

**JUNALUSKA ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2020-2022**

DISTRICT NAME/NUMBER: Haywood County Schools - 440
SCHOOL ADDRESS: 2238 Asheville Road, Waynesville, NC 28786
PLAN YEARS: 2020-2022
DATE PREPARED:

PRINCIPAL SIGNATURE: _____ **Date:** _____

SIP TEAM SIGNATURE: _____ **Date:** _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

Position	Name
Principal	Alex Masciarelli
SIT Chair	Christina Roberts
Assistant Principal	Kiffin Queen
Lead Teacher	Cecilia Ruth Marcus
Kindergarten Teacher	Kari Setser
First Grade	Gail Noland
Second Grade	Ally Francis
Third Grade	Brooke Nickol
Fourth Grade	Hayley Prince
Fifth Grade	Taylor Willoughby
Exceptional Children	Rebecca Brown
Specialist	Ira Hyde
Specialist	Joy Sollie
Parent	Carrie Brown
Parent	Mary Riker



NC Priority Goal 1: Eliminate opportunity gaps by 2025

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 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
School Goal 1:	Junaluska teachers and staff will support the social-emotional well-being of students.
Baseline Indicator(s):	
Goal Target:	June 2021
Milestone date:	

Goal 1 Objectives and Action Steps

Objective 1:	Objective: Faculty will implement 5 out of the 7 strategies listed below to support students' social emotional development	
	Action Steps:	
	1. Guidance counselor will communicate with faculty and staff about the bi-weekly lessons for all grade levels. These lessons will target student coping skills and alternative strategies for student reactions. Additionally, school-wide common language will be used to support student self-regulation. Teachers will be trained by the Guidance counselor monthly.	5. Two-way communication between home and school in order to support students and their families. This communication will be facilitated through Remind messages, telephone calls, and weekly newsletters.
	2. Guidance counselor will conduct one-minute meetings with <i>all</i> students in order to screen students for additional SEL support.	6. Connecting families with community resources through Remind messages, telephone calls, and JES's website.
	3. Teachers will implement methods taught to them by the guidance counselor to keep students emotionally connected and academically engaged.	7. Utilizing Dr. Robert Brooks' Resiliency Training through PLCs and staff meetings.
4. Implementing Social Thinking Stories throughout grades K-2.		

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: Monthly	
	Assigned implementation team: School Improvement Team	

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 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

School Goal 2: Junaluska will support the academic success of all children.

Baseline Indicator: Jumpstart Data from Beginning of the year 2020; previous EOY assessment data.
Goal Target 1: (See below)
Milestone date: June 2021 and re-assess June 2022

Baseline Indicator: Using data compiled from teacher survey to measure implementation through Google Form.
Goal Target 2: (See below)
Milestone date: June 2021 and re-assessed June 2022

Goal 2 Objectives and Action Steps

Objective 1:

Objective: In Math, 70% of K-2 students will show proficiency with a level 3 in EOY Assessments.
In Math, 70% of 3rd grade will show proficiency with a level 3 or higher.
In Math, 62% of 4th grade will show proficiency with a level 3 or higher.
In Math, 82% of 5th grade will show proficiency with a level 3 of higher.

Action steps:

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| 1. Teachers will provide a minimum of 60 minutes of research based math instruction daily. | 5. Make math teaching a more collaborative process utilizing documents prepared by L. Buchanan to facilitate growth centered dialogue. |
| 2. Provide guidance on power standards to teachers in order to address the major works of the grade | 6. Utilize M. Stanley’s strategies throughout the year by revisiting them in PLC meetings. |
| 3. Using Investigations summative assessments to guide instruction | 7. Implement Imagine Math school-wide as an intervention. |
| 4. Grade levels K-2 math routines and grades 3-5 10 minute math will be used with fidelity. | |

Objective: To strengthen K-2 writing program in order to increase proficiency in reading.
K: Reading proficiency will increase from 47% (BOY) to 70% (EOY).

	Objective 2:	1st: Reading proficiency will increase from 24% (BOY) to 60% (EOY).		2nd: Reading proficiency will increase from 57% (BOY) to 75% (EOY).			
		Action Steps:					
		1. Robust classroom-based writing programs anchored in Lucy Calkin’s units of writing.					
		2. Utilizing updated county writing curriculum guides/pacing with fidelity.					
		3. PLC meetings where teachers collaborate to score and discuss student writing to determine growth in pre/post writing samples.					
4. Professional development on the supplementation of Jennifer Serravallo’s Writing Strategies book to compliment Lucy Calkins’ units.							

	How will we fund these strategies? Numbers below reflect new funds.		
	Funding source 1:		Funding amount:
	Funding source 2:		
	Funding source 3:		Funding amount:
	Review frequency: Annually in June 2021 and 2022		
	Assigned implementation team: School Improvement Team		

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	
	Baseline Indicators: Goal Target: Milestone date:	We are not addressing this goal in this plan.	

**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

- The “Eagle Club” reward system will be used to encourage positive behaviors and good attendance.
- SROs from THS and WMS have keys to JES.
- Educators Handbook will be used to document incidents. This documentation will follow students across grades.
- Teachers will be trained on Educators Handbook and the referral process.
- PBIS displays in classrooms and across the school.
- Annual bus safety trainings for students.

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

The MTSS team will meet regularly to address the needs of students who are at risk of not making proficiency in reading and math. Interventions will be used in the classroom to address students’ needs. Title 1 staff will intervene to provide individual instruction and additional support for students. Teachers will consult with the Exceptional Childrens’ teachers for resources and methods to better serve students who are performing below grade-level.

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.

PTA has a plan in place for teachers to have a duty-free lunch each 9-week period and an additional lunch/duty-free period each 9 weeks (under non-Covid situations). Duty is covered by volunteer parents, lead teacher, assistant principal, and principal.

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 Master Schedule provides teachers with the opportunity to meet as a grade level at least once a week. Teachers will be able to collaborate when their students are participating in specials during this time. Teachers will use this time to collaborate, plan, and look at data for individual students. After-school meetings will be held to a minimum to provide time from 3-3:30 for planning. Students report to the gym each morning for teachers to plan from 7:30-7:50 (under non-Covid 19 situations). The Master Schedule provides four 50-minute activities (Grades K-5) and one additional 30-minute special activity (Grades 3- 5) each week. This time may be used for individual or common teacher planning.

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.

Within the building, we do not use paper forms between staff members. Everything is electronic.