

Polk Central Elementary School

School Improvement Plan
2025-2026



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2025-2026
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Polk County Schools Mission and Belief Statements

Mission Statement

The mission of Polk County Schools, in partnership with parents and community, is to prepare and inspire each student to be a literate, responsible, productive member of a diverse society, who believes learning is a lifelong process.

Polk County Schools Belief Statements

- *Polk County Schools work best in partnership with students, parents, teachers, administrators and communities where everyone assumes responsibility and accountability for their roles.*
- *Schools must be physically safe and orderly places that foster mutual respect among students, staff and parents.*
- *Schools should be caring environments where students are actively engaged in learning and are encouraged to take learning risks.*
- *High expectations of all partners are essential for successful performance and academic excellence.*
- *Students should be taught the way they learn best.*
- *Schools should help students to develop skills and attitudes that enable them to be prepared for success in life.*
- *A sufficient financial base is necessary to provide programs and services.*

Polk Central Elementary School

Mission Statement:

To provide a safe, nurturing, and inclusive environment where all students are empowered to learn, grow, and succeed academically, socially, and emotionally while preparing them for their future roles as contributing community members.

Kid-Friendly Mission Statement:

"We make school a safe and happy place where everyone can learn, grow, and do their best. We help you get ready for your future and be a kind, helpful part of the community!"

Vision Statement:

We envision a school community where every student feels valued, supported, and inspired to reach their full potential, fostering a positive impact on society through collaboration, inclusivity, and a lifelong love of learning.

Core Beliefs:

1. **Student-Centered Learning:** We believe every student deserves individualized instruction that meets their unique needs, allowing them to thrive both academically and personally.
2. **Safe and Supportive Environment:** We are committed to creating a safe, caring, and positive atmosphere where students feel loved and motivated to succeed.
3. **Community and Family Partnership:** We believe that strong collaboration between the school, families, and the community enhances student success and fosters a shared commitment to education.
4. **Holistic Development:** We recognize the importance of educating the whole child by nurturing their academic, social, emotional, and physical growth.
5. **Professional and Collaborative Staff:** Our staff is dedicated to modeling positivity, professionalism, and teamwork, working together to support one another and the students in our care.

Purpose of the Polk Central Elementary School School Improvement Plan

The purpose of the school improvement plan (SIP) is to provide all stakeholders, including parents, teachers, students, and community members, with information about academic achievement and goals, social/emotional goals, and the school culture. The SIP is used by teachers and staff to guide instruction in the classroom, community relations, and each teacher's individual professional development plan for the academic year.

The SIP is reviewed periodically throughout the year by the School Improvement Team and the faculty and staff to ensure that progress is being made toward the stated goals of the plan. Goals in the plan are based on data collected after standardized testing and a review of student achievement and need. Academic goals focus on reading and math achievement, while social/emotional and school climate goals focus on the well-being of students and staff as a whole school community.

Polk Central Elementary School



School Improvement Plan for 2025-26 School Year

GOAL #1 Seventy 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 2026 through mClass and End-of-Grade assessments.			
Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)	MOY Progress
A2.03 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	• The principal completes Arts and Letters walkthroughs every week. • The principal meets with all grade levels weekly during the assigned PLC time. • The principal uses data to provide instructional coaching regarding	☐ Teachers will need to implement Arts and Letters with fidelity and follow the provided pacing for the program. ☐ Strategic planning for coaching and observations will be imperative. This requires calendars for exceptional children's individualized education plan meetings, MTSS	• Principal is completing Arts and Letters observations. • Grade-level PLCs are taking place on Mondays (1st, 2nd & 5th grade) and Fridays (K, 3rd & 4th) with the principal and accountability coordinator. • The scheduling calendar has been revamped with assigned windows for PLCs, IEPs, and MTSS.

	student deficits, and teachers implement the strategies. • The principal engages with classroom instruction through coaching, team-teaching, co-planning, or observation and feedback sessions weekly with each teacher or within their PLC depending on their individual needs.	meetings, 504 meetings, and the required North Carolina Educator Effectiveness System observations not to overlap. ☐ In order for the principal to use data for instructional coaching, faculty will need to provide requested data and complete assessments as scheduled and instructed by the literacy teacher and the district's early literacy specialist.	• The majority of teachers are completed required assessments on time for data collection are review by the principal. Analysis is taking place in PLCs and in meetings with DPI representative.
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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 by May 2026 with data-driven instruction based on MTSS data collection and input from the Department of Public Instruction through the district early literacy specialist.			
Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)	MOY
A3.01 Instructional Teams use student learning data to identify students needing instructional support or enhancement.	• PLC teams meet regularly to present data on individual students. • Students needing interventions are identified through carefully disseminating data on reading and math assessments in each grade level. • Teachers discuss and implement	☐ PLCs have a regularly scheduled meeting time and place where literacy specialists and administration meet with them. ☐ Research-based interventions need to be presented to teachers who need to complete RBI data for individual students who show indicators of a lack of proficiency in math or	• PLCs are meeting regularly with support staff. • RBIs are being shared with teachers for interventions and staff are implementing intervention times for math along with IRP groups for reading.

	research-based interventions based on student data to address individual student needs.	reading areas. ☐ Instructional coaching needs to take place for teachers who may struggle with implementation of interventions and data collection.	Coaching and mentorship is taking place for teachers with observable needs.
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GOAL #3 The Polk Central Elementary School community of students, faculty, staff, and will work toward implementation of the SOAR behavior matrix, Character Strong, and the use of Restorative Practices to address social-emotional learning and behavior goals for our students.			
Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)	MOY
A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.	- Students follow expectations presented by faculty and staff through the SOAR matrix for behavior. - Teachers consistently use Restorative practices and Character Strong lessons to reinforce social-emotional learning and expectations. - Office referrals and MTSS referrals for behaviors are infrequent.	☐ Teachers must teach continuously and model behavior expectations from the school's SOAR matrix. ☐ Faculty and staff will need to implement the restorative practices taught by the school district's social worker during the professional development. ☐ The principal will complete at least one observation for each teacher of a lesson that includes the Character Strong or Restorative Practices being implemented.	- SOAR posters have been displayed throughout the school, and teachers are using the same verbiage throughout the campus to address expectations. - Teachers receive instruction on positive reward systems and receive support in the classrooms from the school social worker and the behavior interventionist. - The principal is conducting observations that include SEL lessons with Character Strong. - The student presentations for the Board of Education in March will focus on our SEL efforts.

OTHER AREAS OF FOCUS

Goal Met and New Core Beliefs, Mission and Vision have been shared to our stakeholders and adopted by our school.

Area of Need	Indicators in Action	Action Items to Address Need/Goal(s)	
Core Beliefs, Mission, and Vision - The school's demographics have changed in the last five years, post-pandemic. The faculty is excited to revisit the school's mission and add specific core beliefs and visions directly related to the students and families we serve.	• Several stakeholder meetings will take place to receive input on these topics. • Stakeholders include teachers, parents, students, board members, district leadership, and community members who partner with the school.	☐ Meetings will occur monthly to bi-monthly in the school media center, with stakeholders invited for input. ☐ Surveys will be sent out to stakeholders at various stages of development for feedback -This assessment was completed at the end of August, and the new statements were created in September based on feedback.	
Area of Need	Indicators in Action	Action Items to Address Need/Goal(s)	MOY
School Culture Shift- As more teachers leave the profession or retire and more new staff is added, the faculty has identified areas to work on regarding school culture, including supporting one another through their PLCs, engaging in deeper conversations about student needs, and working as a team to address student needs and parental concerns.	• Faculty will participate in PLCs regularly to build academic and pedagogy support, particularly for new staff and beginning teachers. • Teachers will engage in a year-long professional development to create a positive environment for work and learning.	☐ All teachers will report to PLC meetings with the administration weekly. ☐ All teachers will read the assigned professional development text and engage in monthly faculty meetings using indicators from the text as a guide for building a community of trust and support while reinforcing the	• PLCs are taking place with fidelity. • The admin team continues to address morale through encouragement, activities, food, and messages of praise. • PLCs are strengthening relationships at grade-levels and within the EC department. • The EC department is preparing in-house professional development on EC placement and placement categories, along with necessary data to validate placement. This is in conjunction with our already powerful MTSS process.

		importance of a positive work environment.	
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School Improvement Team Meeting Dates (updated monthly)

Aug 20, 2025
 September 3, 2025
 October ?
 December ?

School Improvement Team Members

Adam Giles - LEA/Principal

Marsha Davis - 4th Grade and SIT Chair

Ashley Bell - Counselor

Anna Nelon - Nurse/Parent

Amy Crowder - Pre-K

Shanna Pittman - 1st grade

Rachel Culbreth - 2nd grade
Rebekah Morse - 3rd grade
Nikki Gilreath - 5th Grade
Andrea Walter - AIG
Terri Newell -Parent
Mary Ellen Bartek-Parent
Lacey Cochran - Activities
Susie Kimbrell - TAs
Amber Styles -Kindergarten
Langlee Rogers - Student Services and Accountability
Beth Brangan - Title I
Macy Dedmon - EC
Paula Hamrick - EC

Voting Information

Signatures represent an agreement of the plan by staff members.

Add Signature Sheet