style="list-style-type: none"> Google Forms, Remind Messaging
<ul style="list-style-type: none"> Parent representation on SIT, Parent Advisory Council, and other committees 	<ul style="list-style-type: none"> To create, revise, and monitor HES progress toward school improvement goals; About Title I services in HCS, and other curriculum information; How to be an advocate for their child/school/county 	<ul style="list-style-type: none"> None
Activities for parents as SUPPORTERS/ ADVOCATES	Parents will learn	Resources needed
<ul style="list-style-type: none"> Parent/Community Volunteer Support 	<ul style="list-style-type: none"> Ways to support student learning and success by participating in 	<ul style="list-style-type: none"> None

	various volunteer opportunities in the classroom and school; Ways to support the HES PTO	
<ul style="list-style-type: none"> • Parent Advisory Committee 	<ul style="list-style-type: none"> • Ways to provide feedback at the school and county level; Opportunities to provide suggestions on various topics 	<ul style="list-style-type: none"> • None