

# Saluda Elementary School



School Improvement Plan for 2023-24 School Year

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## GOAL #1

Eighty percent of students in grades kindergarten through second will reach their individual composite reading goal using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Additionally, Saluda Elementary School will meet or exceed growth in grades three through five End-of-Grade Reading and Math.

Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
<p><b>A2.04:</b> Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>Teachers are treated as professionals to make decisions in order to provide arts integrated learning which is standards-based, data driven, and focused on individual student's strengths and needs.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Saluda Elementary's Master Schedule includes a 90 minute literacy block and 75 minute math block.</li> <li><input type="checkbox"/> Teachers will use a variety of district resources to guide planning and instruction.</li> <li><input type="checkbox"/> Teachers will intentionally integrate the A+ Essentials.</li> <li><input type="checkbox"/> Teachers will collaborate to provide lessons that are interdisciplinary.</li> <li><input type="checkbox"/> Classroom and Encore teachers will collaborate every grading period by providing ideas and examples for each other that specify ways to enhance lessons by integrating A+ best practices.</li> <li><input type="checkbox"/> Teachers will participate in collaborative conversations on A+ Essentials' best practices at staff meetings.</li> <li><input type="checkbox"/> Teachers will meet with Brooke</li> </ul>

		Benfield, DPI Literacy Specialist, to determine specific interventions for targeted students.
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**GOAL #2**  
**Eighty percent of students will show proficiency with CORE instruction and twenty percent of students will increase their proficiency in reading and math through the use of research-based, targeted intervention strategies as measured by K-2 mCLASS and 3-5 state End-of-Grade assessments.**

Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
<p><b>A4.01:</b> 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>	<p>Staff will fully implement a school-wide tiered support system to identify and meet the instructional needs of each student.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will meet with Brooke Benfield and Erika Stronach to review observational, historical and academic data to identify students who need additional strategic and intensive support.</li> <li><input type="checkbox"/> Teachers will use data to strategically group students by need.</li> <li><input type="checkbox"/> Teachers will use research-based interventions in small group and whole group instruction such as: Orton Gillingham, Heggerty, UFLI.</li> <li><input type="checkbox"/> The Title One teacher will provide intensive Tier 3 reading interventions to students identified with reading needs.</li> <li><input type="checkbox"/> Teachers will use IXL-Universal screener to identify and pinpoint targeted instruction in math.</li> <li><input type="checkbox"/> Teachers will use the Multi-Tiered System of Support (MTSS) process to problem solve so that students who are not responding to documented Tier 2 inventions in the classroom can receive new and additional research-based strategies.</li> <li><input type="checkbox"/> Teachers will implement best practices as defined by A+ such as: experiential</li> </ul>

		<p>learning, enriched assessments, multiple learning pathways. Examples include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Muddy Sneakers</li> <li><input type="checkbox"/> Use of Little Park and outdoor classroom for lessons/activities</li> <li><input type="checkbox"/> Teachers will seek ways to maximize learning during transition times, times before school, and times after school to meet with students who need additional support.</li> <li><input type="checkbox"/> Teachers will strategically provide differentiated lessons, accommodations, and/or modifications to either the process or the product to support students' various needs.</li> <li><input type="checkbox"/> Teachers will follow the progress monitoring schedule to inform next instructional steps.</li> </ul>
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<p style="text-align: center;"><b>GOAL #3</b>  <b>As measured by the Teacher Working Conditions Survey, eighty percent of Saluda Elementary School staff members will report that they feel Saluda presents a safe and pleasant place to work.</b></p>		
Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
<p><b>A4.06:</b> ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</p>	<p>Saluda Elementary School creates a welcoming and inviting school-wide culture where all members of the Saluda community are encouraged to work together to recognize and respond to the needs of the individual members who make up this community.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school counselor will maintain an open and flexible schedule so that students referred by staff members can be easily and quickly supported.</li> <li><input type="checkbox"/> Teachers will plan classroom meeting time to build community and check in with students.</li> <li><input type="checkbox"/> Staff will use incentives and rewards to recognize students who are role models such as Top Cat Awards.</li> <li><input type="checkbox"/> Student birthdays are recognized and announced during morning</li> </ul>

		<p>announcements.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Fall and Spring Informances are planned to provide leadership opportunities for students to showcase their learning and work.</li><li><input type="checkbox"/> Staff are attentive to attendance concerns and proactively work with support personnel to provide resources to families so that students are able to maximize access to instruction.</li><li><input type="checkbox"/> After School employees and community volunteers through the C4C program will read with students in small groups to provide after school support to students whose parents are working after school hours.</li><li><input type="checkbox"/> Teachers will make connections to build relationships with parents through: Meet the Teacher, Parent-Teacher conferences, volunteer opportunities and continuing correspondence.</li><li><input type="checkbox"/> Saluda Elementary School has regular social events to boost staff morale (pot-luck lunches, jean days, appreciation days).</li><li><input type="checkbox"/> Community and family engagement is encouraged.</li><li><input type="checkbox"/> Saluda Elementary School provides opportunities for students and their families to engage with the community (5K Coon Dog Day, Gran Fondo Hincapie, community table, Super Saturday, ice cream with the mayor, walking field trips).</li><li><input type="checkbox"/> Saluda Elementary School plans to implement the Purple Star Program to support military-related families.</li><li><input type="checkbox"/> Teachers are attuned to student's behavioral needs and take a proactive approach making classroom</li></ul>
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		<p>adjustments and modifications as needed to meet individual student needs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Saluda Elementary School shares recreational resources with the city.</li> <li><input type="checkbox"/> Saluda Elementary School partners with the Saluda Sister City Organization to provide students with opportunities to engage with students in Carunchio, Italy.</li> </ul>
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<b>School Improvement Team Meeting Dates</b>
<p>Monday, September 11, 2023  Wednesday, September 20, 2023  Monday, September 25, 2023  Tuesday, October 3, 2023</p>

<b>School Improvement Team Members</b>	
<b>Team Members/Role</b>	<b>Signature</b>
Melissa Gillespie, School Improvement Team Chair, 3rd Grade Teacher	
Stephanie Uhrich, 4th Grade Teacher	
Ginger Rackley, 4th Grade Teacher	
Stephanie Fletcher, 1st Grade Teacher	
Kevin Burnett, Media Coordinator	
Amanda Huddleston, Teacher Assistant	
Jennifer Young, Speech-Language Pathologist	
Kelley Down, Parent and Teacher Assistant	
Erika Stronach, Principal	