

Tar River Elementary

2022-2023 School Improvement Plan Executive Summary



Introduction and School Overview:

Tar River is a pre-k through fifth grade elementary school with a total population of 363 students. We house three self-contained EC classrooms in our building that allow all students the opportunity to engage with one another in classrooms and whole school settings within a least restrictive environment. Currently we have five certified open positions that we are trying to fill at school. This year we began the year without an Assistant Principal until October 17, 2022.

Our vision of ensuring all students are meeting their highest potentials, will be addressed by implementing project-based learning projects, PBIS activities, and small group instruction that is based on data specific to individual student's needs. Our entire school staff is working collaboratively to connect with each student daily through PBIS and mental health wellness activities. We are utilizing our small group instruction to be focused on increasing each and every student's growth. Our school counselor and PBIS team are implementing a whole-school focus on safe and appropriate mental health and wellness activities. Our school counselor prepares a lesson a week to use with each and every grade level during their media center time; as well as counseling sessions with specific students that are in need of one-one or small group assistance.

As Michael Collins stated in his book, *Results Now (2006)*, "What gets measured (and clearly defined) does get done.". This profound statement has helped us to restructure our PLT process and our data rooms. We have combined all of our data rooms and made it into one schoolwide data room, so that we may see and reflect on what each grade level

can do to assist the one in front of them, so that students can be appropriately prepared for the grade level they are entering. We also hold our PBL PLTs in this room to use the data to help guide us toward the direction of which standards need extra attention within our PBL projects and small group instruction. We are still in need of continued coaching and professional development that will allow us to frame Project-Based Learning as to the specific tool students need to succeed at Tar River Elementary.

Goal or Performance Measure #1:

All student subgroups will meet or exceed expected growth and demonstrate at or above grade-level proficiency.

Success Indicators:

A2.03

The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)

A2.04

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

A3.10

All teachers use assessment data and match instruction and supports to individual student needs. (6827)

B3.03

The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Action Steps:

- *With staff, the administration team will develop a feedback document for PBL implementation. The administration*

team will utilize this document to provide consistent feedback to all staff members.

- *Teachers will develop standards based PBL projects during PLT meetings. Teachers will implement the projects, analyze data, and modify projects/lesson plans as needed to ensure student mastery of standards.*
- *The administration team will complete classroom walkthroughs for each teacher weekly.*
- *A member of the administration team will attend professional learning team meetings weekly. In which discussions about what we teach, how we teach, and how we assess will occur. We will utilize the district's website: FOCUS and work on lesson plans.*

Goal or Performance Measure #2:

All students will attend school in a safe, positive, healthy environment conducive to reaching their highest potentials.

Success Indicators:

A1.07

ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

A4.06

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.16

The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Action Steps:

- *Provide professional development on community circles (Restorative Justice) so that teachers will be able to*

implement them effectively next year to build community.

- *Develop and implement small groups once per week focused on providing anger management strategies for at-risk first and second grade students.*
- *Intentionally build PBL projects to capitalize on the creation of community relationships with students and parents.*
- *The team will develop a written plan for orientation and transition of all students.*