

Polk Central Elementary School



School Improvement Plan for 2023-24 School Year
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GOAL #1		
Seventy-eight percent of students in grades K-5 will achieve proficiency in reading and math with a 2% increase in growth across math and reading assessments measurable by May 2024 through mClass and End-of-Grade assessments.		
Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
<p>A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<ul style="list-style-type: none"> ● 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. ● Lessons will be aligned to standards ● Standards and objectives posted for lessons. ● Walkthrough form data. ● Gradual release model implemented- Walkthrough and observation data used ● 90-120 ELA and math blocks developed and implemented with strategic small groups. ● Small groups will be based on data- Individual Reading Plans and the implementation of UFLI ● Integrated SS and SC with reading through Geodes and Wit and Wisdom 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedules will be created to ensure that for math and reading, teachers have 90 to 120 of uninterrupted instruction. <input type="checkbox"/> 3-5 Walkthroughs done per week providing targeted and specific feedback <input type="checkbox"/> Teachers will share lesson plans through drive with the principal. <input type="checkbox"/> Coaching to be provided to BT1s and EC teachers <input type="checkbox"/> Professional Learning Communities will meet weekly within grade level to team plan standards-based units. <input type="checkbox"/> Teachers will use ongoing data to provide data-driven instruction with tier 2 and 3 supports

GOAL #2

Through consistently implementing multi-tiered systems of support (MTSS), teachers will work to implement research-based instructional differentiation strategies and interventions to reach all students for academic growth measurable by May 2024 through MTSS data collection.

Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
<p>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.</p>	<ul style="list-style-type: none">● The school has a well-developed, Multi-Tiered System of Support to address student needs. Many teachers are learning to utilize the MTSS process paired with differentiated instruction to address the academic needs of the student population.● All teachers in all grade levels will use data-driven and differentiated instruction to address students' individual academic needs and will be active members in a robust MTSS process that includes collaboration, consistency, and fidelity.	<ul style="list-style-type: none"><input type="checkbox"/> MTSS team will be designed with highly qualified staff that will meet regularly to discuss data and provide support.<input type="checkbox"/> Walkthroughs are to be conducted weekly to ensure best practices and data-driven lessons.<input type="checkbox"/> Grade levels will meet weekly to discuss alignment to the standards and problem-solve academic and behavioral concerns.<input type="checkbox"/> Attendance data will be monitored, and home checks will be done for consecutive unexcused absences.<input type="checkbox"/> The literacy coach will work with grade levels and specific teachers to review data and address instructional strategies and supports.<input type="checkbox"/> Teachers will identify students in the lowest 5% of performance and monitor progress using research-based interventions, providing data to the MTSS team.<input type="checkbox"/> Observational post-conferences will include a data discussion to ensure teachers actively review data and use the information to generate data-driven lesson plans.

GOAL #3

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 measurable by May 2024 through survey data collection.

Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
<p>A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.</p>	<ul style="list-style-type: none">• Teachers are supplied with a curriculum from Second Step to teach Social-Emotional learning. The counselor meets with individual classes on a monthly basis to teach character education in line with that curriculum and the identified needs of the school and student body. The counselor implements a Check-In/Check-Out program for high-risk students to be assigned adult mentors to meet with on a daily basis to set and achieve individualized SEL goals for each day.• Teachers will be observed teaching SEL lessons at each grade level. The counselor will continue character education lessons and increase the rate of lessons to twice per month on a consistent basis. The Check-In/Check-Out program will continue with fidelity and tracking data throughout the year on goals met by high-risk students. The counseling program will continue to develop with more time for small-group and individual sessions for the most at-risk students.	<ul style="list-style-type: none"><input type="checkbox"/> The school counselor is to provide targeted lessons to classes.<input type="checkbox"/> Teachers will provide a student nomination of a student who exemplifies the characteristics of excellence.<input type="checkbox"/> School-wide matrix- SOAR- will be implemented through all classrooms and areas within the school grounds.<input type="checkbox"/> Teachers will implement ongoing second-step lessons to assist students in utilizing life skills.<input type="checkbox"/> The school counselor will develop small group and individual sessions to assist high-risk students with self-regulation and social skills.<input type="checkbox"/> Attendance data will be monitored, and teachers will work with the administration to address consecutive absences or students with excessive unexcused absences.

OTHER AREAS OF FOCUS		
Area of Need	Indicators in Action	Action Items to Address Need/Goal(s)
Developing Data-Analysis Skills & shifting to data-driven instructional practices across grade levels and subjects	<ul style="list-style-type: none"> Teachers will meet with the literacy lead instructor and Title I to address rankings and data for Individual Reading Plans as required by the NCDPI. Teachers will meet with the principal as instructional lead in grades 3-5 after each NC Check-In for data analysis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use data for progress monitoring on IRPs for students in Title I and the MTSS process. <input type="checkbox"/> Use data to create differentiated lessons within the classroom to address the needs of a diverse population.
Area of Need	Indicators in Action	Action Items to Address Need/Goal(s)
Deeper Understanding of Differentiation	<ul style="list-style-type: none"> Faculty discussions and training in differentiation Implementation in stages through EC Inclusion classes in the 4th and 5th grade and through AIG push-in. 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site professional development in teams through monthly presentations and round-table discussions associated with faculty meetings <input type="checkbox"/> Vertical team training with selected middle school teachers with inclusion experience <input type="checkbox"/> Opportunities for observations across grade levels and curricula <input type="checkbox"/> Opportunities for extended professional development and discussion of evaluation in differentiated pedagogical practices

School Improvement Team Meeting Dates (updated monthly)

- Aug 10, 2023
- Aug 22, 2023
- Sep 20, 2023

School Improvement Team Members	
Team Members/Role	Signature
Angela Dufford - SIT Chair	Angela Dufford
Lyla Johnson - TOY	Lyla R. Johnson
Ashley Bell - School Counselor	Ashley Bell
Amy Crowder - Pre-K Teacher	Amy Crowder
Amber Styles - K Teacher	Amber Styles
Shanna Pittman - 1st Grade Teacher	Shanna Pittman
Michele White - 2nd Grade Teacher	Michele White
Ashlyn Searcy - 3rd Grade Teacher	Ashlyn Searcy
Marsha Davis - 3rd Grade Teacher	Marsha Davis
Andrea Waller - 5th Grade Teacher	Andrea Waller
Tobree Mostel - Administrator	
Anna Nelson - Parent & School Nurse	Anna Nelson
Michael Darpino - Art Teacher	Michael Darpino
Chelsey Price - Parent & Paraprofessional	Chelsey Price
Larah Waters - Parent	Larah Waters
Kim McMinn - Principal	Kim McMinn

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