

HAYWOOD COUNTY SCHOOLS

School Improvement Plan



SCHOOL NAME and NUMBER:

ADDRESS:

PLAN YEAR(S): 2016-18

DATE PREPARED: August 2, 2016

PRINCIPAL SIGNATURE: Shawn Parris Date: 9-1-2016

SIT CHAIRPERSON SIGNATURE: Sally Austin Hundley Date: 9.1.2016

DISTRICT IMPROVEMENT TEAM MEMBERSHIP

Committee Member	Position
Shawn Parris	Principal
Byron Burnette	Assistant Principal
Emily Fama	Lead Teacher
Margaret Rogers	Data Manager
Julie Green	Teacher—8 th grade
Jennifer Mabry	Teacher—7 th grade
Michelle Knapik	Teacher—6 th grade
Barclay Taylor	Teacher—Encore
Sally Hundley	Teacher—Encore
Kendra Plemmons	Media Coordinator
Karma Shuford	Exceptional Children Teacher
Shelia Whitted	Teacher Assistant
Jill Barker	Parent
Jennifer Cody	Teacher-AIG

*Add to list as appropriate.



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

District Goal:	Improve Career and College Readiness for all students Pre-Kindergarten through Early College
School Goal:	Provide opportunities for students to be College and Career Ready through the use of best practices.
AdvancEd Standard(s):	1 – Purpose and Direction, 3 – Teaching and Assessing for Learning, 5 – Using Results for Continuous Improvement
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, 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
AIG Standard(s):	2 – Differentiated Curriculum and Instruction, 3 – Personnel and Professional Development, 4 – Comprehensive Programming within a Total School Community
Target(s):	Increase college and career readiness performance composite to 67%.
Beginning Baseline(s):	64.1% of BMS students are College and Career proficient.
Completion Date:	June 30, 2018

Goal 1 Improvement Strategies – Identify research-based strategies

Strategy 1:	Strategy: Provide aligned and intensified implementation of academic and Tiers 2 and 3 vocabulary school-wide.	
	Action steps:	
	1. Teach Greek and Latin roots and affixes	5.
	2. Dissect academic standards to improve vocabulary precision.	6.
	3. Teach academic vocabulary explicitly and contextually.	7.
	4.	8.
Strategy 2:	Strategy: Utilize reflective practice strategies to foster critical thinking and note taking skills.	
	Action Steps:	
	1. Implement interactive note taking strategies.	5.
	2. Utilize journaling for reflection	6.

	3. Implement graphic organizing strategies	7.
	4.	8.
Strategy 3:	Strategy: Build community partnerships to foster awareness of local and global relationships.	
	Action Steps:	
	1. Cultivate current business partnerships to improve understanding of CCR for our students.	5.
	2. Implement exploratory off-campus learning for students.	6.
	3. Launch a system of student led business interviews	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:	Establish and implement a collaborative model for cross-curricular improvement.
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):	10 hours of Professional Learning in collaboration, classroom walk-throughs, and PLCs.
Beginning Baseline(s):	0 hours of formal training in collaboration models. Current collaboration is informal.
Completion Date:	June 30, 2018

Goal 2 Improvement Strategies

Strategy 1:	Strategy: Obtain professional learning on collaborative community models.	
	Action steps:	
	1. Implement a system of lesson study and classroom walkthroughs for the faculty.	5.
	2. Utilize experts on collaborative educational models.	6.
	3. Transfer focus of PLCs to professional collaboration.	7.
	4.	8.
Strategy 2:	Strategy: Develop a collaborative community.	
	Action Steps:	
	1. Develop vertical alignment guides for middle school content.	5.
	2. Develop cross-curricular plans.	6.
	3. Utilize outside evaluation and critique for incremental improvement.	7.
	8.	
	Strategy: Develop school-based model for collaboration.	
	Action Steps:	
	1. Develop grade-level units of learning.	5.

Strategy 3:	2. Develop theme-based learning units.	6.
	3.	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:	Improve student empowerment and responsibility through recognition and training.
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):	Four annual student planned service events
Beginning Baseline(s):	Although service projects are in place, these are not planned and executed by students. With that designation, our baseline is zero.
Completion Date:	June 30, 2018

Goal 3 Improvement Strategies – Identify research-based strategies

Strategy 1:	Strategy: Implement a student-recognition system to promote positive character development.	
	Action steps:	
	1. Select students based on exhibition of character traits to be recognized by the principal.	5.
	2. Publicly recognize students through peer and faculty nomination.	6.
	3. Communicate selection to stakeholders through social media outlets.	7.
	4.	8.
	Strategy: Empower students to take an active role in school improvement.	

	Strategy 2:	Action Steps:	
		1. Conduct leadership training for curricular and extra-curricular student representatives. (Value Added Leadership model)	5.
		2. Develop a BMS Leadership Charter for students.	6.
		3. Implement student-elected leadership team.	7.
		4. Quarterly projects will focus on school (Q1), community (Q2), nation (Q3), and world (Q4).	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.

Not applicable at our level.

School Safety and Discipline Plan Components

Our Safety and Discipline Plan includes implementation of PBIS, a School Safety Plan, and an Anti-Bullying plan.

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

We utilize the following methods:

Intervention through the guidance program.

Parent contact to students who are performing below grade level.

Differentiation in Lesson Plans

Math and Science coach

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.

Duty free lunch is provided as possible while maintaining adequate cafeteria supervision.

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.

All teachers at Bethel Middle are provided at least five hours of planning time.

Haywood County Schools
School Improvement Plan
Waiver Request Form
2016-18

(Please attach to your SIP)

School Name Bethel Middle

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

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.