

HAYWOOD COUNTY SCHOOLS



SCHOOL NAME/NUMBER: Junaluska Elementary 440350

SCHOOL ADDRESS: 2238 Asheville Rd. Waynesville, NC

PLAN YEAR(S): 2012-2014

DATES PREPARED: May 7, 2012-August 15, 2015

SUPERINTENDENT SIGNATURE:

Date:

LOCAL BOARD APPROVAL SIGNATURE:

Date:

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee	Name
Principal	Sherri Arrington	Representative EC	Anne Hockenberry
Lead Teacher	Belinda Trantham	Media Representative	Ira Hyde
Teacher Representative Kindergarten	Louise Noland	Parent Representative	Judy Grant
Teacher Representative First	Cathy Lombardi	Parent Representative	Barina Ferguson
Teacher Representative Second	Lisa Thompson	Parent Representative	Krystal Cherry
Teacher Representative Third	Marlene Creary	Parent Representative	Jason Ottie
Teacher Representative Fourth	Elaine Tanner		
Teacher Representative Fifth	Joyce Massie		
Teacher Representative TOY	Amy Kilgore		
Inst. Support Representative	Julia Buchanan		
Teacher Assistant Representative	Angie Sugg		
Title I representative	Donna Cox		

*Add to list as needed. Each group may have more than one representative.

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

Plan/Do	Area for Improvement and Supporting Data			
	School Goal 1:	Increase the number of students reading on grade level by the end of second grade.		
	District Goal:	Improve the graduation rate through intervention strategies for all students Pre-K-12.		
	SACS/CASI Standard(s):	3, 6		
	Title I Component(s):	2, 6, 9		
	EC Indicator(s):	1, 3, 5, 6, 14		
	AIG Standard(s):	1, 2, 4		
	Target:	Increase reading proficiency in kindergarten through second grade to 90% in each grade.		
	Indicator:	2011-12 reading proficiency percentages: K- 88%, 1 st - 84%, 2 nd - 80%		
	Milestone date:	May 2013		
	Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy: Implement focused research based methods and strategies to meet individual students reading instruction in grades kindergarten through fifth.		
		Action steps:		
		1. Monitor lesson plans for guided reading fidelity by the lead teacher and principal.		4. Provide Reader’s Workshop training, support, and materials for interested teachers.
		2. Model and provide assistance in planning balanced literacy lessons by lead teacher and by county Title I literacy coach.		5. Attend Defour training and implement PLC’s with fidelity a minimum of once a month.
3. Provide Comprehension Toolkit training for kindergarten teachers.			6. Increase independent book collections to provide more opportunities for students to be reading independently.	
Strategy 2:	Strategy: Provide optimal learning experiences for students to receive quality reading instruction.			
	Action Steps:			
	1. Build relationships for at risk students with a staff mentor.	4.	Provide part-time Title I remediation and enrichment reading tutor for kindergarten through first grade.	
	2. Monitor attendance and tardiness for guided reading participation by students.	5.	Provide full-time “+ one” teacher assistant with teaching degree for reading and math assistance in second grade.	
	3. Promote at-home reading with the use of nightly reading logs.	6.	Provide trained reading tutors to work with students at risk in third grade.	
Strategy 3:	Strategy:			
	Action Steps:			
	1.			

	2.		
	3.		

Plan/Do	How will we fund these strategies?	
	Funding source 1: School Title I funding- reading tutor	Funding amount:
	Funding source 2: Haywood County Teacher Assistant Fund	Funding amount:
	Funding source 3: Haywood County Title I funding- 050 (federal)/literacy coach and “Comprehension Workshop” expenses for substitutes and trainer.	Funding amount: see Fred Trantham
	Review frequency: Monthly from school Title I budget and county funding	
	Assigned implementation team: School Improvement Team	
	What data will be used to determine whether the strategies were deployed with fidelity?	
Check	Minutes from PLC meetings, mClass data, EOG data, formative assessment, lesson plans, and workshop participation.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Use EOY mClass and EOG data for baseline. Use formative assessment, progress monitoring and middle of year assessments to monitor progress.	
	What does data show regarding the results of the implemented strategies?	
	Based upon identified results, should/how should strategies be changed?	
Act		

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

Plan/Do	Area for Improvement and Supporting Data			
	School Goal 2:	Twenty-first century professionals will review and transition from NC SCOS to the Common Core and Essential Standards in the area of reading.		
	District Goal:			
	SACS/CASI Standard(s):	Twenty-first Century professionals will learn and use the Common Core and Essential Standards.		
	Title I Component(s):	2, 6		
	EC Indicator(s):	2, 3, 4		
	AIG Standard(s):	9, 10		
	Title II, Part A:	3		
		3		
	Target:	Increase our reading composite score for 2012-13 to 90%.		
	Indicators:	2010-11 reading composite score-89.2%, 2011-12 reading composite score-85.5%		
	Milestone date:	June 2013		
	Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy: Provide school wide review and trainings for licensed staff.		
		Action steps:		
1. Provide common planning time in master schedule.		4.	Implement Lucy Caulkin’s new writing curriculum across grade levels.	
2. Provide a county-based literacy/reading coach to teachers changing grade levels.				
3. Collaborate in PLC’s to monitor the progress of students in reading.				
Strategy 2:	Strategy:			
	Action Steps:			
	1.			
	2.			
	3.			
Strategy 3:	Strategy:			
	Action Steps:			
	1.			
	2.			
	3.			

Plan/Do	How will we fund these strategies?	
	Funding source 1: Haywood County Title I funding -050 (federal)	Funding amount: see Fred Trantham
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Review frequency: Monthly at SIT meetings	
	Assigned implementation team: School Improvement Team	
	What data will be used to determine whether the strategies were deployed with fidelity?	
Check	Lesson plans, PLC grade level agendas and minutes, anecdotal notes from literacy coach, master schedule	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Use EOY mClass and EOG data for baseline. Use Teacher Working Condition Survey (TWCS), formative assessment, progress monitoring and middle of year assessments to monitor progress.	
	What does data show regarding the results of the implemented strategies?	
	Based upon identified results, should/how should strategies be changed?	
Act		

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

Plan/Do	Area for Improvement and Supporting Data			
	School Goal 3:	Make Junaluska Elementary a warm, inviting, respectful environment where all students feel successful with special emphasis on the subgroup-Students with Disabilities.		
	District Goal:	Provide a learning environment that is inviting, respectful, supportive, inclusive, and flexible for student success.		
	SACS/CASI Standard(s):	5		
	Title I Component(s):	8		
	EC Indicator(s):	2, 4, 13		
	AIG Standard(s):	1		
	Target:	Increase attendance of all students by 1% by promoting a healthy, inclusive, learning environment. Increasing percent of “Students with Disabilities” reading at or above Level III from 32.4% to 50.0%. AMO Target Goal for 2011-2012-44.5%.		
	Indicator:	2010-11 attendance-95.3%, 2011-12 attendance-96.8% Percent of “Students with Disabilities” reading at or above Level III 2010-2011-61.1% 2011-2012-32.4%		
	Milestone date:	June 2013		
Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.				
Strategy 1:	Strategy: Implement various strategies from programs such as Love and Logic and PLC discussion to provide an inviting, respectful, supportive, and flexible environment. With these strategies attendance and reading achievement will improve with special emphasis on the subgroup-Students with Disabilities.			
	Action steps:			
	1. Provide students with a “chill-out” space in the classroom to compose themselves before being referred to the office for discipline issues.	4.	Provide training with NC Falcon for 5 hours on “Understanding Student Behavior”.	
	2. Identify and partner at-risk students with a buddy teacher/staff member.	5.	Provide extra Reading and Math assistance to E.C. students with the use of a certified teacher in our +1 Teacher Assistant position and offering Title I assistance to E.C. students through classroom inclusion.	
	3. Provide time in PLC’s to share strategies and get suggestions for behavior issues.			
Strategy 2:	Strategy:			
	Action Steps:			
	1.			

		2.		
		3.		
	Strategy 3:	Strategy:		
		Action Steps:		
		1.		
		2.		
		3.		

Plan/Do	How will we fund these strategies?		
	Funding source 1: none		Funding amount:
	Funding source 2:		Funding amount:
	Funding source 3:		Funding amount:
	Review frequency: Bi-monthly at PLC meetings, monthly at staff meetings		
	Assigned implementation team: School Improvement Team and certified staff		
	What data will be used to determine whether the strategies were deployed with fidelity?		
Check	PLC agendas and minutes, certificate of completion from NC Falcon, observations by lead teacher and principal, NC Wise attendance, at-risk student roster		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Increase in attendance percentage on NC Report Card.		
	What does data show regarding the results of the implemented strategies?		

	Based upon identified results, should/how should strategies be changed?
Act	

Priority Goal 4: Leadership will guide innovation in NC public schools

Plan/Do	Area for Improvement and Supporting Data			
	School Goal 4:			
	District Goal:	Administrators will guide innovation through the development and enhancement of <u>collaborative</u> learning community activities for teachers across the district to promote <u>continuity of instruction</u> .		
	SACS/CASI Standard(s):	2, 6		
	Title I Component(s):	7		
	EC Indicator(s):	8, 12		
	AIG Standard(s):	5, 6		
	Target:			
	Indicator:			
	Milestone date:			
Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.				
	Strategy 1:	Strategy:		
		Action steps:		
		1.		
		2.		
		Strategy 2:	Strategy:	
			Action Steps:	
			1.	
			2.	
		Strategy 3:	Strategy:	
			Action Steps:	
1.				
2.				

	Funding source 1:	Funding amount:
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Review frequency:	
	Assigned implementation team:	
	What data will be used to determine whether the strategies were deployed with fidelity?	
Check		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	What does data show regarding the results of the implemented strategies?	
	Based upon identified results, should/how should strategies be changed?	
Act		

Priority Goal 5: NC public schools will be governed and supported by 21st Century systems.

Plan/Do	Area for Improvement and Supporting Data		
	School Goal 5:		
	District Goal:	Utilize 21st Century district resources to provide a baseline of instructional technology use across schools.	
	SACS/CASI Standard(s):	1, 6, 9, 10	
	Title I Component(s):	1, 4, 5, 7	
	EC Indicator(s):	11, 15, 16, 17, 18, 19, 20	
	AIG Standard(s):	6	
	Target:		
	Indicator:		
	Milestone date:		
	Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.		
	Strategy 1:	Strategy:	
		Action steps:	
		1.	
		2.	
3.			
Strategy 2:	Strategy:		
	Action Steps:		
	1.		
	2.		
	3.		
Strategy 3:	Strategy:		
	Action Steps:		
	1.		
	2.		
	3.		

	Funding source 1:	Funding amount:
	Funding source 2:	Funding amount:
	Funding source 3:	Funding amount:
	Review frequency:	
	Assigned implementation team:	
	What data will be used to determine whether the strategies were deployed with fidelity?	
Check		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	What does data show regarding the results of the implemented strategies?	
	Based upon identified results, should/how should strategies be changed?	
Act		

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

All teachers in grades K-2 will complete the new DIBELS next training for mClass and will work on completing progress monitoring with mClass with fidelity. Kindergarten teachers will attend Comprehension Toolkit and use the first 20 days with students coming into kindergarten reading. Students that are not performing on grade level will receive LLI with the Title I teacher in addition to guided reading in the classroom. Teachers new to their grade level will be paired with literacy coaches from the central office to help plan and implement strategies for formative assessment and guided reading. Students not performing on grade level or progressing at a sufficient rate will be referred to CARE team where it is determined if further interventions are necessary. Data from mClass reports will be monitored and used for discussion in PLC meetings.

School Safety and Discipline Plan Components

The School Crisis Plan has been updated and on the agenda to be reviewed and discussed at the faculty meeting scheduled for Monday, September 10, 2012. Teachers will be asked to read it carefully prior to that date. Between the hours of 8:05 and 2:45 all doors leading to the outside are kept locked, with the exception of the doors at the main entrance. At 4:00 each day after school has been dismissed all doors are kept locked except for a set at the back entrance for Kids' Club. All visitors are required to go through the Ident-A-Kid system and are given a visitors' pass to wear while on campus. Teachers are assigned duty stations prior to and at the end of the school day to monitor students' arrival and exit of campus. Security cameras have been installed on campus for safety. Teachers will wear identification badges during the school day once fall portraits are made.

The school discipline plan is based upon the book Teaching with Love and Logic which encourages coaching kids to make wise choices and accept natural consequences. The basic rule for the school embodies the ideal that any behavior is fine as long as it does not cause a problem for someone else. When there is a problem, students are asked to think about how their behavior is causing a problem and what can be done to prevent it from occurring again. When students can not arrive at a solution, teachers offer choices and then make choices for students when they are unable to do so for themselves. Each classroom has a "thinking time" space set aside for students who feel they need to remove themselves from a situation or if the teacher feels the student needs to be removed from the setting for a brief period of time. Should a student become out of control and a threat to the safety of others or himself/herself, the principal is called and further action is taken as required. Consequences are meant to be fair and handled on an individual basis based on the needs of the child. Communication with parents is a strong component of the plan.

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

Two full time and one part time Title I teachers are employed to provide additional support and assistance to students who are not performing on grade level in reading. The Title I teachers provide support using the Leveled Literary Intervention (LLI) program. Students not performing at grade-level in math and reading are provided Personal Education Plans (PEP), which are monitored each nine weeks.

A Title I parent involvement coordinator works with school staff and parents to plan 2-3 annual meetings that will actively involve parents in the school setting and provide them strategies for enhancing math and literacy skills at home. All parents school-wide are invited and strongly encouraged to participate in these events.

Teachers are expected to keep the lines of communication open with parents at all times whether informal conferencing through the agenda book, over the telephone, via email, or face to face. The principal and lead teacher are always available to sit in on conferences as the needs arise.

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.

Teachers in the primary grades are required to accompany students to lunch or allow the classroom assistant to do so. In grades 3-5, teachers have the option of rotating lunch duty. The PTO has developed a plan to use parent volunteers to relieve teachers from lunch duty once a month and the principal and lead teacher are creating a plan to have “specials” teachers assist with lunchroom supervision. The principal and lead teacher are always available to assist as needed.

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.

Students are pulled 50-55 minutes for specials (media, art, music) each week. All students are pulled for PE twice a week for 80 minutes; Kindergartens have media, music, and art for 30 minutes each week; Grades 1 and 2 have music for 50 minutes each week-Grades 3-5 have media and music for 50 minutes each week and art for 55 minutes every other week. All students are dismissed from school by 3:00 each day allowing 3:00-3:30 free for planning, with the expectation of those teachers who are assigned after school duties which is on a rotating basis.