# HAYWOOD COUNTY SCHOOLS School Improvement Plan

**SCHOOL NAME and NUMBER: Meadowbrook Elementary School (364)**

**ADDRESS: 85 Morningstar Road, Canton NC, 28716**

**PLAN YEAR(S): 2016-18**

**DATE PREPARED: 8-15-2016**

**PRINCIPAL SIGNATURE: \_\_\_\_\_STEPHANIE MANCINI\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_8.26.16\_\_\_\_\_\_\_\_\_\_\_**

**SIT CHAIRPERSON SIGNATURE: \_\_\_\_ALLYSON HUTCHBY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_8.26.16\_\_\_\_\_\_\_\_\_\_\_**

# DISTRICT IMPROVEMENT TEAM MEMBERSHIP

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| **Committee Member**  | **Position**  |
| Stephanie Mancini  | Principal  |
| Kiffin Queen  | Lead Teacher  |
| Allyson Hutchby (Fifth Grade)  | School Improvement Chairman  |
| Misty House (EC)  | School Psychologist/Exceptional Children  |
| Kristin Stiles (Third Grade)  | Teacher  |
| Amanda Williams (Fourth Grade)  | Teacher  |
| Courtney Smith (Second Grade)  | Teacher  |
| Kimberly Messer (First Grade)  | Teacher  |
| Michelle Davis (Kindergarten)  | Teacher  |
| Beth Swanger (Specials)  | Teacher  |
| Denise Williamson  | Teacher Assistant  |
| Kim Ball  | Parent Representative  |
| Chris Capps  | Parent Representative  |
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\*Add to list as appropriate.



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| **Priority Goal 1: NC public schools will produce globally competitive students.**  |
|   | **District Goal:** **School Goal:** **AdvancEd Standard(s):** **Title I Component(s):** **EC Indicator(s):** **AIG Standard(s):**  | Improve Career and College Readiness for all students Pre-Kindergarten through Early College  Improve Career and College Readiness for students pre-kindergarten through fifth grade at Meadowbrook Elementary School.  1. – Purpose and Direction, 3 – Teaching and Assessing for Learning, 5 – Using Results for Continuous Improvement

 1. – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs

 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

 1. – Differentiated Curriculum and Instruction, 3 – Personnel and Professional Development, 4 – Comprehensive Programming within a Total School Community
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| **Target(s):** **Beginning Baseline(s):** **Completion Date:**  | Increase K-2 Proficient Readers to 78% Composite of 72% (3-5)  Percentage of Proficient Readers (K-2) 40% baseline Composite of 65.5% baseline (3-5)  June 30, 2018  |
| **Goal 1 Improvement Strategies – Identify research-based strategies**  |
|    **Strategy 1:**  | **Strategy: Provide rigorous reading instruction for all students’ grades kindergarten through fifth grade.**  |
| **Action steps:**  |
| 1. Provide an uninterrupted literacy block to all grade levels.  |   | 5. Provide expectations as to what is to occur during uninterrupted literacy block.  |
| 2. Provide differentiated literacy instruction for at-risk students by having Title I push-in during uninterrupted literacy block.  |   | 6.  |
| 3. Ensure teacher lesson plans contain all components of balanced literacy.  |   | 7.  |
| 4. Conduct classroom walk-throughs to ensure that all  |   | 8.  |
|  |  | components of balanced literacy are being taught with fidelity.  |  |  |
|    **Strategy 2:**  | **Strategy: Provide professional development for research based rigorous strategies to increase literacy proficiency in all students.**  |
| **Action Steps:**  |
| 1. Provide instructional coaching for second grade through Vicky Holcombe  |   | 5. Implement a pilot lab classroom to provide a model for literacy instruction.  |
| 2. Provide Reading Foundations training for all new staff and staff that have not previously attended. Provide a refresher course for previously trained staff.  |   | 6. Provide time for teachers to visit other classrooms for peer modeling and consultation.  |
| 3. Provide staff development on what rigor looks like in the classroom and how it links to professional observations.  |   | 7.  |
| 4. Provide staff development on Units of Study for Teaching Reading.  |   | 8.  |
|  |    **Strategy 3:**  | **Strategy: Increase high quality communication and collaboration between regular education teachers and specialists.**  |
| **Action Steps:**  |
| 1. Provide time for Title I/EC staff to meet with regular education teachers at least once per grading period.  |   | 5.  |
| 2. Staff training focused on a deeper understanding of learning disabilities.  |   | 6.  |
|  | 3. Investigate ways to increase collaborative opportunities with specialists and other teachers across the county.  |   | 7.  |
| 4. Begin working on MTSS through grade level, classroom, and individual student meetings.  |   | 8.  |

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| **Priority Goal 2: NC public schools will be led by 21st Century professionals.**  |
|    | **District Goal:** **School Goal:** **AdvancEd Standard(s):** **Title I Component(s):** **EC Indicator(s):** **AIG Standard(s):**  | Employ, train and retain the highest qualified teachers in the world  Promote school culture that fosters teacher effectiveness and student success.  1 – Purpose and Direction, 2 – Governance and Leadership  3 – Instruction by highly Qualified Staff, 4 – High Quality and Ongoing Professional Development  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  3 – Personnel and Professional Development  |
| **Target(s):** **Beginning Baseline(s):** **Completion Date:**  | Increase growth rate by 1.07% for all students.  -1.07%  June 30, 2018  |
| **Goal 2 Improvement Strategies**  |
|    **Strategy 1:**  | **Strategy: Provide a supportive atmosphere to promote collaborative relationships.**  |
| **Action steps:**  |
| 1. Provide teachers with support through modeling and coaching.  |   | 5.  |
| 2. Conduct bimonthly PLC meetings that focus on school and classroom needs.  |   | 6.  |
| 3. Provide mentors to new teachers.  |   | 7.  |
| 4. Increase collaborative communication between specialists and regular education teachers.  |   | 8.  |
|    **Strategy 2:**  | **Strategy: Increase student engagement through school wide procedures and expectations.**  |
| **Action Steps:**  |
| 1. Implement SHINE throughout the whole school.  |   | 5.  |
| 2. Share and educate students about expectations beginning with the first day of school and revisiting throughout the school year.  |   | 6.  |
| 3. Provide positive reinforcement for student behavior through school wide and classroom rewards.  |   | 7.  |
|  |  | 4. Continue implementation of the 7 Habits of Highly Effective Students/Leaders.  |   | 8.  |
|    **Strategy 3:**  | **Strategy:**  |  |
| **Action Steps:**  |  |
| 1.  |   | 5.  |
| 2.  |   | 6.  |
| 3.  |   | 7.  |
| 4.  |   | 8.  |

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| **Priority Goal 3: NC public school students will be healthy and responsible.**  |
|   | **District Goal:** **School Goal:** **AdvancEd Standard(s):** **Title I Component(s):** **EC Indicator(s):** **AIG Standard(s):**  | Improve student social and emotional health through quality support services.  Improve student attendance at Meadowbrook Elementary School.  4 – Resources and Support Systems  2 – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs  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

 1. – Differentiated Curriculum and Instruction, 4 – Comprehensive Programming within a Total School Community, 6 – Program Accountability
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| **Target(s):** **Beginning Baseline(s):** **Completion Date:**  | Decrease number of students who missed more than 10 days by 5% Decrease number of students who were tardy more than 10 days by 5%  26% of students missed 10 days or more in 2015-2016  June 30, 2018  |
| **Goal 3 Improvement Strategies – Identify research-based strategies**  |
|    **Strategy 1:**  | **Strategy: Identify and educate at-risk students and families about attendance/tardiness issues.**  |
| **Action steps:**  |
| 1. Student assistance team  |   | 5. Track tardies using office check-in/check-out system.  |
| 2. Identify at-risk population.  |   | 6.  |
|  |  | 3. After six tardies, absences or check-outs, administrator will call parent/guardian.  |   | 7.  |
| 4. Educate parents on effects of absences and tardiness on school performance.  |   | 8.  |
|  |    **Strategy 2:**  | **Strategy: Create an environment that fosters student attendance and engagement.**  |
| **Action Steps:**  |
| 1. Assign student jobs for morning arrival and dismissal.  |   | 5. Have morning announcements recognizing students in the gym before going to the classroom.  |
| 2. Have school wide rewards for student attendance/tardies/check-outs.  |   | 6.  |
| 3. Participation in special school events will be contingent on school attendance.  |   | 7.  |
|  | 4. Have community leaders volunteer to encourage and support students.  |   | 8.  |
|    **Strategy 3:**  | **Strategy:**  |
| **Action Steps:**  |
| 1.  |   | 5.  |
|  | 2.  |   | 6.  |
| 3.  |   | 7.  |
| 4.  |   | 8.  |

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

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| 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.   |
| Provide two-hour block of uninterrupted reading instruction daily for all grade levels. Increased collaboration with support services through inclusion models for Title I. Increase the amount of reading instruction for EC students in the regular education classroom. Evaluating core instructional practices and ensuring that all teachers have necessary training for non-negotiable balanced literacy components incorporated into classroom instruction.  Parents are notified of student’s non-proficiency through progress reports, report cards, and parent-teacher conferences beginning in kindergarten and continuing through fifth grade.  |

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| School Safety and Discipline Plan Components   |
| We will utilize regularly scheduled lockdown drills and monitored security cameras. An updated emergency plan will be available throughout the school. Emergency plans will be communicated effectively to every substitute teacher upon arrival to the school.  We have school wide expectations and procedures.  |

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| A plan for improving the academic performance of students at risk of academic failure or dropping out   |
| Students who are at-risk for academic failure will be provided differentiated instruction in the regular education classroom. If students do not respond to classroom interventions, supplemental instruction will be provided through Title I and EC (as appropriate). Additionally, a problem solving team will meet with teachers to discuss interventions to be implemented at group or individual level.  |

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| 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.   |
| Duty-free lunch will be provided for teachers once per month.  |

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| 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 current school schedule allows for more than five hours of duty-free instructional planning each week.  |