

Tryon Elementary School



School Improvement Plan for 2023-2024 School Year

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GOAL #1		
Seventy-six percent of students in K-5 will achieve proficiency in reading and math with a 2% increase in growth as measured by 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 guide. ● 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 	<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 to the principal <input type="checkbox"/> Professional Learning Communities will meet monthly in grade level to team plan standards-based units. <ul style="list-style-type: none"> <input type="checkbox"/> Additional vertical team meetings at district level <input type="checkbox"/> DPI Reading Specialist will provide support and training to Title 1 teachers and support the development of effective IRPs. <input type="checkbox"/> Teachers will use ongoing data to provide data-driven instruction with Tier 2 and 3 supports <input type="checkbox"/> Collaborate to best use specials, Title 1, ESL and EC teachers <input type="checkbox"/> Collaborate with support staff to implement best practices with fidelity

GOAL #2

Teachers will implement a tiered instructional system to deliver evidence-based strategies aligned with individual needs of students across all tiers, as measured by a 2% increase in the percentage of students meeting or exceeding grade-level expectation on End of Grade Assessments and using MCLASS data

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 utilizes a 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 monthly to discuss alignment to the standards and problem-solve academic and behavioral concerns.<input type="checkbox"/> Grade level to focus on individual strategies<input type="checkbox"/> Attendance data will be monitored, and phone calls/letters will be conducted for chronic tardiness and 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 progress monitor 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.<input type="checkbox"/> MTSS point of contact designated<input type="checkbox"/> Collaboration with support staff to ensure implementation of best practices with fidelity.

GOAL #3

Tryon School stakeholders will work together to support students' emotional states, provide guidance in managing student emotion, and arrange for support and interventions when necessary, as demonstrated by a 20% decrease in behavioral incidents reported or behavioral referrals made to the MTSS Team.

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. 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 counseling program will continue to develop with more time for small-group and individual sessions for the most 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Guidance counselor to provide targeted lessons to classes. <input type="checkbox"/> Counselor, Principal and Culture Facilitator will establish a lunch bunch group to support at-risk students <input type="checkbox"/> Collaborate with community resources—Firefighters for Literacy, Lunch Bunch, Big Brother Big Sister, PCHS student volunteers to support our at-risk students <input type="checkbox"/> Student nominations for outstanding citizenship and positive character traits will be conducted each month. <input type="checkbox"/> School-wide matrix- PAWS- will be developed and 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"/> Guidance 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. <input type="checkbox"/> Calming areas and sensory walk will be provided to assist students in self regulation <input type="checkbox"/> Parent conferences to better understand childrens' backgrounds and needs <input type="checkbox"/> Conscious Discipline and trauma training provided to all instructional staff <input type="checkbox"/> Celebrate staff and student successes: 100th year of Tryon School, Family Nights, Book Fairs, Honor Awards, class celebrations, Purple Star School... <input type="checkbox"/> Facilitate One Book, One School

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	<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	Goal(s) Associated with Need	Action Items to Address Need/Goal(s)
Deeper Understanding of Differentiation & Trauma Informed Best Practices	<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. Work with EC Director on securing training in best practices for students with trauma 	<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 (OG training) <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 <input type="checkbox"/> School counselor and some EC teachers to receive additional training on behavior interventions. <input type="checkbox"/> Best practices for differentiation and behavior will be shared during faculty meetings <input type="checkbox"/> Increase the number of teacher assistants who are trained in behavior and academic interventions

School Improvement Team Meeting Dates (updated monthly)

August 16, 2023
 August 24, 2023
 Sept. 21, 2023
 Sept. 26, 2023 SIP approved with 43 votes

School Improvement Team Members	
Team Members/Role	Signature
Sarah Reid, Chair (TOY)	
Cari Maneen, Principal	
Tobree Mostel, Administrator	
Jamie Kilgore, Facilitator of Culture & Climate	
Jessie Roush, PreK Teacher	
Caroline Smith, Kindergarten Teacher	
Connie Edwards, 1st Grade Teacher	
Mackenzie Lewis, 2nd Grade Teacher	
Kelly Welch, 3rd Grade Teacher	
Jennifer Stewart, 4th Grade Teacher	
Michelle Kennedy, 5th Grade Teacher	
Mandy Wolfe, EC Teacher	

Wanda Jackson, Title I Lead	
Debbie Bailey, Teacher Assistant	
May Rikard, School Counselor	
Rhonda Brown, School Office Manager	
Kendal Stoney, teacher & parent	
Jennifer Schweitzer, teacher & parent	