

Saluda Elementary School



School Improvement – 2024-2025 School Year

GOAL #1

By the end of the school year, 80% of K-5 students will demonstrate math proficiency based on their grade-level end-of-grade assessments (K-1: K-1 State Math Assessment, 2: summative SchoolNet assessment, 3-5: End-of-Grade Mathematics assessment) through the implementation of a hands-on conceptual teaching approach that includes daily spiral reviews and differentiation to meet the needs of all learners.

**The second grade will not use the K-2 State Math Assessment to calculate math proficiency for our School Improvement Plan.*

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>	<p>Mathematics instruction is a priority in the master schedule, and instructional teams work collaboratively using the NCSCOS Mathematics Unpacking Documents to create pacing guides that shape yearly instruction. All teachers implement the Concrete-Representational-Abstract instructional method to engage students and enhance their conceptual understanding. State-provided formative assessments are used across all grades to ensure consistency throughout the school and to collect data for planning future steps, ensuring all students achieve significant growth.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Saluda Elementary’s Master Schedule includes a 75 minute math block. <input type="checkbox"/> All Saluda teachers will have a common math professional development plan (PDP) goal for the 2024-2025 school year. <input type="checkbox"/> Teachers will use a variety of district and research-based resources to guide planning and instruction. <input type="checkbox"/> All teachers will provide a math pacing guide to the principal prior to August 23, 2024. <input type="checkbox"/> Teachers will focus on teaching their specific grade standards. When enrichment is needed, teachers will provide deeper, standards-aligned instruction. <input type="checkbox"/> Teachers will provide students with weekly spiral review. <input type="checkbox"/> Grades 2-5 teachers will provide students with biweekly formative

		<p>assessments using SchoolNet.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will provide students with weekly experiences with hands-on manipulatives. <input type="checkbox"/> Teachers will develop weekly lesson plans demonstrating the Concrete-Representational-Abstract (CRA) instructional method. <input type="checkbox"/> Teachers will use data to guide reteaching. <input type="checkbox"/> Teachers will share professional resources to help grow teachers in the area of math instruction. <input type="checkbox"/> Teachers will intentionally integrate the A+ Essentials into their instruction. <input type="checkbox"/> Classroom and Encore teachers will collaborate and coteach each six weeks to provide lessons that are interdisciplinary.
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GOAL #2

By the end of the 2024-2025 school year, 80% of K-5 students will demonstrate proficiency in core instruction through the use of research-based, targeted intervention strategies, as measured by K-5 mCLASS composite scores. Students in grades 1-5 identified as below or well-below proficiency at the beginning of the year, and kindergarten students identified as below or well-below proficiency at the middle of the year, will show average or above growth after receiving Title 1 services, as identified by end-of-year mCLASS composite scores.

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>	<p>Core instruction is prioritized, research-based, and differentiated to meet the needs of at least 80% of learners. Beginning and middle-of-year screeners are reviewed, and students who qualify for strategic and intensive instruction receive these services immediately. Title 1 instruction targets the lowest skill lacking for students identified as below or well-below grade-level literacy standards. Progress monitoring is timely and used to adjust the</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will implement research-based, differentiated core instruction tailored to meet the needs of at least 80% of learners in every classroom (IMSE/OG, Heggerty, UFLI, Wit & Wisdom, Geodes) <input type="checkbox"/> Teachers will conduct and review beginning and middle-of-year screeners <input type="checkbox"/> Teachers will follow the progress

intensity and frequency of services as needed. All students will respond positively to the multi-tiered instructional method, reflecting improved proficiency and growth across the board.

- monitoring schedule
- Teacher will use data obtained from progress monitoring to adjust the intensity and frequency of services based on the analysis to ensure optimal student growth
- Teachers will use data to strategically group students by need
- Title One teacher will provide intensive Tier 3 (and when able Tier 2) reading interventions to students identified with reading needs
- 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 interventions in the classroom can receive new and additional research-based strategies
- Teachers will implement best practices as defined by A+ such as: experiential learning, enriched assessments, multiple learning pathways. Examples include:
 - Muddy Sneakers
 - Use of Little Park, Henry's Nature Center, and outdoor classroom for lessons/activities
- Teachers will have biweekly meetings with Ms. Benfield and Mrs. Stronach to review observational, historical and academic data to identify students who need additional strategic and/or intensive support
- Teachers will have monthly MTSS meetings with Mrs. Goforth and Mrs. Stronach to problem solve for those students who are not responding to tiered instruction

GOAL #3

As measured by the Teacher Working Conditions Survey, eighty-five percent of Saluda Elementary School staff members will report that they feel Saluda presents a safe and pleasant place to work.

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 supports and interventions when necessary.</p>	<p>Teacher working conditions are essential for a positive school culture, climate, high student achievement, and teacher retention. All staff will be fully supported and recognized each and every day so that staff feel appreciated. In return, valued and happy staff will create warm, inviting, supportive classrooms with strong family and community partnerships.</p>	<ul style="list-style-type: none"><input type="checkbox"/> Duty-free lunch may be provided for all staff pending staff availability/coverage each day.<input type="checkbox"/> Monthly potlunch breakfasts and lunches may be coordinated by our school's Social/Spirit Committee<input type="checkbox"/> Staff will be recognized in some fashion for their accomplishments and recognitions.<input type="checkbox"/> To grow teacher leaders, staff will be provided opportunities to share information from any professional development attended.<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.<input type="checkbox"/> Teachers will plan classroom meeting time to build community and check in with students.<input type="checkbox"/> Staff will use incentives and rewards such as Top Cat awards to recognize students who are role models.<input type="checkbox"/> Student birthdays will be recognized and announced during morning announcements.<input type="checkbox"/> Teachers will be attuned to student's behavioral needs and take a proactive approach by using the PAWS matrix making classroom adjustments and modifications as needed to meet individual student needs.<input type="checkbox"/> Fall and Spring Informances will be planned to provide leadership

		<p>opportunities for students to showcase their learning and work.</p> <ul style="list-style-type: none"><input type="checkbox"/> Staff will be 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.<input type="checkbox"/> After School staff 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.<input type="checkbox"/> Teachers will make connections to build relationships with parents through: Meet the Teacher, Parent-Teacher conferences, volunteer opportunities and continuing correspondence.<input type="checkbox"/> Community and family engagement will be encouraged by all.<input type="checkbox"/> Saluda Elementary School will provide opportunities for students and their families to engage with the community (5K Coon Dog Day, community table, Super Saturday, ice cream with the mayor, walking field trips).<input type="checkbox"/> Saluda Elementary School will continue with the Purple Star Program to support military-related families.<input type="checkbox"/> Saluda Elementary School will continue their partnership with the Saluda Sister City Organization to provide students with opportunities to engage with students in Carunchio, Italy.
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School Improvement Team Meeting Dates

- June 27, 2024
- Ongoing 2024 Summer Collaborative Work via Google Docs
- August 22, 2024

School Improvement Team Members

Team Members/Role

Denise Kennedy, School Improvement Team Chair, Kindergarten Teacher (Prek - 1st Grade Representative)

Kelsey Townsley, 3rd Grade Teacher (Grades 2-3 Representative)

Ginger Rackley, 5th Grade Teacher (Grades 4-5 Representative)

Michael Marshall, Physical Education Teacher (Encore Representative)

Kelley Dow, Teacher Assistant Representative

Jennifer Young, (Support Specialist Representative)

Savanna Parris, (Parent Representative)

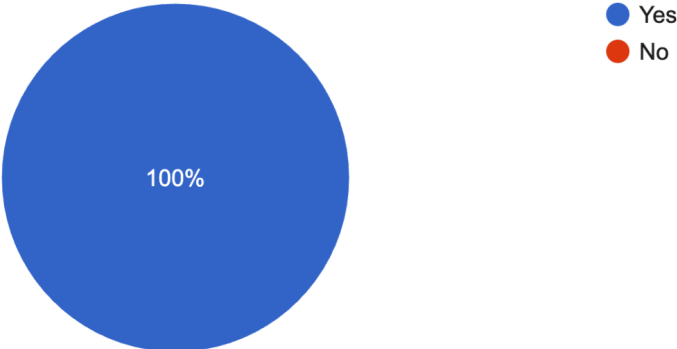
Erika Stronach, Principal

Saluda Elementary School staff approved of the 2024-2025 School Improvement Plan via Google Forms anonymous survey on August 30, 2024.

Screenshot of our vote -

I approve of Saluda Elementary School's 2024-2025 School Improvement Plan.

16 responses



School Improvement Team Members

Team Members/Role	Signature
Denise Kennedy, School Improvement Team Chair, Kindergarten Teacher (Prek - 1st Grade Representative)	
Kelsey Townsley, 3rd Grade Teacher (Grades 2-3 Representative)	
Ginger Rackley, 5th Grade Teacher (Grades 4-5 Representative)	
Michael Marshall, Physical Education Teacher (Encore Representative)	
Kelley Dow, Teacher Assistant Representative	
Jennifer Young, (Support Specialist Representative)	
Savanna Parris, (Parent Representative)	
Erika Stronach, Principal	