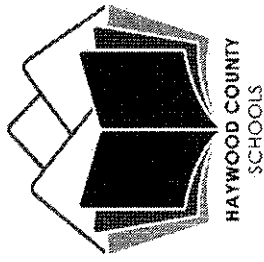


# HAYWOOD COUNTY SCHOOLS

## School Improvement Plan

SCHOOL NAME/NUMBER: Riverbend Elementary/440332  
 SCHOOL ADDRESS: 71 Learning Lane, Clyde, NC 28721  
 PLAN YEAR(S): 2018-19 through 2019-20  
 DATES PREPARED: June, 2018—August, 2018



PRINCIPAL SIGNATURE: *Jill S. Chambers* Date: 8/27/18

SCHOOL IMPROVEMENT TEAM SIGNATURE: *Karen Keeling* Date: 8/27/18

### SCHOOL IMPROVEMENT TEAM MEMBERSHIP

Committee Member	Position	Committee Member	Position
Jill Chambers	Principal	Karen Keeling	Lead Teacher
Ashley Clifton	Kindergarten teacher	Renee Gidcumb	Kindergarten teacher
Tabitha Austin	1 <sup>st</sup> grade teacher	Donna Wood	1 <sup>st</sup> grade teacher
Amanda Plummer	2 <sup>nd</sup> grade teacher	Genetta Spratt	2 <sup>nd</sup> grade teacher
Jeannine Carter	3 <sup>rd</sup> grade teacher	Bill Reilly	3 <sup>rd</sup> grade teacher
Suzanne Bigsby	4 <sup>th</sup> grade teacher	Kara Scapin	4 <sup>th</sup> grade teacher
Leslie Buchanan	5 <sup>th</sup> grade teacher	Maggie King	5 <sup>th</sup> grade teacher
Nikki Barker	Media Coordinator	Chris Ray	PE teacher
Jeremie King	Parent	Ashley Ferguson	Parent



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

<b>District Goal:</b>	Improve Career and College Readiness for all students Pre-Kindergarten through Early College
<b>School Goal:</b>	Increase grade level proficiency in reading to 92% of students in grades 3 through 5.
<b>Targets:</b>	2017-2018 Performance Data in Reading on EOG – 90.5
<b>Completion Date:</b>	June 30, 2020

**Goal 1 Improvement Strategies – Identify research-based strategies**

<b>Strategy: Implement the new North Carolina English Language Arts Standard Course of Study</b>	
<b>Action steps:</b>	
1. All certified staff complete the Virtual Implementation Kit training provided by NCDPI by Nov. 2018	5.
2. Grade level planning meetings and team planning of new standards	6.
3. Vertical grade level sharing and conversations	7.
4. Case 21 review, disaggregation, and analysis	8.

**Strategy 1: Improve the quality of instruction across subjects by utilizing advanced questioning techniques developed through District Depth of Knowledge (DOK) training.**

<b>Action Steps:</b>	
1. Principal DOK training – Fall 2018	5. Include Title 1 tutors in DOK conversations and continue to utilize Title 1 tutors' years of experience, expertise and support in the instruction of students across all subjects.
2. Teacher DOK training – 2018-19 school year	6.
3. Continue training for differentiation and learning progressions	7.
4. Grade level meetings to plan the use of higher level question stems	8.

**Strategy 2: Implement updated district pacing guides and continue to focus on fluency**

<b>Action Steps:</b>	
1. Review, analyze and implement new changes or additions to pacing guides.	4.
2. Grade level and vertical conversations of pacing guides in order to grow teacher knowledge and ensure concepts taught	5.
3. Continue school wide focus to chart and track fluency rates of children on a monthly basis, as increased fluency results in increased understanding of strategies outlined in pacing guides	6.

**Strategy 3:**

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

<b>District Goal:</b>	Improve student social and emotional health through target training and quality support for students with specific social/emotional needs.
<b>School Goal:</b>	Improve average daily attendance by .2%
<b>Targets:</b>	Average Attendance 2015-16→96.2%; 2016-17→95.9%; 2017-18→96.2% Three Year Average Attendance (2015-16—2017-18)→ 96.1%
<b>Completion Date:</b>	June 30, 2020
<b>Goal 1 Improvement Strategies – Identify research-based strategies</b>	
<b>Strategy: Reinstate Character Education Program through Guidance K-5</b>	
<b>Action steps:</b>	
<b>Strategy 1:</b>	1. Revisit monthly character traits to determine monthly focus
	2. Thread monthly character traits throughout daily routines and instruction
	3. Guidance lessons based on monthly theme
	4. Recognition of students exhibiting the trait of the month
<b>Strategy: Implement Educators Handbook software</b>	
<b>Action Steps:</b>	
<b>Strategy 2:</b>	1. Principal is trained in EHS
	2. Teachers are trained in EHS
	3. Data review and analysis of program implementation
	4.
<b>Strategy: Provide training to improve instruction and support of students with social/emotional needs</b>	
<b>Action Steps:</b>	
<b>Strategy 3:</b>	1. Increase the number of staff with Crisis Intervention training
	2. Riverbend University sessions on behavior support for challenging students
	3.
	4.

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

<b>District Goal:</b>	Improve the quality of communication with standard protocol process for internal and external communication
<b>School Goal:</b>	Improve communication vertically and with all staff
<b>Targets:</b>	No regular vertical or teacher assistant meetings
<b>Beginning Baselines:</b>	June 2020

**Goal 1 Improvement Strategies – Identify research-based strategies**

**Strategy: Improve internal communications with standard protocol processes**

<b>Strategy 1:</b>	<b>Action steps:</b>	
	1. Elect all teachers to be on School Improvement Team	5.
	2. Meet monthly with School Improvement Team	6.
	3. Meet monthly with teacher assistants —“Meet and Eat”	7.
	4. Continue to send weekly announcements and e-staff meeting communications	8.

<b>Strategy 2:</b>	<b>Strategy:</b>	
	<b>Action Steps:</b>	
	1.	5.
	2.	6.
	3.	7.
	4.	8.

<b>Strategy 3:</b>	<b>Strategy:</b>	
	<b>Action Steps:</b>	
	1.	5.
	2.	6.
	3.	7.
	4.	8.

**All schools shall complete the following as it applies to your school.**

<p>Plan for preparing students to read at grade level by the time they enter 2<sup>nd</sup> grade including notification to parents for children not reading at grade level and/or at risk of not reading at grade level.</p> <p>Examine the needs of all K-1 students on a weekly basis and continually monitor the need for additional Title 1 assistance. Systematically provide on-going phonics instruction targeting those falling behind on Dibels measures for quick interventions using Fundations. Improve communication to parents concerning grade level expectations through grade level orientations and individual student conferences. Utilize Keep Book program to promote early volume of reading. Utilize Title 1 services as with a "Catch them before they fail" attitude.</p>
<p>School Safety and Discipline Plan Components</p> <p>Conduct three lockdown drills a year (BOY, MOY, EOY)</p> <p>Review and improve School Wide Discipline Grid and Behavior Expectations yearly.</p> <p>Implement Guidance Program and Social Thinking Strategies and Language K-5.</p>
<p>A plan for improving the academic performance of students at risk of academic failure or dropping out</p> <p>Use student performance data to assess student progress weekly.</p> <p>Strategically place tutors to work with individual students not performing at grade level.</p> <p>Use MTSS approaches to identify, implement, and monitor intervention strategies.</p> <p>Utilize LLI materials K-5.</p>
<p>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.</p> <p>Teachers/grade levels will look at options for duty-free lunch.</p>
<p>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.</p> <p>Use itinerant staff to provide and maximize instructional planning time for teachers as much as staff allows.</p>