

# Saluda Elementary School

## School Improvement Plan

### 2022-2023



*100 Years of Greatness... and Counting!*  
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*Home of the Wildcats*

# School Improvement Team Membership

## 2022-2023

Members of the School Improvement Team were elected by their peers in August 2020. The team will serve for two years (2020-2022). The School Improvement Plan was approved by the Saluda School faculty by secret ballot in September 2020. The School Improvement Leadership Team also affirms its endorsement of the plan.

<b>REPRESENTATIVE GROUP MEMBER</b>
Teacher of the Year S. Fletcher
Principal T. Mostel
Teacher Representatives (PreK-2) Stephanie Fletcher
Teacher Representatives (3-5) Stephanie Uhrich
Specialist Representative St. Clair
Support Representative E. Taylor

Title 1 Intervention Specialist Brandi Drake

Exceptional Children Jennifer Young

Teacher Assistant Representative Amanda Huddleston

Parent Representative Kelley Dow

The School Improvement Plan was developed to align to the requirements of the following:

- Polk County Schools Strategic Plan
- State Board of Education Goals
- AdvancED School Accreditation Standards



## **VISION STATEMENT**

While actively engaged in the learning of basic skills, enriched by arts and technology integration, Saluda School students will acquire a desire for knowledge and the strength of character needed to become lifelong learners and productive members of their communities and the world.

## **MISSION STATEMENT**

The mission of Saluda School, in union with family and community, is to equip and motivate each student to participate responsibly in a diverse and challenging global society, while inspired to continue to mature intellectually, socially and emotionally.

## **BELIEF STATEMENTS**

- Saluda School works best in partnership with students, parents, teachers, administrators and community where everyone assumes responsibility and accountability for their roles.
- Integration of the arts into the curriculum allows students to be taught the way they learn best. ● Saluda School must be physically safe and provide an orderly environment that fosters mutual respect among students, staff and family.
- Saluda School should maintain a caring environment 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. ● Saluda School should help students develop the skills and attitudes that enable them to be prepared for success in life.
- A sufficient financial base is necessary to provide the programs and services of the school. 3

## **STATE BOARD OF EDUCATION GOALS**

1. North Carolina public schools will produce globally competitive students.
2. North Carolina public schools will be led by 21st Century professionals.
3. North Carolina public school students will be healthy and responsible.
4. Leadership will guide innovation in North Carolina public schools.
5. North Carolina public schools will be governed and supported by 21st Century systems.

### **POLK COUNTY SCHOOLS STRATEGIC GOALS**

1. Globally Competitive Students (GCS)
2. 21st Century Professionals (21P)
3. Healthy and Responsible Educational Communities (HRC)
4. Facilities / Safety / Operations (FSO)

Saluda Elementary School (SES) serves students in Pre-Kindergarten through fifth grade. SES continues to support our school vision and mission to align with 21st century learning and structures. SES is one of only fifty-three schools in the North Carolina A+ Schools Program. The A+ Schools cover the North Carolina State Standards and the Essential Standards through interdisciplinary thematic units, combined with arts integration and hands-on, experiential learning, including daily arts instruction by certified arts teachers. The School Improvement Plan will address the following goals for the 2022-2023 academic year.

## **SALUDA SCHOOL GOALS 2022-2023**

The following are agreed upon goals that will support our vision for student achievement. These goals will be assessed throughout the school year to address the effectiveness of the strategies implemented.

**Saluda Elementary School will implement Life Skills which will enable students to be College and Career ready as well as be able to implement “21st Century Skills”.**

**Saluda Elementary School will address student learning recovery with the implementation of evidence-based practices to increase student growth rates as evidenced by end-of-grade test scores and EVAAS growth measures.**

**Saluda School will strive for increased partnerships with the families and community it serves by implementing and participating in events throughout the school year. 5**

# Saluda Elementary School

## Best Practices

The following programs, strategies, and practices represent successful attempts to improve student achievement and school operations. They are the best practices utilized by the faculty and staff and are included to reinforce their importance and need for evaluation and maintenance.

### English Language Arts

- Align instruction to North Carolina Standard Course of Study
- Utilize Title 1 funding to target reading intervention to K-5 students evidencing need
- Participate in district- and grade-level meetings to share and implement researched-based strategies in all content areas, as well as Exceptional Children
- Utilize Readers' Theater to involve students in dialogue, plot development, fluency and retellings
- Provide after school tutoring for at-risk students
- Utilize weekly fluency and vocabulary exercises to increase oral reading fluency and written vocabulary
- Use computer education to enhance and review reading concepts
- Meet with individual students as needed for reading and writing conferences
- Use varied media and formats to determine main ideas and supporting details
- Use drama and retellings to increase understanding of detail and story element
- Apply reading and writing skills across the curriculum
- Utilize book clubs to differentiate reading lessons
- Use rubrics for student self-assessment, peer assessment and to develop and strengthen writing through the revision process
- Provide opportunities for students to share and publish written work in a variety of ways
- Use visual tools to organize thinking and for prewriting strategies
- Teach specific Greek and Latin roots (older grades) utilizing letters training
- Place greater emphasis on grammar and spelling during mini-lessons to improve conventions of writing
- Use individual student word journals and/or word wall/sight word lists as references when writing
- Display student writing to promote pride in work
- Use technology as a tool to gather, organize and present information
- Provide free books to students four times a year through our Books Are Really Fun program
- Utilize read-alouds at all grade levels to make connections to stories and to improve fluency, vocabulary and comprehension
- Participate in pen-pal program between Sister Cities, enabling students to broaden diversity of writing styles

# Saluda Elementary School

## Best Practices

### Mathematics

- Align instruction to the North Carolina Standard Course of Study
- Utilize arts integration strategies in instruction, where appropriate
- Integrate math in other subject areas
- Utilize computer-based education programs to enhance and review math concepts, such as Prodigy and other resources
- Provide daily opportunities for students to share math strategies, construct arguments, and express reasoning
- Participate in district- and grade-level meetings to share and implement researched-based strategies in all content areas, as well as Exceptional Children
- Provide activities, such as games and songs, to reinforce and strengthen fluency with addition, subtraction, multiplication and division facts
- Incorporate activities for the multiple intelligences in lessons
- Utilize math manipulatives to improve understanding
- Review mathematical concepts and skills throughout the school year
- Utilize programs to differentiate and challenge students, such as Jr. Great Books
- Provide tutoring for at-risk students beyond school hours
- Provide opportunities for students to explain their mathematical thinking through writing and “math talks”

### Science & Social Studies

- Align instruction to the NC Standards
- Utilize interactive web sites to enhance classroom learning (virtual field trips, youtube)
- Provide experiential science activities on a frequently recurring basis to increase content knowledge
- Provide non-fiction reading experiences and projects
- Provide opportunities to use and demonstrate an understanding of content vocabulary
- Incorporate hands-on and arts integration strategies
- Provide opportunities for students to participate in investigations, test observations, draw conclusions & form generalizations
- Utilize materials from Carolina Biological science kits for hands-on, experiential learning activities
- Grade 5 students to participate in Muddy Sneakers Science Expeditions
- Students to utilize Little Park



# Saluda Elementary School

## Best Practices

### Arts-integration/Enrichment

- Teachers follow the A+ Essentials
- Utilize thematic, multi-disciplined instruction and A+ arts integration strategies in daily instruction
- Provide multiple intelligences lessons focusing on various learning styles
- Teachers share strategies on how to incorporate the arts into lessons via Google Docs
- Teachers participate in planning sessions on arts integration to enrich the curriculum and reinforce concepts (every six weeks)
- Teachers share best practices (a few teachers share at every faculty meeting)
- Teachers and teacher assistants are welcome to participate in A+ (art-integrated) professional development
- Teachers and teacher assistants are welcome to participate in A+ summer staff development
- Teachers complete and share yearly plans with one another to promote collaboration of resources and ideas to support student learning and arts integration practices
- Students in grades 3-5 participate weekly in enrichment/STEAM exercises

### Student Support

- Identify at-risk students and their needs early in the school year
- Modify lessons for at-risk students
- Utilize small groups to differentiate instruction and address diverse learners
- Provide after school tutoring for at-risk students
- Use research-based interventions and individualized help for diverse learners
- Provide differentiated homework assignments to address the needs of all students
- Daily PE, brain gym, and movement activities
- Teachers continue to write and receive grants to support students success in accessing the curricula
- A student CARE team consisting of a team of professionals meet regularly to identify students in need of special education services, monitor those students already in the program, maintain and evaluate current Individualized Education Plans (IEP), 504 plans, and other necessary modifications and services. This team also serves as a "Think Tank" to support teachers in using strategies and interventions in the classroom when working with any child.
- Provide services such as ESL, EC, Title 1, Occupational Therapy, AG as we identify students

- A part-time school nurse and two part-time guidance counselors are on campus during the week and can be consulted at any time to help students in need
- Sensory Walk to help students regulate behaviors and emotions

# Saluda Elementary School

## Best Practices

### Student Recognition Programs

- An end-of-year celebration is held for all students and families and community members are invited
- Student artwork is showcased on campus and in the community
- Each six week grading period students earning A's and B's in core classes make the Saluda School Honor Roll and receive recognition in the Tryon Daily Bulletin and each student receives a certificate
- Faculty and staff recognized for citizenship weekly
- Saluda School recognizes students who earn fitness awards

### Parental Involvement

- Parents receive a handbook at the beginning of the school year highlighting school practices and procedures
- All teachers send "Welcome" letters to parents explaining their classroom schedule, expectations and their discipline plan
- Teachers report student progress with Interim Reports (every 3 weeks) and Report Cards (every 6 weeks)
- Saluda School holds an Open House at the beginning of the school year. Meet the teacher was in person and attended by many of our families
- Families are encouraged to attend special events, such as Science nights, Informances, and Literacy Nights
- The Title 1 teacher hosts events where families and students can participate in literacy activities so parents can learn to better support their child at home
- Faculty publish articles/photographs of students on polkstudents.org website and Facebook
- The Saluda School website is updated so families can be informed of events and provided with resources for support
- The principal sends messages to parents using the BrightArrow call system and a monthly newsletter
- Some teachers maintain school websites and/or classroom blogs
- School activities are publicized on the marquee sign across the street from the school and on Facebook
- Teachers provide communication through varied means
- Teachers conduct at least two parent conference and more as needed

- Homeroom teachers utilize communication folders in K-4 to record nightly reading and daily behavior
- Student agendas are utilized in Grade 5
- A Parent Information bulletin board is located inside the entrance to the school
- Participate in Community Table events
- Century Walk planned this year

# Saluda Elementary School

## Best Practices

### Attendance

- The principal and secretary review daily attendance and call parents.
- Attendance summaries are sent home each 6 weeks.
- Attendance letters are sent home for 3, 6, or 9 unexcused absences
- The principal and guidance counselors utilize the attendance mediation process.
- The staff and the nurse teach and promote healthy habits.
- Parent and teacher conferences are held twice early in the year as an intervention.

### In-House Communications

- The principal sends out “The Saluda Scoop” via email to support effective communications. The Scoop is updated daily.
- Staff meetings are held regularly
- Teachers attend workshops and share relevant information with staff
- Teachers participate in arts-integrated planning sessions and also communicate via a planning document every 6 weeks.
- Morning and afternoon announcements are conducted daily
- TGIF email each week

### Facilities/Operations

- Parents, students, and staff receive handbooks outlining the school procedures and rules
- All staff have input into budgeting decisions to maintain safe and functional facilities and learning environments

- Staff and students receive training in Code Red procedures, fire drill procedures, and tornado drill procedures
- Staff promote a safe environment free of bullying and harassing behaviors through character education activities/programs

### Safe, Orderly and Caring Schools

- A Crisis Prevention Team is established to assist in the development and implementation of the Safe Schools Plan
- A SRO is assigned to Saluda School
- Staff have access to handheld radios
- All outside doors are locked. Visitors must ring the doorbell and wait outside until escorted to the office to be checked in.
- Students travel with a buddy on campus

## **Saluda Elementary School 2021-2022 School Improvement Plan**

<b>Goal 1</b>	Saluda Elementary School will implement Life Skills Education to ensure students are career and college ready as well as fluent in 21st Century Skills that focus on student success in and beyond the classroom walls.		
<b>RATIONALE</b>	<p>College and career readiness is the new direction for K–12 education. Preparing students to transition without remediation to postsecondary education or to careers that pay a living wage, or both, is the ultimate aim of federal and state education policies, initiatives and funding.</p> <p>This includes a focus in 3 areas:</p> <ol style="list-style-type: none"> <li>1.Consensus that the foundational academic knowledge needed for postsecondary education and for careers is virtually the same, with growing recognition that academic skills, and employability and technical knowledge and skills, are essential as well</li> <li>2.Widespread agreement that lifelong learning and “learning how to learn” are key drivers of success in college, careers and civic life</li> <li>3. Collaborative efforts in the school and community to strengthen their collective capacity to deliver results that matter</li> </ol>		
<b>Strategies/Action Steps</b>	<b>Timeline/</b>	<b>Responsible Person(s)</b>	<b>Indicators of</b>

	Budget	Resources	Success/Impact on students/families
<ul style="list-style-type: none"> <li>• All teachers will implement Life skills/ Conflict resolution</li> <li>• Teachers will conduct at least two parent conferences</li> <li>• Will increase opportunities to develop healthy habits in staff and students</li> <li>• Working with SisterCities to develop global understanding and appreciation</li> <li>• Implement IRP to target struggling students</li> <li>•</li> </ul>	<p>On going Esser funds, Title 1 funds</p>	<p>Full Staff- Curriculum- alignment, parent conferences, Check-ins, phone calls to families, and students, awards and recognitions, Lunch bunch, class meetings, information through on-line resources, A+ Activities, community involvement to incorporate student led learning opportunities</p>	<ul style="list-style-type: none"> <li>• Students will improve problem solving and internalizing skills</li> <li>• Students will make positive decisions at school</li> <li>• Students will demonstrating task completion as part of a group</li> <li>• Students will establish and value positive connections with the community</li> <li>• Students will use a variety of modes to express ideas or present content mastery</li> <li>• Students will demonstrate increased reading scores from mClass data</li> </ul>
<ul style="list-style-type: none"> <li>• Equity and Inclusion</li> <li>• Staff will actively create and maintain an environment in which students' diverse backgrounds, strengths,</li> </ul>	<p>On going</p>	<p>Full Staff MTSS, Title 1 Services, Afterschool Program, Life skills instruction, Meals at no cost, Thermal Belt food bags, C4C volunteers, A+ Assemblies, field trips, STEAM</p>	<ul style="list-style-type: none"> <li>• Improved student attendance and behavior</li> <li>• Improved climate, trust and positive peer relationships</li> </ul>

<p>and challenges are acknowledged and respected</p> <ul style="list-style-type: none"> <li>• Staff will continue to build classroom and school libraries, as well as lessons that challenge students to think on a larger scale and problem solve and work as a team to find solutions</li> <li>• Guidance counselors will include topics for effective communication and listening</li> <li>• Staff will differentiate instruction to meet needs of students</li> </ul>			<ul style="list-style-type: none"> <li>• Students will develop the knowledge, skills and mindset to be empowered to be positive productive citizens</li> </ul>
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<p><b>GOAL 2</b></p>	<p>Saluda Elementary School will address student learning recovery with the implementation of evidence-based practices to increase student growth rates as evidenced by end-of-grade test scores and EVAAS growth measures.</p>		
<p><b>RATIONALE</b></p>	<p>The COVID-10 pandemic has widened gaps impacting student performance. As many students are just beginning their in-person learning, while some still remain virtual learning, Differentiated learning, evidenced-based interventions, and daily best practices will progress learning for all students.</p>		
<p><b>Strategies/Action Steps</b></p>	<p><b>Timeline/ Budget</b></p>	<p><b>Responsible Person(s) Resources</b></p>	<p><b>Indicators of Success/ Impact on Students</b></p>

<p><b>Student Growth:</b></p> <ul style="list-style-type: none"> <li>• Differentiate instruction for unique learners.--EC, AIG, ESL</li> <li>• Continue to improve and implement the multi-tiered systems of support for students' academic and attendance needs.</li> <li>• Utilize the additional teaching assistants for pulling small groups to support instruction and growth</li> <li>• Utilize Math Interventionist to work with students in grades 3-5 to individualize instruction</li> <li>• Address the NC Standards and Essentials using The NC A+ Essentials (arts-integration and writing, experiential learning)</li> <li>• Align curriculum at 3-5 to match NC Check ins 2.0</li> </ul>	<p>August-June</p> <p>ESSER funds, Title 1 funds, regular education funds</p>	<p>K-5 teachers, Title 1 teacher, Math Interventionist, EC teacher, AIG teacher</p> <p>MTSS process, tutoring, Orton-Gillingham, teacher collaboration, small reading and math groups, math stations, math notebooks, STEAM, Lego Robotics, provide resources to parents addressing strategies to increase skills at home, enrichment groups, enriched assessments, after school, A+ Essentials, Writing Plan, guitar, keyboarding, theatre arts, Muddy Sneakers, EC inclusion</p>	<ul style="list-style-type: none"> <li>• Student growth on NC Check-ins 2.0 and EOG's</li> <li>• Improved Amplify Reading results</li> <li>• Improved student performance and growth</li> <li>• Improved math assessments</li> <li>• Targets specific areas for student growth</li> <li>• Improved behavior and attendance</li> </ul>
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<p><b>Teacher Growth:</b></p> <p><b>Instructional staff will continue to grow in research-based strategies to help narrow the learning gap so all students make greater gains.</b></p> <ul style="list-style-type: none"> <li>● Train all PreK through 5th grade teachers and administrators in the science of reading (LETRS training).</li> <li>● Incorporate EnVisions Math in all K-5 math as teachers were trained last year.</li> <li>● K-2 teachers and assistants were trained to implement Heggerty Phonics.</li> <li>● Peer observations of teachers modeling best practices... (arts-integration, Orton Gillingham, Heggerty Phonics)</li> <li>● Faculty and staff will participate in arts-integrated staff development activities.</li> </ul>	<p>Sept.-June</p> <p>ESSER funds, Title 1 funds, regular education funds</p>	<p>K-5 staff, Title 1 teacher, Math Interventionist, EC teacher, AIG teacher, A+ Coordinators,</p> <p>Math Foundations, LETRS training, differentiated instruction, in-house PD, district-wide PD, planning meetings, A+ Schools Program, A+ share sessions, peer observations, peer common planning</p>	<p>Improved:</p> <ul style="list-style-type: none"> <li>● Student growth and proficiency</li> <li>● TWCS; PDP goals and outcomes</li> <li>● Teacher growth, staff relationships and job satisfaction</li> <li>● Classroom culture</li> <li>● Attendance &amp; behavior</li> </ul>
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<b>Goal 3</b>	Saluda Elementary School will strive for increased partnerships with the families and the community it serves.		
<b>RATIONALE</b>	Saluda Elementary School recognizes that external factors influence the education of its students. As a result, communication and engagement with school stakeholders and the Saluda community can have a profound impact on student performance		
<b>Strategies/Action Steps</b>	<b>Timeline/ Budget</b>	<b>Responsible Person(s) Resources</b>	<b>Indicators of Success/ Impact on Students</b>
<p>Increase Opportunities for community engagement</p> <ul style="list-style-type: none"> <li>● Saluda celebrates 100 years (Century walk-permanent visual as well as 1 night community event)</li> <li>● Encourage participation by community and businesses in school events</li> <li>● Community for Children mentors in after school</li> <li>● Police dog demonstrations</li> <li>● Increase participation of community and volunteers in Coon Dog Day Race</li> <li>● Support collaboration with Sister Cities</li> </ul>	<p>Sept-June Regular Education Funds Additional Funds raised by events</p>	<p>Full Staff</p> <p>Working on highlighting importance of each decade and its effect on the Saluda community. This will be through the use of games, books and iconic disney movies to help tell the narrative. Additionally, community members will help identify specific artifacts unique to Saluda</p>	<ul style="list-style-type: none"> <li>● Increased community support and partnerships</li> <li>● Improved school/community culture</li> <li>● Improved student attendance</li> <li>● Improved student performance on homework and classwork</li> <li>● Participant feedback</li> <li>● Increased family engagement</li> </ul>
Increase opportunities for family engagement:	Sept-June Title 1 Funds	Instructional staff, principal, Grant Coordinator, Grant(s)	Title 1 parent letters Title 1 parent meetings

<p>Saluda Elementary School will host two informances and four activities to engage students and families in enrichment activities which includes examples such as, Provide Science Enrichment Night and/or activities</p>			<p>Parent compacts Parent &amp; Family Engagement Plan Growth in reading Improved content vocabulary Increased family engagement and participation</p>
<p><b>Improve parent/family communication:</b></p> <ul style="list-style-type: none"> <li>● Expand current website and help parents regularly access this information</li> <li>● Send teacher and principal newsletters</li> <li>● Positive messages sent home</li> <li>● Reading strategies/tips sent home</li> <li>● Parent conferences</li> <li>● Two-way communication</li> <li>● On-going</li> <li>● Implement IRP to target struggling students</li> </ul>	<p>On going</p> <p>Regular education funds</p>	<p>Teachers, principal, Remind messages, DoJo, FaceBook.</p>	<ul style="list-style-type: none"> <li>● Increased access</li> <li>● Increased attendance at events</li> <li>● Site performance</li> <li>● Improved relationship with families</li> <li>● News articles and photos</li> <li>● Parents involved in IRP and MTSS if needed- frequent monitoring</li> </ul>

## 2021-2022 Professional Development Plan

Professional Development is aligned with the School Improvement goals. All teachers will be fully licensed and

highly qualified. Saluda School will recruit, retain, recognize and compensate a diverse core of highly qualified teachers, administrators, and staff.

- K-2 teachers and assistants participated in Heggerty Phonics training
- K-5 teachers will continue to participate in EnVisions Math training throughout the school year
- One “new” teacher to the school will be training in Orton Gillingham, resulting in all K-5 teachers trained in this evidence-based program.
- All PreK-5 teachers, EC teacher and administrator will have on-going training in Language Essentials for Teachers of Reading and Spelling (LETRS) implementation.
- Teachers to peer observe one another for best practices and improvement
- Saluda Summer A+ Professional Development (August 3rd and 4th)
- Exceptional Children’s strategies offered during planning meetings and staff meetings
- Teachers learning Social-Emotional Learning strategies/skills through the Second Step Program
- Two teachers participating in Math Foundations training
- Teachers participating in technology workshops (Canvas, DoJo, Google Slides, Google Classroom)
- Teachers participating in county-wide Vertical Team Time
- One teacher is trained to be a Train-the Mentor to assist beginning teachers and peer mentors
- Title 1 Reading Interventionist to attend meetings to support ELA at the school level
- Teachers receiving training in differentiated professional development throughout the school year
- Six A+ Collaborative Planning Sessions in Aug, Oct, Nov, Jan, Feb, and Apr
- Principal & A+ Coordinators to attend two A+ Leadership conferences
- All teachers and assistants are invited to attend the NC A+ Schools Quarterly Webinars
- Individual teachers and principal completing PD modules in NCEES
- Other professional development opportunities provided by Polk County Schools
- Individual teachers completing classes for additional degrees/certificates
- Individual teachers completing the National Board Certification process

**Duty Free Lunch and Duty Free Instructional Planning  
G.S. §115C-301.1**

<b>Strategy</b>	<b>Time</b>	<b>How Met</b>
Lunch is supervised by teaching assistants	All K-5 teachers have up to 30 minutes of duty free lunch on a daily basis.	Teaching assistants monitor students daily during lunch.
Students attend integrated arts classes daily	All K-5 teachers have an average of 5 hours per week of duty free instructional planning.	All students attend integrated arts classes (visual arts, music, physical education, and media), which in turn provides duty free instructional planning time for classroom teachers.