

HAYWOOD COUNTY SCHOOLS

School Improvement Plan



SCHOOL NAME and NUMBER: North Canton Elementary 368

ADDRESS: 60 Thompson Street Canton, NC 28716

PLAN YEAR(S): 2016-18

DATE PREPARED: July 11, 2016

PRINCIPAL SIGNATURE: Belinda Trantham **Date:** 8/31/16

SIT CHAIRPERSON SIGNATURE: Angela P Duckett **Date:** 8/31/16

DISTRICT IMPROVEMENT TEAM MEMBERSHIP

Committee Member	Position
Beth Coggins	Kindergarten teacher
Stephanie Copen	1 st grade teacher
Lori Moody	2 nd grade teacher
Pam Valentine	3 rd grade teacher
Sam Burleson	4 th grade teacher
Melanie Norton	5 th grade teacher
Michele Burris	EC teacher
Jane Maurer	Title 1 teacher
Valerie Guyer	Media coordinator
Lindsay Foster	Counselor
Angela Duckett	Lead teacher
Belinda Trantham	Principal
Caroline Paxton	Parent Representative
Martha Thoresen	Teacher Assistant
Blanche McCallister	Title 1 teacher

*Add to list as appropriate.



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

<p>District Goal:</p> <p>School Goal:</p> <p>AdvancEd Standard(s):</p> <p>Title I Component(s):</p> <p>EC Indicator(s):</p> <p>AIG Standard(s):</p>	<p>Improve Career and College Readiness for all students Pre-Kindergarten through Early College</p> <p>Increase the number of students in grades K-2 scoring proficient on the TRC portion of mClass assessment. Increase the number of students in grades 3-5 scoring a level 4 or 5 on the EOG testing.</p> <p>1 – Purpose and Direction, 3 – Teaching and Assessing for Learning, 5 – Using Results for Continuous Improvement</p> <p>2 – Schoolwide Reform Strategies, 4 – High Quality and Ongoing Professional Development, 10 – Coordination and Integration of Federal, State and Local Services and Programs</p> <p>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</p> <p>2 – Differentiated Curriculum and Instruction, 3 – Personnel and Professional Development, 4 – Comprehensive Programming within a Total School Community</p>
<p>Target(s):</p> <p>Beginning Baseline(s):</p>	<p>Increase the percentage of students reading on or above grade level on the TRC portion of the K-2 Assessment. Kindergarten to 70% 1st grade to 60% 2nd grade to 80%</p> <p>Increase the percentage of students scoring 4 and 5 on End of Grade testing in Reading. Grade 3 to 60% Grade 4 to 75% Grade 5 to 65%</p> <p>Increase the percentage of students scoring 4 and 5 on End of Grade testing in Math. Grade 3 to 75% Grade 4 to 90% Grade 5 to 65%</p> <p>Percentage of students reading on or above grade level on the TRC portion of the K-2 Assessment. Kindergarten TRC- 50% 1st grade-41% 2nd grade-64%</p>

3rd Grade Reading EOG- **56.0** %of students scoring level 4 and 5.
 3rd Grade Math EOG-**62.7%** of students scoring level 4 and 5.
 4th Grade Reading EOG- **62.7%** of students scoring level 4 and 5.
 4th Grade Math EOG- **80.0%** of students scoring level 4 and 4.
 5th Grade Reading EOG-**29.0%** of students scoring level 4 and 5.
 5th Grade Math EOG-**56.5%** of students scoring level 4 and 5.

Completion Date:

June 2018

Goal 1 Improvement Strategies – Identify research-based strategies

Strategy 1: Strategy: Provide a consistent understanding of “rigor” for North Canton Elementary.

Action steps:

- 1. Ensure that the philosophy of rigor is implemented at NCE. 5.
- 2. Conduct regular communication of “rigor” at PLCs and staff meetings. 6.
- 3. Use a walk through checklist with a rubric to identify specific areas where rigor is present and areas that need focus to ensure rigor in the classrooms. 7.
- 4. 8.

Strategy 2: Strategy: Train teachers in rigorous differentiation for low, average, and high performing students at North Canton Elementary.

Action Steps:

- 1. Create a framework for covering all levels of questioning in Blooms Taxonomy. 5. Add a “Maker Space” in the media center for students to create projects beyond the classroom.
- 2. Ensure that instruction is delivered with rigor. 6. Provide technology training to teachers in the latest use of Apple t.v., Smartboard, and iPads.
- 3. Integrate technology into the daily classroom curriculum. 7. Continue discussions and training in PLCs on reading, writing and math progressions to drive classroom instruction.
- 4. Provide staff with strategies and activities to enhance higher education of high performing students. 8.

Strategy 3: Strategy:

Action Steps:

- 1. 5.
- 2. 6.
- 3. 7.
- 4. 8.

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

District Goal:

Employ, train and retain the highest qualified teachers in the world

School Goal:

Obtain and retain teachers that are highly effective at North Canton Elementary by increasing the number of teachers that achieve high growth in K-2 reading and 3-5 reading and math.

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 % of teachers with overall “green” EVAAS by 10%

Increase the % of teachers with overall “blue” EVAAS by 10%

Beginning Baseline(s):

Teaching Effectiveness			
All EOG and EOC Subjects 2015			
Math (4, 5), Read (3, 4, 5), Sci (5)			
Effectiveness Level	School	District	State
Exceeds Expected Growth	<u>5</u>	18	2367
Meets Expected Growth	<u>13</u>	144	20490
Does Not Meet Expected Growth	<u>1</u>	10	2133

Exceeds Expected Growth: 5

Meets Expected Growth: 13

Does Not Meet Expected Growth: 1

Teaching Effectiveness			
K-2 Assessment 2015			
TRC (K, 1, 2)			
Effectiveness Level	School	District	State
Exceeds Expected Growth	1	9	3504
Meets Expected Growth	6	59	10479
Does Not Meet Expected Growth	3	21	3449

Exceeds Expected Growth: 1
 Meets Expected Growth: 6
 Does Not Meet Expected Growth: 3

Completion Date:

June 2018

Goal 2 Improvement Strategies

Strategy 1: Strategy: Provide opportunity and support for teachers performing in the red on EVAAS.

Action steps:

- | | |
|---|----|
| 1. Observe teachers in the blue and green at the school level and district level. | 5. |
| 2. Consult a mentor that is blue and green. | 6. |
| 3. Provide staff development | 7. |
| 4. Teachers that do not show growth will develop a plan to follow to improve their growth scores. | 8. |

Strategy 2: Strategy: Train teachers on the evaluation system scoring and the EVAAS model.

Action Steps:

- | | |
|---|----|
| 1. Provide training to all teachers on the reliability model and understanding of the elements as well as the scoring for observations and summative. | 5. |
| 2. Provide additional training for teachers on the EVAAS growth model. | 6. |
| 3. Provide examples of what is developing, proficient, accomplished and distinguished. | 7. |

	4.	8.
Strategy 3:	Strategy: Discuss individual teacher data from the EVAAS system.	
	Action Steps:	
	1. Meet with teachers individually to discuss areas of strength and weaknesses with student growth.	5.
	2. Analyze school subgroups and grade level data in staff meetings and PLCs	6.
	3. Teachers will create an individual plan to increase their student's growth.	7.
	4.	8.

Priority Goal 3: NC public school students will be healthy and responsible.

District Goal:	Improve student social and emotional health through quality support services.
School Goal:	Decrease tardiness and check outs and increase students overall attendance.
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):	Increase average daily attendance of students who missed 15 or more days to 96 % while decreasing the tardiness and checkouts.
Beginning Baseline(s):	Daily attendance for 2015-16 school year was 94% .
Completion Date:	June 2018

Goal 3 Improvement Strategies – Identify research-based strategies

Strategy 1:	Strategy: Improve the percentage of students' attendance and tardiness per nine weeks.	
	Action steps:	
	1. Implement an incentive program that encourages positive behavior that leads to responsible citizenship and promotes lower tardiness and absences.	5.

	2. Inform social worker of attendance concerns (excused or unexcused), tardiness and check-outs.	6.
	3. Communicate with parents/guardians upon 3 or more absences.	7.
	4. Work with families to reduce obstacles keeping students from being on time or absent.	8.
Strategy 2:	Strategy: Increase student mental, physical and nutritional health by increasing number of students eating a nutritionally health breakfast and lunch, participating in physical activity and support for mental health.	
	Action Steps:	
	1. Encourage students to eat breakfast and lunch at school through the free program.	5. Promote student awareness of social skills, emotional understanding, and career interests.
	2. Discuss the importance of eating balanced meals to promote a strong body and an alert mind that is ready to learn across curricular areas.	6.
	3. Increase physical activity throughout the school day using brain breaks, outdoor playgrounds and incentives through the PE Program.	7.
	4. Improve mental health by implementing the Bridges Program and continuing the use of Meridian Mental Health Services.	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.

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.

- Researched based instruction
- Summer camp for students in 1st and 2nd grade that are below grade level
- Notify parents on progress reports and report cards of student progress
- mClass progress monitoring with fidelity
- MTSS for additional interventions for struggling students

School Safety and Discipline Plan Components

- 5th grade safety patrol
- Three lockdown drills during the year
- Monthly fire safety drills
- Critical Incident Response Plan
- Referrals as needed to Mrs. Trantham

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

- MTSS referrals
- Title I
- Summer Reading Program
- After school remediation

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 daily schedule staff receives approximately 6 hours of duty free planning time per week. Teachers will receive ½ day planning each nine weeks.

**Haywood County Schools
School Improvement Plan
Waiver Request Form
2016-18
(Please attach to your SIP)**

School Name	North Canton Elementary
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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.	Yes	
Permit the use of textbook funds to purchase materials not on the state adoption list as authorized under North Carolina General Statute 115C-105.	Yes	

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.