



Tryon Elementary

School Improvement Plan for 2025-2026 School Year

GOAL #1

Tryon Elementary School will have at least 65% of K-5 students meet or exceed grade-level proficiency benchmarks in English Language Arts (ELA) by the end of the 2025-2026 school year, as measured by mClass for grades K-3 and EOG assessments for grades 3-5.

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.	• Grade-level teams implement standards-based units with fidelity. • All grade-level teams will develop instructional units aligned to the North Carolina Standards for their respective grade levels and subjects, and will deliver instruction in accordance with the established pacing guide. • Lessons will be aligned to standards. • Walkthrough form data • Small groups will be based on data-Individual Reading Plans. • Provide professional development on differentiated, evidence-based instructional practices in reading. • Provide targeted interventions for students performing below grade level. • Conduct data-driven PLC meetings to adjust instruction based on student performance.	☐ Schedules will be created to ensure that teachers have 90 to 120 uninterrupted instruction for reading. ☐ Monthly Walkthroughs providing feedback. ☐ Teachers will make lesson plans available. ☐ Grade levels will meet monthly to team plan standards-based units. ☐ DPI Reading Specialist will provide support and training to Title 1 teachers and support the development of effective IRPs. ☐ Teachers will use ongoing data to provide data-driven instruction with Tier 2 and 3 supports. ☐ Collaborate to best use Enrichment, Title 1, ESL, and EC teachers. ☐ Collaborate with support staff to implement best practices with fidelity. ☐ Continue to monitor and facilitate a multi-tiered system of support (MTSS) framework across all grade levels. ☐ Use mClass and EOG data to identify student needs and monitor progress regularly. ☐ Implementation of Arts and Letters instruction for Kindergarten through fifth grade.

GOAL #2

Tryon Elementary School will have 85% of students in grades 3-5 demonstrate at least one year of academic growth in mathematics, as measured by EVAAS growth metrics, and achieve a schoolwide proficiency rate of 80% or higher on the Math End-of-Grade (EOG) assessment.

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. 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. B3.03 – The principal monitors curriculum and classroom instruction regularly and provides timely, clear, and constructive feedback to teachers.	• Teachers will collaborate to ensure mathematics instruction aligns with state standards and assessment expectations. • Use formative assessments and progress monitoring to inform small group instruction and interventions based on student needs. • Leadership will conduct regular walkthroughs and use data to guide feedback related to math instruction and student performance. • Data from EVAAS, benchmark assessments, and classroom observations will guide professional learning and instructional decisions. • Engage families with regular updates on student math progress, strategies for home support, and opportunities for collaboration.	☐ Schedule monthly PLC meetings for grades 3–5 to review pacing guides and align instruction with NC Math Standards. ☐ Develop and implement common formative assessments across grade levels to ensure consistency and alignment. ☐ Provide teachers with professional development on unpacking math standards and backward design planning. ☐ Implement math intervention blocks in the master schedule for targeted Tier 2 and Tier 3 support. ☐ Provide staff with training on EVAAS and/or other diagnostic tools, and use these resources to place students into the appropriate tiers based on identified needs. ☐ Train staff on MTSS framework and progress monitoring tools specific to math achievement. ☐ Conduct classroom walkthroughs focused on mathematics instruction and student engagement. ☐ Use a standardized feedback form aligned with math instructional look-fors

C2.01 – The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. E1.06 – The school regularly communicates with parents/guardians about student progress and school programs and encourages parental involvement in student learning.		and share feedback within 48 hours. ☐ Hold post-observation conferences to review data, identify strengths, and co-develop next steps for growth. ☐ Analyze EVAAS projection and diagnostic data quarterly to adjust instruction and groupings. ☐ Review benchmark and formative assessment data during PLC meetings to identify trends and instructional gaps. ☐ Use data to identify professional development needs and schedule targeted PD sessions (e.g., number talks, conceptual understanding). ☐ Send home student math data reports (including IXL data, benchmarks, and classroom assessments) quarterly. ☐ Host one math family night per year to teach families strategies to support math learning at home. ☐ Use weekly newsletters and ClassDojo/Remind to provide parents with real-time updates and tips on math skills being taught.
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GOAL #3

Tryon Elementary School will reduce the number of students who are federally identified as chronically absent due to unexcused absences (10+ unexcused absences) from 43 (13%) to 30 (8%), a reduction of 13 students, by May 2026, as measured by end-of-year attendance data.

Indicator being Addressed	Indicators in Action	Action Items to Address Indicator/Goal(s)
• A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.	• By December 2025, at least 90% of classrooms will have implemented daily/weekly recognition practices as documented in teacher checklists or administration walkthroughs. • By May 2026, at least 75% of students will have participated in at least one attendance-based incentive tracked through school attendance data and teacher participation checklists.	☐ The school counselor will provide targeted lessons to classes on the importance of attendance and social skills, and also develop small group and individual sessions to support high-risk students with self-regulation, social skills, and consistent attendance. ☐ Collaborate with community resources—firefighters, Big Brother Big Sister, Kiwanis, Rotary, and PCHS student volunteers to support our at-risk students. ☐ Implement attendance incentives for grade levels (grade level competitions based on the percent of students present per month) as well as individual rewards via raffle drawings. ☐ Teachers will conduct positive check-ins with students returning from absences and monitor attendance data, working with administration to address consecutive or excessive unexcused absences. ☐ Parent conferences and MTSS meetings will be conducted to address student attendance and assist families based on attendance data. ☐ Promote attendance and positive school culture through celebrations of student and staff successes, including events, awards, and recognition programs. ☐ Examples of daily/weekly recognition practices include celebrating attendance during class meetings, Fun Friday reward participation.

OTHER AREAS OF FOCUS		
Area of Need	Goal(s) Associated with Need	Action Items to Address Need/Goal(s)
Developing Data-Analysis Skills and shifting to data-driven instructional practices across grade levels and subjects	- Teachers will meet with the Literacy Lead Instructor and Title I staff to review rankings and data for Individual Reading Plans, as required by NCDPI. - Teachers will meet with the principal, serving as the instructional lead for grades 3–5, as needed to review assessment data.	☐ Data will be used to monitor IRP progress for students in Title I and the MTSS process. ☐ 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)
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.	- 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.	☐ 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. ☐ Spirit Wear: Design and sell Spirit Wear so faculty/staff, students, and families can show their school pride. ☐ 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. ☐ 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 4th, 2025 September 3rd, 2025 SIP approved with <u>32</u> votes on Wednesday, September 17, 2025
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School Improvement Team Members	
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Team Members/Role	Signature
Dr. John Mauldin, Principal	
Jennifer Schweitzer, Chair (Title I Lead and TOY)	
Jessie Roush, PreK Teacher	
Jessica Wilkins, Kindergarten Teacher	
Connie Edwards, 1st Grade Teacher	
Brooke Scoggins, 2nd Grade Teacher	
Susan Smith, 3rd Grade Teacher	
Angie Upton, 4th Grade Teacher	
Lindsay Lewis, 5th Grade Teacher	
Jennifer Edwards, EC Teacher	
Christen Smith, P.E. teacher	
Lisa Pack, Paraprofessional	
May Rikard, School Counselor	
Emily Wilson, parent	