

Tryon Elementary School



School Improvement Plan for 2026-2027 School Year

GOAL #1

Tryon Elementary School will have at least 68% of K–5 students meet or exceed grade-level proficiency benchmarks in English Language Arts (ELA) by the end of the 2026–2027 school year, as measured by mClass for grades K–3 and EOG assessments for grades 3–5.

Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. *** Goal was adjusted to reflect current student cohort - increased from 65% to 68%	• Grade-level teams implement standards-based units with fidelity. • All grade-level teams complete unit development that addresses the North Carolina standards for their grade level and subjects and deliver content following the created pacing guide. • Lessons will be aligned to standards. • Standards and objectives posted for lessons • Walkthrough form data • 90/120 ELA blocks developed and implemented with strategic small groups • Small groups will be based on data-Individual Reading Plans	☐ Schedules will be created to ensure that teachers have 90 to 120 uninterrupted instruction for math and reading. ☐ Monthly Walkthroughs providing feedback ☐ Teachers will make lesson plans available ☐ Grade levels will meet monthly to team plan standards-based units. ☐ DPI Reading Specialist will provide support and training to Title 1 teachers and support the development of effective IRPs. ☐ Teachers will use ongoing data to provide data-driven instruction with Tier 2 and 3 supports. ☐ Collaborate to best use specials, Title 1, ESL, and EC teachers ☐ Collaborate with support staff to implement best practices with fidelity

	• Provide professional development on differentiated, evidence-based instructional practices in reading. • Provide targeted interventions for students performing below grade level. • Conduct data-driven PLC meetings to adjust instruction based on student performance.	☐ Continue to monitor and facilitate a multi-tiered system of support (MTSS) framework across all grade levels. ☐ Use mClass and EOG data to identify student needs and monitor progress regularly.
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GOAL #2		
Tryon Elementary School will have 85% of students in grades 3–5 demonstrate at least one year of academic growth in mathematics, as measured by EVAAS growth metrics, and achieve a schoolwide proficiency rate of 80% or higher on the Math End-of-Grade (EOG) assessment.		
Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
A2.04 – Instructional teams develop standards-aligned units of instruction for each subject and grade level. A4.01 – The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.	• Teachers will collaborate to ensure mathematics instruction aligns with state standards and assessment expectations. • Use formative assessments and progress monitoring to inform small group instruction and interventions based on student needs. • Leadership will conduct regular walkthroughs and use data to guide feedback related to math instruction and student performance. • Data from EVAAS, benchmark assessments, and classroom observations will guide professional learning and instructional decisions. • Engage families with regular updates on	☐ Schedule monthly PLC meetings for grades 3–5 to review pacing guides and align instruction with NC Math Standards. ☐ Develop and implement common formative assessments across grade levels to ensure consistency and alignment. ☐ Provide teachers with professional development on unpacking math standards and backward design planning. ☐ Implement math intervention blocks in the master schedule for targeted Tier 2 and Tier 3 support. ☐ mClass Math Screeners and/or other diagnostic tools to place students into appropriate tiers based on need. ☐ Train staff on MTSS framework and

B3.03 – The principal monitors curriculum and classroom instruction regularly and provides timely, clear, and constructive feedback to teachers. C2.01 – The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. E1.06 – The school regularly communicates with parents/guardians about student progress and school programs and encourages parental involvement in student learning. *** The team agreed to keep the current goal unchanged until we are able to use	student math progress, strategies for home support, and opportunities for collaboration.	progress monitoring tools specific to math achievement. ☐ Conduct bi-weekly classroom walkthroughs focused on mathematics instruction and student engagement. ☐ Use a standardized feedback form aligned with math instructional look-fors and share feedback within 48 hours. ☐ Hold post-observation conferences to review data, identify strengths, and co-develop next steps for growth. ☐ Analyze EVAAS projection and diagnostic data quarterly to adjust instruction and groupings. ☐ Review benchmark and formative assessment data during PLC meetings to identify trends and instructional gaps. ☐ Use data to identify professional development needs and schedule targeted PD sessions (e.g., number talks, conceptual understanding). ☐ Send home student math data reports (including mClass screeners, benchmarks, and classroom assessments) quarterly. ☐ Use weekly newsletters and ClassDojo/Remind to provide parents with real-time updates and tips on math skills being taught.
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mClass Math data to assess K-2 student growth.		
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GOAL #3		
By May 2027, all TES classroom teachers will dedicate a minimum of 30 hours over the course of the school year to instructional and student-support practices provided by the Character Strong Purposefull People curriculum to support relationship-building, behavior incidents, and reinforcement of school expectations.		
Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.	- Teachers use the Second Step (PreK) or Character Strong (K-5) curriculum to deliver Social-Emotional Learning (SEL), supported by monthly character education lessons from the school counselor. - SEL instruction will be observed across all grade levels. The counseling program will expand to include more small-group and individual sessions for at-risk students. - Additional resources in PreK, such as Ready Rosie, Support Coach Lisa Brown, and family engagement activities, will be utilized to assist students in successfully self-regulating.	☐ The school counselor provides targeted lessons to classes. ☐ Collaborate with community resources—firefighters, Big Brother Big Sister, Kiwanis, Rotary, and PCHS student volunteers—to support our at-risk students. ☐ Student nominations for outstanding citizenship and positive character traits will be conducted monthly. ☐ Pre-K teachers will implement ongoing second-step lessons to assist students in utilizing life skills. ☐ The school counselor will develop small group and individual sessions to assist high-risk students with self-regulation and social skills. ☐ Attendance data will be monitored, and teachers will work with the administration to address consecutive absences or students with excessive unexcused absences. ☐ Calming areas will be provided to assist students in self-regulation. ☐ Parent conferences to better understand children's backgrounds and needs ☐ Celebrate staff and student successes: Family Nights, Book Fairs, Honor Awards, Golden Spatula Award, Faculty/Staff Spotlight of the Week, Purple Star School, Top Tiger Awards, and more as opportunities to celebrate arise.

		☐ Staff needs assessments based off Character Strong curriculum ☐ Student self-rating scales completed at the beginning, middle, and end of year for 3rd through 5th-grade students ☐ Educator rating of the whole class completed by the classroom teacher for Kindergarten through 2nd grade ☐ Continuous monitoring to track a reduction of behavior referrals that result in disciplinary action
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GOAL #4		
Tryon Elementary School will show a growth index of 1.0 or higher in our students with disabilities subgroup, as measured by EVAAS data.		
Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement. A3.09: All teachers differentiate assignments to provide the right balance of challenge and attainability for each student. A3.10: All teachers use assessment data and	• Instructional staff will participate in professional development sessions focused on differentiation in the classroom • Restructuring of EC caseloads to better group students based on academic need • All EC teachers sent to trainings on curriculum taught in the classroom to assist with connecting teaching between settings and meeting grade-level standards • Utilizing the NC Star Platform for goals and progress monitoring	☐ Constant communication with classroom teachers to monitor student progress and align academic goals. ☐ Continue to provide professional development for all certified teachers ☐ Tutors brought in to work with 3rd through 5th grade students identified by teachers to have an academic need in ELA and math ☐ Partnership with NC DPI and NC Peak to provide professional development in the area of differentiated instruction and reaching fully potential for all students

match instruction and supports to individual student needs.		
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OTHER AREAS OF FOCUS		
Area of Need	Goal(s) Associated with Need	Action Items to Address Need/Goal(s)
Developing Data-Analysis Skills & shifting to data-driven instructional practices across grade levels and subjects	- Teachers will meet with the literacy lead instructor and Title 1 to address rankings and data for Individual Reading Plans as the NCDPI requires. - Teachers will meet with the principal as the instructional lead in grades 3-5 as needed to review assessment data	☐ Data will be used to monitor IRP progress for students in Title I and the MTSS process. ☐ Use data to create differentiated lessons within the classroom to address the needs of a diverse population.
Area of Need	Goal(s) Associated with Need	Action Items to Address Need/Goal(s)
Cultivating a Unified and Inclusive School Community by fostering a positive school culture that builds morale, instills school pride, and supports all students' academic and social success, with a specific focus on engaging English Language Learners (ELLs) and other diverse	- Build Morale and Instill School Pride - Engage and Support ELL Students - Celebrate Cultural Diversity - Promote Inclusivity Across All Subgroups - Facilitate Parent and Community Engagement - Create a more cohesive and supportive environment where all students, including ELLs and other diverse groups, feel valued, celebrated, and empowered to	☐ Initiate School-wide Spirit Events: Organize themed events that celebrate school achievements, cultural diversity, and student talents, such as spirit days/weeks and recognition assemblies. ☐ Spirit Wear: Design and sell Spirit Wear so faculty/staff, students, and families can show their school pride. ☐ Incorporate cultural awareness activities into the curriculum and host multicultural events where ELL students can share their heritage, fostering a sense of belonging and pride. ☐ Intentionally seek to involve parents of ELL students to engage them in the school community through joining and actively participating in the PTA

subgroups.	achieve their full potential.	and school events and providing school-to-home communications in their language as much as possible.
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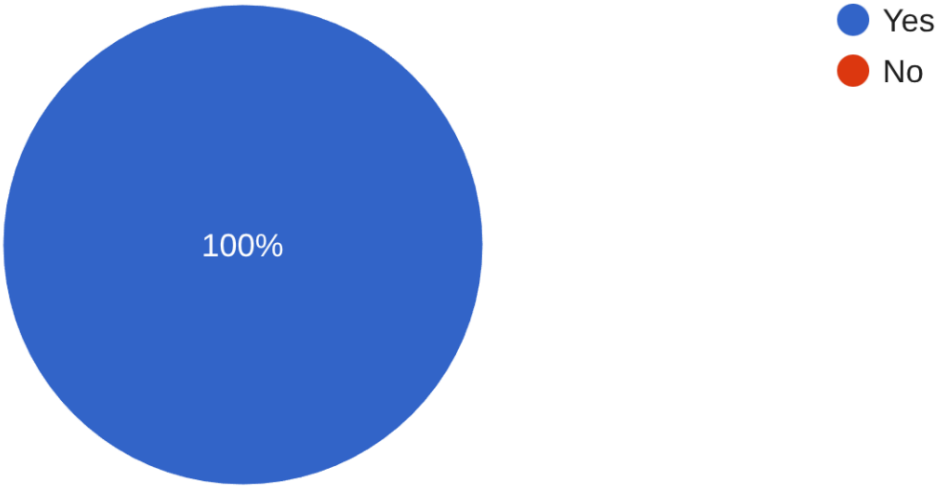
School Improvement Team Meeting Dates (updated monthly)
September 2, 2026 - initial meeting SIP approved with 39 votes

School Improvement Team Members	
Team Members/Role	Signature
Dr. John Mauldin, Principal	
Jennifer Schweitzer, Chair (Title I Lead)	
Jessie Roush, PreK Teacher	
Caroline Smith, Kindergarten Teacher	
Shea White, 1st Grade Teacher	
Brooke Brandt, 2nd Grade Teacher	
Susan Smith, 3rd Grade Teacher	
Angie Upton, 4th Grade Teacher	
Lindsay Lewis, 5th Grade Teacher	
Jennifer Edwards, EC Teacher (TOY)	
Christen Smith, P.E. teacher	

Harby Hodges, Paraprofessional	
May Rikard, School Counselor	
Emily Wilson, parent	

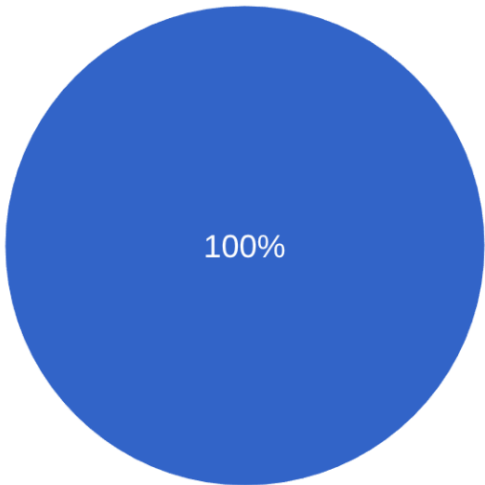
I have read and reviewed the SIP

39 responses



I support implementing the SIP

39 responses



- Yes
- No