

Tryon Elementary School



School Improvement Plan for 2024-2025 School Year

GOAL #1 Seventy-six percent of students in K-5 will achieve proficiency in reading and math with a 3% 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)
A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	<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 ● 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 teachers have 90 to 120 uninterrupted instruction for math and reading. <input type="checkbox"/> Monthly Walkthroughs providing feedback <input type="checkbox"/> Teachers will make lesson plans available <input type="checkbox"/> Grade levels will meet monthly to team plan standards-based units. <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 students' individual needs across all tiers, as measured by a 2% increase in students meeting or exceeding grade-level expectations on end-of-grade assessments and using MCLASS data.

Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
A4.01: The school implements a tiered instructional system, allowing teachers to deliver evidence-based instruction aligned with students' needs across all tiers.	<ul style="list-style-type: none">• The school utilizes a Multi-Tiered System of Support to address student needs. Many teachers are learning to use 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"/> The MTSS team will consist of highly qualified staff members who regularly meet 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 is needed to ensure the implementation of best practices with fidelity.

GOAL #3

Tryon School stakeholders will work together to support students' emotional states, provide guidance in managing student emotions, and arrange for support and interventions when necessary, as demonstrated by a 20% decrease in reported behavioral incidents or 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 Second Step curriculum to teach Social-Emotional learning. The counselor meets with individual classes every month 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 monthly. 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"/> The school counselor provides targeted lessons to classes. <input type="checkbox"/> Collaborate with community resources—firefighters, Big Brother Big Sister, Kiwanis, Rotary, and PCHS student volunteers—to support our at-risk students. <input type="checkbox"/> Student nominations for outstanding citizenship and positive character traits will be conducted monthly. <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. <input type="checkbox"/> Calming areas will be provided to assist students in self-regulation. <input type="checkbox"/> Parent conferences to better understand children's backgrounds and needs <input type="checkbox"/> Celebrate staff and student successes: Family Nights, Book Fairs, Honor Awards, Golden Spatula Award, Faculty/Staff Spotlight of the Week, Purple Star School, Top Tiger Awards, and more as opportunities to celebrate arise.

OTHER AREAS OF FOCUS

Area of Need	Goal(s) Associated with Need	Action Items to Address Need/Goal(s)
<p>Developing Data-Analysis Skills & shifting to data-driven instructional practices across grade levels and subjects</p>	<ul style="list-style-type: none"> ● Teachers will meet with the literacy lead instructor and Title 1 to address rankings and data for Individual Reading Plans as the NCDPI requires. ● Teachers will meet with the principal as the instructional lead in grades 3-5 as needed to review assessment data 	<ul style="list-style-type: none"> <input type="checkbox"/> Data will be used to monitor IRP progress 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)
<p>Cultivating a Unified and Inclusive School Community by fostering a positive school culture that builds morale, instills school pride, and supports all students' academic and social success, with a specific focus on engaging English Language Learners (ELLs) and other diverse subgroups.</p>	<ul style="list-style-type: none"> ● Build Morale and Instill School Pride ● Engage and Support ELL Students ● Celebrate Cultural Diversity ● Promote Inclusivity Across All Subgroups ● Facilitate Parent and Community Engagement ● Create a more cohesive and supportive environment where all students, including ELLs and other diverse groups, feel valued, celebrated, and empowered to achieve their full potential. 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiate School-wide Spirit Events: Organize themed events that celebrate school achievements, cultural diversity, and student talents, such as spirit days/weeks and recognition assemblies. <input type="checkbox"/> Spirit Wear: Design and sell Spirit Wear so faculty/staff, students, and families can show their school pride. <input type="checkbox"/> Incorporate cultural awareness activities into the curriculum and host multicultural events where ELL students can share their heritage, fostering a sense of belonging and pride. <input type="checkbox"/> Intentionally seek to involve parents of ELL students to engage them in the school community through joining and actively participating in the PTA and school events and providing school-to-home communications in their language as much as possible.

School Improvement Team Meeting Dates (updated monthly)

August 7, 2024
August 28, 2024
SIP approved with 42 votes

School Improvement Team Members	
Team Members/Role	Signature
Dr. John Mauldin, Principal	
Jamie Kilgore, Chair (Media Specialist)	
Jessie Roush, PreK Teacher	
Jessica Wilkins, Kindergarten Teacher, TOY & Parent	
Connie Edwards, 1st Grade Teacher	
Brooke Scoggins, 2nd Grade Teacher	
Kelly Welch, 3rd Grade Teacher	
Jennifer Stewart, 4th Grade Teacher	
Lindsay Lewis, 5th Grade Teacher	
Mandy Wolfe, EC Teacher	
Jennifer Schweitzer, Title I Lead & Parent	
Debbie Bailey, Paraprofessional	
May Rikard, School Counselor	
Kendal Stoney, 3rd grade teacher & parent	
Jennifer Carney, Music teacher	