

**HAYWOOD COUNTY SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
2020-2022**

**SCHOOL NAME/NUMBER:** North Canton Elementary/368  
**SCHOOL ADDRESS:** 60 Thompson Street, Canton, NC 28716  
**PLAN YEAR(S):** 2020-2021 and 2021-2022  
**DATES PREPARED:** October 19, 2020-October 25, 2020

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

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

**SCHOOL IMPROVEMENT TEAM MEMBERSHIP**

<b>Committee Member</b>	<b>Signature</b>	<b>Position</b>
Jill Mann		Principal
Courtney Myers		Lead Teacher
Danielle Ramsey		Exceptional Children's Program
Amy Liss		Title I Reading
Lisa Mathis		Kindergarten
Joanna Pace		First Grade
Neisha Cochran		Second Grade
Samantha Burleson		Third Grade
Angela Duckett		Fourth Grade
Priscilla Casillas		Fifth Grade
Valerie Guyer		Media Coordinator
Lindsay Moore		Guidance Counselor
Peyton Willis		Teacher Assistant
Lorena Gamez		ESL/Interpreter
Nayeli Merida Torres		Parent

## NC Priority Goal 1: Eliminate opportunity gaps by 2025

### Area for Improvement and Supporting Data

<b>Objectives:</b>	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
<b>School Goal 1:</b>	Implement school wide social thinking and positive behavior management programs to decrease the number of office referrals for negative behavior and increase the number of students attending positive behavior reward celebrations.
<b>Baseline Indicator(s):</b>	NCE currently has no schoolwide social thinking or positive behavior management program. Currently five teachers have been trained in social thinking.
<b>Goal Target:</b>	Train teachers and staff on social thinking curriculum and implement instruction in social thinking schoolwide.
<b>Milestone date:</b>	June 2022

### Goal 1 Objectives and Action Steps

<b>Objective 1:</b>	<b>Objective: Implement Social Thinking program schoolwide</b>	
	<b>Action steps:</b>	
	1. Schoolwide training on Second Step	5. Use presenters to train teachers and students in Second Step
	2. Grade-level training on Second Step	6. School counselor will teach Second Step lessons every other week.
	3. Use of common vocabulary throughout school	7. Principal will meet with remote students each week and implement Second Step vocabulary into conversations.
	4. Use Second Step curriculum and read alouds	8.
<b>Objective 2:</b>	<b>Objective: Encourage positive behavior for emotional health and needs</b>	
	<b>Action Steps:</b>	
	1. Post positive messages throughout the school	5. Implement a buddy check-in system schoolwide as needed.
	2. Recognize students for positive behavior-nominated by staff	6. School counselor will meet with individuals, and groups of students on a biweekly basis.
	3. Use non-food, free incentives to promote positive behavior - stickers, bracelets, field trips, movies, etc	7. Implement Attendance, Behavior, and Social-Emotional components of MTSS to provide targeted interventions for students.

		4. Implement Social Leaders Team for 4th and 5th Grades			
	<b>Objective 3:</b>	<b>Objective:</b>			
		<b>Action Steps:</b>			
		1.		5.	
		2.		6.	
		3.		7.	
4.		8.			

	<b>How will we fund these strategies? Numbers below reflect new funds.</b>	
	<b>Funding source 1:</b>	<b>Funding amount:</b>
	<b>Funding source 2:</b>	<b>Funding amount:</b>
	<b>Funding source 3:</b>	<b>Funding amount:</b>
	<b>Review frequency: Bi-weekly</b>	
	<b>Assigned implementation team: counselor, social worker, media coordinator, PE teacher, lead teacher, principal</b>	

Materials that will need to be purchased to implement this plan:

- Staff professional development for Second Step including sub pay
- Incentives for positive behavior

## NC Priority Goal 2: Improve school and district performance by 2025

### Area for improvement and supporting data:

**Objectives**

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 3<sup>rd</sup> 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

**School Goal 2:**

NCE needs to make improvements in both our overall achievement score and growth score in order to improve our overall performance grade and reach our growth goals in math and reading.

**Baseline Indicator:**

2020 Math Jumpstart indicates a significant gap for grades k-5. Math scores from NC Check-in testing  
 Third grade 51.7% average in math  
 Fourth grade 51.9% average in math  
 Fifth grade 52.4% average in math

**Goal Target 1:**

2021 Math EOG Score  
 Kindergarten 88% proficient  
 1st 76% proficient  
 2nd 59% proficient  
 3rd 62.5% proficient  
 4th 69.5% proficient  
 5th 67.3% below proficient

Increase the percentage of students scoring proficient (level 3) on the 2021 K-2 math assessment.  
 Kindergarten to 75%  
 1st Grade to 70%  
 2nd Grade to 75%

Increase the percentage of students in grades 3-5 scoring a level 4 or 5 on the 2021 Math EOG.  
 3rd Grade to 70%  
 4th Grade to 75%  
 5th Grade to 75%

Increase the percentage of students scoring proficient (level 3) on the 2022 K-2 math assessment.  
 Kindergarten to 75%

1st grade to 90%  
2nd grade to 80%

Increase the percentage of students in grades 3-5 scoring a level 4 or 5 on the 2022 Math EOG.

3rd grade to 70%

4th grade to 75%

5th grade to 75%

**Milestone date:**

June 2022

**Baseline Indicator:**

Reading Jumpstart 2020 and BOY MClass TRC indicate a need for support in all grade levels.

2020-2021 BOY MClass % at or above Grade Level TRC

Kindergarten 51%

1st Grade 21%

2nd Grade 63%

3rd Grade 55%

2020-2021 EOY MClass TRC proficient

Kindergarten 63%

1st Grade 59%

2nd Grade 76%

3rd Grade 44%

2021-2022 BOY mClass DIBELS proficient

Kindergarten 13%

1st Grade 55%

2nd Grade 41%

3rd Grade 50%

2021-2022 EOY mClass DIBELS proficient

Kindergarten

1st Grade

2nd Grade

3rd Grade

**Goal Target 2:**

Reading EOG 2021 and BOY MClass TRC indicate a need for support in all grade levels.

EOG Reading Scores for grades 3-5 2020-2021

3rd Grade 43.8% proficient

4th Grade 49.2% proficient  
 5th Grade 44.9% proficient

Increase the percentage of students meeting EOY MClass.  
 Kindergarten to 70%  
 1st Grade to 70%  
 2nd Grade to 70%  
 3rd Grade to 70%

Increase the percentage of students in grades 4-5 scoring a level 4 or 5 on the 2022 Reading EOG.  
 4th Grade to 70%  
 5th Grade to 70%

**Milestone date:** June 2022

**Goal 2 Objectives and Action Steps**

<b>Objective 1:</b>	<b>Strategy: Adjust the master schedule to accommodate student needs</b>	
	<b>Action steps:</b>	
	1. Change the schedule to increase the amount of math and language arts time in every grade level	5. 2020-Add Title 1 support in math for grade 4 and 5 and continuing in grade K-3 2021-Title 1 support in math for grade 3rd & 4th. and continuing in grades K-2, and 5th.
	2. Decrease the number of students pulled out of the classroom during instructional time	6. Grades K-2 will use differentiated Foundations groups
	3. Common planning for every grade level	7.
4. 45 minute PLC each week	8.	

<b>Objective 2:</b>	<b>Strategy: All teachers will have high expectations for every student in every grade level and every subject.</b>	
	<b>Action Steps:</b>	
	1. All teachers will use collaborative pairs/numbered heads with higher order thinking questions.	8. NCE will hold Family Nights to help parents and families fulfill their role as teachers.  9. Provide whole day planning each quarter to support collaboration And instructional alignment across each grade  10. MTSS teams will meet regularly to review concerns about struggling students.
2. Pre-K, kindergarten and first grade teachers will implement color coded, vocabulary word walls based on grade level standards. Second	11. Teachers will model high expectations and teach students to be problem solvers with all classroom tasks and curriculum(K-2 NC ENSI).	

	grade through fifth grade will implement visually organized word walls for each subject.		
	3. Increase accountability of students during Independent Reading through use of book studies, literature groups and literature menu.		12. Students will use iPads/Chromebooks to access interactive learning activities (iReady) to support Investigations Math instruction and improve vocabulary and background knowledge.
	4. Be mindful/intentional of what is being put into each student's book box to better align with classroom focus, pacing and personal goals.		13. Specialists will incorporate ELA, math, science, writing and social studies into their lessons when appropriate.
	5. All teachers will have students write across the curriculum.		14. All classes will do Investigations' 10 Minute Math and Classroom Routine with fidelity. End of Unit tests in Investigations will be given and analyzed.
	6. Align ELA standards and pacing with each component of Balanced Literacy.		15. Teachers will increase the use of manipulatives to bridge the gap between concrete and abstract understanding of mathematical concepts.
	7. Student work in the hall will be strategic and perfected.		16. K-5 teachers will attend Math Reboot and use the Practices of Math Discussion.
	<b>Objective 3:</b>	<b>Strategy:</b>	
<b>Action Steps:</b>			
1.			5.
2.			6.
3.			7.
4.		8.	

<b>How will we fund these strategies? Numbers below reflect new funds.</b>	
<b>Funding source 1:</b>	<b>Funding amount:</b>
<b>Funding source 2:</b>	<b>Funding amount:</b>
<b>Funding source 3:</b>	<b>Funding amount:</b>
<b>Review frequency: Weekly</b>	
<b>Assigned implementation team: Lead teacher, principal</b>	

Materials that will need to be purchased to implement this plan:

- Math Investigations manipulative kits to aid teachers in meaningful instruction using the CRA method with materials needed.
- Independent readers for take home and checkouts
- Subscriptions to iReady
- Additional iPads for grades K-1 for students to access interactive learning activities and manipulatives through Pearson Realize to support Investigations Math instruction

- Refreshments for Family Learning Nights
- Presentation fees for Family Science Night
- Materials for math, reading, and STE(A)M resource checkout: dice, dry erase markers, playing cards, letter cards, paper, rubber bands, paper clips, plastic cups, non-fiction texts, etc.
- Headphones for use with iREady
- Substitute pay to provide coverage for quarterly whole day planning for each grade-level team without negatively impacting the instructional atmosphere of kindergarten and 1<sup>st</sup> grade classes by utilizing their teacher assistants for coverage in other grades
- Materials to support instruction and guided practice with non-fiction text structures, including books to specifically illustrate and teach text structure, Sundance nonfiction passages and books, and Mondo paired texts
- Individual student whiteboards to facilitate engaged guided math instruction
- Additional sets of Geodes decodable texts
- Shared reading books for family check-out to support development of print concepts at home for incoming kindergartners
- Workshop registration fees for WRESA *Writing Strategies* course and substitute pay teachers
- Reading Rosie program for Pre-K
- Additional copies of Reading Foundations levels K-3 teacher manuals to support explicit and systematic phonics instruction for students struggling with decoding/encoding skills in reading
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### NC Priority Goal 3: Increase educator preparedness to meet the needs of every student by 2025

<b>P l a n / D o</b>	<b>Area for improvement and supporting data:</b>			
	<b>School Goal 3:</b>	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		
	<b>Baseline Indicators:</b>			
	<b>Goal Target:</b>			
	<b>Milestone date:</b>			
	<b>Goal 3 Objectives and Action Steps</b>			
	<b>Objective 1:</b>	<b>Strategy:</b>		
		<b>Action steps:</b>		
		<b>1.</b>		<b>5.</b>
		<b>2.</b>		<b>6.</b>
<b>3.</b>			<b>7.</b>	
	<b>4.</b>		<b>8.</b>	
	<b>Strategy:</b>			
	<b>Action Steps:</b>			
	<b>1.</b>		<b>5.</b>	



<b>P l a n / D o</b>	<b>Objective 2:</b>	2.		6.	
		3.		7.	
		4.		8.	
	<b>Objective 3:</b>	<b>Strategy:</b>			
		<b>Action Steps:</b>			
		1.		5.	
		2.		6.	
		3.		7.	
		4.		8.	

<b>P l a n / D o</b>	<b>How will we fund these strategies? Numbers below reflect new funds.</b>	
	<b>Funding source 1:</b>	<b>Funding amount:</b>
	<b>Funding source 2:</b>	<b>Funding amount:</b>
	<b>Funding source 3:</b>	<b>Funding amount:</b>
	<b>Review frequency:</b>	
	<b>Assigned implementation team:</b>	

**All schools shall complete the following to include in their School Improvement Plans.  
Schools will also attach appropriate waivers to their School Improvement Plans.**

School Safety and Discipline Plan Components
<p>North Canton will conduct at least two lockdown drills each year. Crisis plans are shared with staff and placed in classroom Emergency Notebooks located in their black bookbags behind each classroom door. Emergency plans are also placed in black boxes throughout the school.</p> <p>Grade levels will establish a grade level discipline plan with behavior management goals. These plans are discussed at PLCs and updated as needed. Students who meet the expectations described in the plan will be invited to participate in the Cat's Meow Club. Student discipline referrals will be discussed at MTSS meetings when appropriate. Educators Handbook will be used to track office referrals.</p>
A plan for improving the academic performance of students at risk of academic failure or dropping out

North Canton staff will analyze common assessments and change strategies for individual students as needed. Through PLC meetings, students will be referred for extra help from Title I. Title I will be flexible to student needs based on data from common assessments. Attendance will be monitored through the school social worker using a schoolwide spreadsheet. Social worker, teacher and principal will work together to make sure parents are informed of student absences. School counselor will hold group counseling sessions as well as one on one counseling sessions. The school counselor will also teach Social Thinking lessons in her bi-weekly classes. Principal will meet each week with each virtual student for a check in.

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.

Based on the supervision needed and the schedule, duty free lunch is not feasible.

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.

Based on the current COVID schedule staff receive approximately three hours of planning per week. Teachers will receive a whole day planning each nine weeks.

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.

Shared Google documents and sheets are used for all reporting unless the state or County require a different format.

