**HAYWOOD COUNTY SCHOOLS**

**SCHOOL IMPROVEMENT PLAN**

**2020-2022**

**SCHOOL NAME/NUMBER: Clyde Elementary**

**SCHOOL ADDRESS: 4182 Old Clyde Road, Clyde NC 28721**

**PLAN YEAR(S): 2020-2021 through 2021-2022**

**DATE PREPARED:**

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

**SIP TEAM SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DISTRICT IMPROVEMENT TEAM MEMBERSHIP**

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| **Position** | **Name** |
| Principal | Byron Burnette |
| Assistant Principal | Amy Tiller |
| Lead Teacher | Marlene Creary |
| Kindergarten Representative | Chelsea White |
| First Grade Representative | Michelle Davis |
| Second Grade Representative | Kevin Drury |
| Third Grade Representative and Secretary | Kayla Ross |
| Fourth Grade Representative | McKenzie Wilson |
| Fifth Grade Representative | Caylie Sullivan |
| II Representative | Sarah Floyd |
| EC Representative and Chair | Jacqueline Willis |
| Title I Representative | Kim Serenius |
| Specialist Representative | Ashley Cooper |
| Teacher Assistant Representative | Maggie Christy |
| Parent Representative | Ashley Martinez |



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| **NC Priority Goal 1: Eliminate opportunity gaps by 2025** | | | | | |
|  | **Area for Improvement and Supporting Data** | | | | |
| **Objectives:**  **School Goal 1:** | | 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 3- Increase percentage of 4-year old children enrolled in state Pre-K from 22% to 34%  Objective 4- Decrease the high school dropout rate for each subgroup  Objective 5- Decrease number of students taking remedial courses in college  Objective 6- Increase the number of educators of color in schools across North Carolina  Objective 7- Increase the number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located  Increase subgroup performance and proficiency in academic, social, and emotional tasks. | | |
| **Baseline Indicator(s):**  **Goal Target:**  **Milestone date:** | | 18/19 Proficiency Scores:  EL- Math- 64%/ Reading- 43%  EC- Math- 37%/ Reading- 7%  Economically Disadvantaged- Math- 63% Reading- 45%  EL- Math- 66%%/ Reading-45 %  EC- Math-38%/ Reading-8%  Economically Disadvantaged- Math-65 % Reading- 47%  June 20, 2022 | | |
| **Goal 1 Objectives and Action Steps** | | | | |
| **Objective 1:** | **Objective:** Improve school climate using Second Step Program | | | |
| **Action steps:** | | | |
| 1.Continue grade level class meetings with learners | |  | 5. |
| 2. | |  | 6. |
| 3. | |  | 7. |
| 4. | |  | 8. |
| **Objective 2:** | **Objective:** MTSS | | | |
| **Action Steps:** | | | |
| 1. Use mCLASS to progress monitor students | |  | 5. |
| 2. Weekly meetings to address attendance and behavior | |  | 6. |
| 3. NC-ENSI | |  | 7. |
| 4. Benchmark Data | |  | 8. |
| **Objective 3:** | **Objective:** EL | | | |
| **Action Steps:** | | | |
| **1.** Utilizing EL teacher | |  | **5.** |
| **2.** Razz Plus Kids | |  | **6.** |
| **3.** Brain Pop ESL | |  | **7.** |
| **4.** Scholastic News - Spanish version | |  | **8.** |

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|  | **How will we fund these strategies? Numbers below reflect new funds.** |  |
| **Funding source 1:** | **Funding amount:** |
| **Funding source 2:** | **Funding amount:** |
| **Funding source 3:** | **Funding amount:** |
|  |  |
| **Review frequency:** |  |
| **Assigned implementation team:** |  |

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| **NC Priority Goal 2: Improve school and district performance by 2025** | | | | | |
|  | **Area for improvement and supporting data:** | | | | |
| **Objectives**  **School Goal 2:** | | Objective 1- Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies  Objective 2- Increase the percentage for grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress  Objective 3- Increase the percentage of students proficient in math by subgroup  Objective 4- Increase the percentage of students proficient in reading by the end of 3rd grade  Objective 5- Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly measures of Interim Progress  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  Objective 8- Increase the number of charter schools meeting or exceeding academic, operational, and financial goals  Increase reading and math composite scores for kindergarten through 5th grade. | | |
| **Baseline Indicator:**  **Goal Target 1:**  **Milestone date:**  **Baseline Indicator:**  **Goal Target 2:**  **Milestone date:** | | 18/19 K-2 Reading Composite Score- 63.6%  18/19 3-5 Reading Composite Score- 64% (C)  20/21 K-2 Reading Composite Score 51%  20/21 3-5 Reading Composite Score 44.9%  Increase from new baseline from 20/21 school year K-2 Reading Composite Score to 55%  Increase from new baseline from 20/21 school year 3-5 Reading Composite Score to 50%  June 20, 2022  18/19 K-2 Math Composite Score- 60%  18/19 3-5 Math Composite Score- 72% (B)  20/21 K-2 Math Composite Score 58%  20/21 3-5 Math Composite Score 49.7%  Increase from new baseline from 20/21 school year K-2 Math Composite Score to 65%  Increase from new baseline from 20/21 school year 3-5 Math Composite Score to 55%  June 20, 2022 | | |
| **Goal 2 Objectives and Action Steps** | | | | |
| **Objective 1:** | **Strategy:** Build continuity between grade levels by creating effective vertical alignment - within specific reading standards | | | |
| **Action steps:** | | | |
| **1.** Monthly Vertical alignment meetings | |  | **5.** |
| **2.** K-2 Fundations Language | |  | **6.** |
| **3.** Agenda to reflect focus | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 2:** | **Strategy:** Implement Personalized Learning Block/collaboration with support personnel | | | |
| **Action Steps:** | | | |
| **1.** Create master schedule to include Personalized Learning Block | |  | **5.** |
| **2.** Conduct check-ins with staff to assess effectiveness of Personalized Learning Block | |  | **6.** |
| **3.** | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 3:** | **Strategy:** Use mCLASS to monitor reading progress K-3; and select students in grades 4th/5th grades | | | |
| **Action Steps:** | | | |
| **1.** Administer baseline assessments | |  | **5.** Use data points gleaned from assessments in MTSS meetings and teacher planning meetings to create intervention and enrichment plans |
| **2.** Use mCLASS progress monitoring | |  | **6.** |
| **3.** Administer MOY assessments | |  | **7.** |
| **4.** Administer EOY assessments | |  | **8.** |

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|  | **How will we fund these strategies? Numbers below reflect new funds.** |  |
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| **Funding source 2:** | **Funding amount:** |
| **Funding source 3:** | **Funding amount:** |
|  |  |
| **Review frequency:** |  |
| **Assigned implementation team:** |  |

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| **NC Priority Goal 3: Increase educator preparedness to meet the needs of every student by 2025** | | | | | |
| **Plan/Do** | **Area for improvement and supporting data:** | | | | |
| **School Goal 3:** | | Objective 1- Increase the number of culturally-relevant, equity-focused resources for educators  Objective 2- Increase the number of mentors available to beginning educators  Objective 3- Strengthen relationships between educator preparation programs, districts and schools to foster collaboration and better teaching practice  Objective 4- Increase opportunities for educator engagement inside and outside of school  Enhance teacher understanding of best practices for educating students of every culture | | |
| **Baseline Indicators:**  **Goal Target:**  **Milestone date:** | | ??  June 20, 2022 | | |
| **Goal 3 Objectives and Action Steps** | | | | |
| **Objective 1:** | **Strategy:**  Strengthen relationships (teachers, districts, and schools) to foster collaboration with better teaching practice | | | |
| **Action Steps:** | | | |
| **1.** Host student interns from local teacher preparation programs | |  | **5.** |
| **2.** Create times to visit other teacher’s classrooms | |  | **6.** |
| **3.** | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 2:** | **Strategy:**  Increase the number of culturally-relevant, equity-focused resources for educators | | | |
| **Action Steps:** | | | |
| **1.** Purchase culturally-relevant books | |  | **5.** |
| **2.** Distribute or place books in an area for all teachers to access and use in their classrooms | |  | **6.** |
| **3.** Ensure cultural diversity of books in library | |  | **7.** |
| **4.** | |  | **8.** |
| **Objective 3:** |  | | | |
|  | | | |
| **1.** | |  | **5.** |
| **2.** | |  | **6.** |
| **3.** | |  | **7.** |
| **4.** | |  | **8.** |

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| --- | --- | --- |
| **Plan/Do** | **How will we fund these strategies? Numbers below reflect new funds.** |  |
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|  |  |
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| **Assigned implementation team:** |  |

**All schools shall complete the following to include in their School Improvement Plans.**

**Schools will also attach appropriate waivers to their School Improvement Plans.**

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| School Safety and Discipline Plan Components |
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| A plan for improving the academic performance of students at risk of academic failure or dropping out |
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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. |
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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. |
| Plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school’s reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System. |