

Polk Central Elementary School

School Improvement Plan
2022-2023



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2022-2023
School Improvement Plan

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Polk County Schools Mission and Belief Statements

Mission Statement

The mission of Polk County Schools, in partnership with parents and community, is to prepare and inspire each student to be a literate, responsible, productive member of a diverse society, who believes learning is a lifelong process.

Polk County Schools Belief Statements

- *Polk County Schools work best in partnership with students, parents, teachers, administrators and communities where everyone assumes responsibility and accountability for their roles.*
- *Schools must be physically safe and orderly places that foster mutual respect among students, staff and parents.*
- *Schools should be caring environments where students are actively engaged in learning and are encouraged to take learning risks.*
- *High expectations of all partners are essential for successful performance and academic excellence.*
- *Students should be taught the way they learn best.*
- *Schools should help students to develop skills and attitudes that enable them to be prepared for success in life.*
- *A sufficient financial base is necessary to provide programs and services.*

Polk Central Elementary School

Mission Statement

Working together with parents, staff, and community members, Polk Central strives to be a safe and inviting place where all students can learn and grow.

- *Student learning is the chief priority for the school.*
- *All students can learn.*
- *Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.*
- *Each student is a valued individual with unique physical, social, emotional, and intellectual needs.*
- *Students learn in different ways and should be provided with a variety of instructional approaches to support learning.*
- *Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.*
- *Exceptional students (e.g. Special Education, Limited English Proficiency, Gifted and Talented, etc.) require special services.*
- *Challenging expectations increase individual performance.*

Purpose of the Polk Central Elementary School School Improvement Plan

The purpose of the school improvement plan (SIP) is to provide all stakeholders, including parents, teachers, students, and community members, with information about academic achievement and goals, social/emotional goals, and the school culture. The SIP is used by teachers and staff to guide instruction in the classroom, community relations, and each teacher's individual professional development plan for the academic year.

The SIP is reviewed periodically throughout the year by the School Improvement Team and the faculty and staff to ensure that progress is being made toward the stated goals of the plan. Goals in the plan are based on data collected after standardized testing and a review of student achievement and need. Academic goals focus on reading and math achievement, while social/emotional and school climate goals focus on the well-being of students and staff as a whole school community.

Polk Central Elementary School
School Improvement Plan
Goal 1

Reading Goal: Polk Central Elementary's reading proficiency will reach 70% by June 2024 across grade levels on the reading End-of-Grade tests by attaining a 7.3% growth increase over two academic years.

Evidence of Need:

2022 EOG Scores reflected less than 63% of students in grades 3-5 scored proficient in reading.

Specific Strategies	Measure of Progress	Attainability Measures	Relevance to Overall Goal	Time of Implementation/Completion
Building a School-wide reading culture	Increased scores in all standardized testing and reading benchmarks	Accelerated Reader Reports of participation mClass NC Check-Ins	By creating a culture of reading, students will increase their independent reading habits which correlates with increased achievement scores in reading. https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsan djournals/slr/vol3/SLMR_IndependentReading_V3.pdf	Academic School year 2022-2023
LETRS Year 2	Increased progression toward reading goals in terms of fluency and comprehension	LETRS Training for all Core Instruction Staff	Implementation of LETRS will increase the amount of direct, explicit, and systematic instruction in all literacy elements for all grade	Academic School Year 2022-2023 and beyond

			levels.	
Science of Reading Implementation	Increase standardized test scores coupled with increased growth measures on both classroom formative assessments and summative assessments across grade levels	LETRS Independent Reading Initiatives District Literacy Plan implementation Individual Student Literacy Plan implementation	With an overall reading goal of adding an additional 2% growth, implementation of the Science of Reading aspects into the direct instruction model for Tier 1 universal design, Tier 2 Interventions, and Tier 3 Exceptional Children Services will foster progress toward the goal.	Academic School Year 2022-2023
Inclusion Implementation for EC students	Growth in student proficiency and performance within the special populations of EC, AIG, ELL, and all sub-groups	EC, AIG, ELL and guidance pushing into classrooms for integration and inclusion for all sub-groups on some level	By addressing the needs of sub-groups with more focus and inclusion, those populations will receive the benefits of co-teaching and more direct instruction.	Academic School Year 2022-2023
Individual Reading Plan implementation in accordance with the state requirement	mClass data will show growth and progress towards goals for students on an IRP	Research-Based Interventions applied through classroom teachers and Title I programming	Addressing the needs of the students who are below grade level or not progressing with universal instruction in the regular classroom	Academic School Year 2022-2023
Statement of Relevance to the mission and beliefs: All students can learn and exceptional student populations require special services.				

Polk Central Elementary School
School Improvement Plan
Goal 2

Math Goal: Polk Central Elementary math proficiency will reach 72% by June 2023 across grade levels on the reading End-of-Grade tests by attaining a 2.7% growth increase for the academic year.

Evidence of Need:

2022 EOG Scores reflected less than 70% of students in grades 3-5 scored proficient in math.

Specific Strategies	Measure of Progress	Attainability Measures	Relevance to Overall Goal	Time of Implementation/Completion
Common Math Language through Envisions	All teachers using EnVisions and completing training	Direct instruction using EnVisions math	Increasing direct instruction with common language related to the NC standards and EOG	Academic School Year 2022-2023
Foundations in Math training for K-5 teachers	Currently, only three math instructors have received this training and are able to share pedagogical skills from the training. Progress will be defined by staff-wide training taking place with implementation the following year.	Direct Pedagogical instruction for teachers	Increasing direct instruction with common language related to the NC standards and EOG	Summer 2023
Inclusion Implementation for EC students	Growth in student proficiency and performance within the	EC, AIG, ELL and guidance pushing into classrooms for	By addressing the needs of sub-groups with more focus and	Academic School Year 2022-2023

	special populations of EC, AIG, ELL, and all sub-groups	integration and inclusion for all sub-groups on some level	inclusion, those populations will receive the benefits of co-teaching and more direct instruction.	
Statement of Relevance to the mission and beliefs: All students can learn and exceptional student populations require special services.				

Polk Central Elementary School
School Improvement Plan
Goal 3

Science Goal: Polk Central Elementary's Fifth Grade science proficiency will reach 70% by June 2023 on the science End-of-Grade tests by attaining a 2% growth increase for the academic year.

Evidence of Need:
2022 EOG Scores reflected less than 70% of students in grade 5 scored proficient in science.

Specific Strategies	Measure of Progress	Attainability Measures	Relevance to Overall Goal	Time of Implementation/Completion
Smithsonian Training	See growth in pre/post tests from modules	Providing hands -on activities through Smithsonian curriculum	Building background knowledge	Academic School Year 2022-2023
Content literacy and vocabulary	Weekly/Monthly review and assessment of mastery & proficiency	Providing consistent practice and usage of science terminology and scientific method	Building content knowledge across the curriculum	Academic School Year 2022-2023
RootEd & Muddy Sneakers Initiatives	See growth in student ability with problem solving and applications to NC Standard Course of Study for Science	Over \$60,000 in grant money obtained for implementation of programs across grade levels to increase background knowledge and applications for science	Increasing problem-solving skills and background knowledge for application will increase proficiency scores.	Academic School Year 2022-2023
Inclusion Implementation for EC	Growth in student proficiency and	EC, AIG, ELL and guidance pushing into	By addressing the needs of sub-groups	Academic School Year 2022-2023

students	performance within the special populations of EC, AIG, ELL, and all sub-groups	classrooms for integration and inclusion for all sub-groups on some level	with more focus and inclusion, those populations will receive the benefits of co-teaching and more direct instruction.	
Statement of Relevance to the mission and beliefs: All students can learn and exceptional student populations require special services.				

Polk Central Elementary School
 School Improvement Plan
 Goal 4

School Culture & Community Goal:

The Polk Central Elementary School community of students, faculty, staff, administration, parents, and local community stakeholders will work together to support the needs of all stakeholders in terms of academic and social-emotional growth while allowing stakeholders to feel valued and accountable for the success of our school community.

Evidence of Need:

1. The pandemic left our community divided in terms of socio-economics, politics, and belief systems.
2. All stakeholders need to feel valued in their contributions to the greater good and serving our students by always doing what is best for them.

Specific Strategies	Measure of Progress	Attainability Measures	Relevance to Overall Goal	Time of Implementation/Completion
Social/Emotional Learning: (Second step, Check In/Check Out (CICO) Program, Guidance Leadership Lessons)	Decrease in office and bus referrals, decrease in behavior referrals for MTSS	Consistent use of Second Step vocabulary and procedures throughout school	Successful learners require healthy attitudes and strong problem-solving and interpersonal skills	2022-2023
Social/Emotional & Climate: Student Clubs Grades 3-5 with Stakeholder involvement, SOAR Matrix for Behavior Expectations	Increasing positive student participation and stakeholder involvement	Volunteer Data collected, Referral data	Students who feel they belong to a group are more likely to attempt problem-solving tasks and academic endeavors.	2022-2023

<p>School Climate: (teacher collaboration, PLCs, Staff camaraderie, Safety measures)</p>	<p>Increased participation of faculty and staff in events in and outside of school hours by choice</p>	<p>School Improvement Team, Administrative Team, and Teacher Leadership Committee works together to engage staff in meaningful activities that lead to better working relationships and increased teacher efficacy</p>	<p>Increase in positive school culture leads to greater teacher efficacy which is noted to be the number one impact for student achievement</p>	<p>2022-2023</p>
<p>Stakeholder Involvement: (PTO REvamp, Special Committees Implementation)</p>	<p>Increase parent involvement by recruiting and informing parents of events and volunteer needs using parent sign-up sheet per grade level on open house, all call, Dojo, agendas and school newsletters</p>	<p>Parent and Community Involvement Attendance Log, Grade-level Parent Volunteer Sign-up Sheet</p>	<p>To improve parent participation and a Culture of Community</p>	<p>2022-2023</p>
<p>Statement of Relevance to the mission and beliefs: Teachers, administrators, parents, and the community share the responsibility for advancing the school’s mission. Polk County Schools work best in partnership with students, parents, teachers, administrators and communities where everyone assumes responsibility and accountability for their roles.</p>				

SIP Staff Participation Documentation:

Launch Meeting | Gmail | Dashboard | Park C. | School Funds Online

SIP Vote (Responses) | 30 | 40

File | Edit | View | Insert | Format | Data | Tools | Extensions | Help

100% | 1 | 5 | 10 | 20 | 123+ | Default (en) | 10 | B | F | A | Q

	A	B
Transcript		
1	6/26/2022 7:10:23 I accept the plan.	mls@psd@psdschools.org
2	6/26/2022 7:10:42 I accept the plan.	and@psd@psdschools.org
3	6/26/2022 7:10:48 I accept the plan.	mls@psd@psdschools.org
4	6/26/2022 7:10:53 I accept the plan.	psd@psd@psdschools.org
5	6/26/2022 7:10:54 I accept the plan.	psd@psd@psdschools.org
6	6/26/2022 7:10:55 I accept the plan.	mls@psd@psdschools.org
7	6/26/2022 7:10:15 I accept the plan.	mls@psd@psdschools.org
8	6/26/2022 7:14:34 I accept the plan.	psd@psd@psdschools.org
9	6/26/2022 7:15:15 I accept the plan.	mls@psd@psdschools.org
10	6/26/2022 7:15:40 I accept the plan.	mls@psd@psdschools.org
11	6/26/2022 7:17:00 I accept the plan.	psd@psd@psdschools.org
12	6/26/2022 7:18:25 I accept the plan.	mls@psd@psdschools.org
13	6/26/2022 7:18:51 I accept the plan.	psd@psd@psdschools.org
14	6/26/2022 7:19:43 I accept the plan.	mls@psd@psdschools.org
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28	6/26/2022 7:19:59 I accept the plan.	mls@psd@psdschools.org
29	6/26/2022 7:19:59 I accept the plan.	mls@psd@psdschools.org
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39	6/26/2022 7:19:59 I accept the plan.	mls@psd@psdschools.org
40	6/26/2022 7:19:59 I accept the plan.	mls@psd@psdschools.org

Statement of Staff Voting Information

On September 30, 2022, the Polk Central Elementary School Staff voted on the 2022-2023 SIP. Thirty-nine staff members voted to adopt the plan with 0 votes against adoption.

Anglea Dufford
SIT Chairperson

Kim McMinn
Principal

School Improvement Team Members
2022-2023

Member	Position
Angela Dufford	SIT Chair, Title I teacher
Nikki Gilreath	TOY, Fifth Grade teacher
Ashley Bell	School Counselor
Amy Crowder	Pre-K teacher
Amber Styles	Kindergarten teacher
Kelleigh Powell	First Grade teacher
Julia Tackett	Second Grade teacher
Nicole Kemp	Third Grade teacher
Marsha Davis	Fourth Grade teacher
Andrea Walter	Fifth Grade teacher
Anna Nelon	School Nurse
Beth Packer	Activity teacher (music)
Kim McMinn	Principal
Leigh Raymer	Parent Representative (Pre-K-2)
Larah Waters	Parent Representative (3-5)

School Improvement Team Members
2022-2023

Member	Position	Signature
Angela Dufford	SIT Chair, Title I teacher	Angela Dufford
Nikki Gilreath	TOY, Fifth Grade teacher	Nikki Gilreath
Ashley Bell	Guidance Counselor	Ashley Bell
Amy Crowder	Pre-K teacher	Amy Crowder
Amber Styles	Kindergarten teacher	Amber Styles
Kelleigh Powell	First Grade teacher	K Powell
Julia Tackett	Second Grade teacher	Julia Tackett
Nicole Kemp	Third Grade teacher	Nicole Kemp
Marsha Davis	Fourth Grade teacher	Marsha Davis
Andrea Waller	Fifth Grade teacher	Andrea Waller
Anna Nelson	School Nurse	Anna Nelson
Beth Packer	Activity teacher (music)	Beth Packer
Kim McMinn	Principal	Kim McMinn
Leigh Raymer	Parent Representative (Pre-K-2)	Leigh Raymer
Larah Waters	Parent Representative (3-5)	Larah Waters