2023-2025 School Improvement Plan Executive Summary

Granville County
PUBLIC SCHOOLS
Committed to Excellence and Achievement for All

Introduction and School Overview:

Wilton's school mission statement is "Leadership and Learning for Today and Tomorrow" and our vision is "College and Career Bound." Wilton Elementary school is a small school serving 296 students this school year. We have a staff that consists of 18 classrooms in grades Pre-Kindergarten through 5th.

In addition, we have an Exceptional Children's Resource Teacher, Exceptional Children's Pre-Kindergarten Teacher, NC Pre-Kindergarten Teacher, Speech Language Pathologists, and School Counselor. Our school focuses on leadership through the Leader in Me program. The Leader in Me program is a school transformation process based on the principles and habits of Stephen Covey's "The 7 Habits of Highly Effective People." It is designed to foster leadership skills, character development, and personal responsibility in students.

We are a school that values the link between family, community, and student achievement. We have a wonderful group of staff, students that use the 8 habits daily. We work together and synergize because we know that as a TEAM, we can do anything. We believe that everyone has the potential for greatness and strive to show students this daily.

Overall, our leadership focus is designed to create a holistic approach to education that not only focuses on academic achievement but also on developing essential life skills and leadership abilities in students. It aims to prepare students for success in both their academic and personal lives by fostering a culture of personal responsibility and leadership.

Goal or Performance Measure #1:

By the end of the 2023-2024 school year, Wilton's 3rd-5th grade students will demonstrate an increase by 10 percentage points on the Reading, Math, and Science EOG.

Success Indicators:

● 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.
● A4.06: All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
● 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.
● C3.04: The LEA/school has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

Action Steps:

- Clearly define the goal to all stakeholders, including teachers, students, parents, and administrators.
- Explain the importance of this goal and how it will benefit students' academic growth.
- Analyze pre/post, diagnostic, benchmark data to identify specific areas of weakness and strength in Reading, Math, and Science and use this data to set specific targets for improvement in each subject area.
- Ensure that the curriculum is aligned with the content and skills being assessed.
- Implement formative assessments throughout the school year to track student progress and identify areas of improvement and use data from these assessments to adjust instruction as needed.
- Identify students who are struggling and provide research-based interventions to address skill-deficits.
- Establish a system for ongoing monitoring and feedback, including regular check-ins with teachers and administrators to assess progress toward the goal.
- Use data-driven decision-making to make adjustments as needed.
- Help students understand the importance of the assessments and set achievable goals for themselves.
- Celebrate their successes along the way to maintain motivation.
- Regularly review the effectiveness of the strategies being implemented and adjust the action plan as needed to stay on track.
- In the weeks leading up to the EOG tests, implement targeted test preparation strategies, such as practice tests, test-taking strategies, and review sessions.

Goal or Performance Measure #2:

By the end of the 2023-2024 school year, major office referrals will decrease by 10%.

Success Indicators:

● A1.07: All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Action Steps:

- Clearly define the goal of reducing major office referrals by 10% to all stakeholders, including teachers, students, parents, and administrators.
- Explain the importance of a positive and safe school environment for student success.
- Review past data on major office referrals to identify trends, common reasons for referrals, and specific areas of concern.
- Set specific targets for reducing referrals in key categories or for specific behaviors.
- Implement or enhance a PBIS program in the school to promote positive behavior and create a structured, supportive environment.
- Recognize and reward students for positive behavior through a system of incentives and acknowledgments.
- Identify students at risk of receiving major office referrals early on and provide them with targeted support and interventions.
- Collaborate with teachers and parents to address behavioral concerns proactively.
- Implement a system for tracking and analyzing behavioral data regularly.

- Use data to identify patterns, assess the effectiveness of interventions, and make adjustments as needed.
- Maintain open lines of communication between teachers, staff, students, and parents regarding behavioral concerns and interventions.
- Establish a system for monitoring and reviewing progress toward the 10% reduction goal on a regular basis.
- Adjust strategies and interventions based on data and feedback.
- Collaborate with local community organizations, mental health professionals, and social services to provide additional support to students with behavioral challenges.
- Celebrate milestones and successes along the way to maintain motivation and reinforce positive behavior.

Goal or Performance Measure #3:

Overall attendance for the 2023-2024 school year will increase from 93.6% to 96% or above as indicated by attendance reports.

Success Indicators:

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Action Steps:

- Clearly define the goal of increasing overall attendance to 96% or above for the 2023-2024 school year to all stakeholders, including teachers, students, parents, and administrators.
- Emphasize the importance of regular attendance for academic success.
- Set specific attendance targets for different grade levels and student groups.
- Foster strong communication with parents and guardians to raise awareness of the importance of attendance.
- Identify students with chronic attendance problems early in the school year and implement targeted interventions.
- Collaborate with parents and guardians to address underlying issues affecting attendance.
- Implement a system for recognizing and rewarding students with excellent attendance records.
- Create incentives, such as certificates, small rewards, or special privileges, to motivate students to attend regularly.
- Maintain a robust system for tracking daily attendance and generating regular attendance reports.
- Share attendance data with teachers and staff to raise awareness of trends and areas for improvement.
- Promote a positive school climate and culture that emphasizes the value of learning and the benefits of regular attendance.
- Encourage extracurricular activities and clubs to engage students in school life.
- Regularly review attendance data to track progress toward the 96% attendance goal.
- Adjust strategies and interventions based on data and feedback.

● Celebrate milestones and successes in attendance improvement to maintain motivation among students, staff, and parents.

Goal or Performance Measure #4:

By the end of the 2023-2024 school year, Wilton will increase family connections on ClassDojo from 96.2% to 100%, so all families are receiving important information and updates on how to support their child's academic success.

Success Indicators:

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Action Steps:

- Start by assessing the current percentage of family connections on ClassDojo. Identify the reasons why some families may not be connected and gather feedback from parents.
- Staff members communicate to all families about the importance of ClassDojo for receiving important information and updates related to their child's academic success.
- Provide training sessions and resources to help parents set up and use ClassDojo effectively. This could include video tutorials, user guides, or workshops.
- Assign a staff member or a team to personally reach out to families who are not yet connected on ClassDojo. Offer assistance in the setup process and address any concerns or questions they may have.
- Ensure that resources and communication materials are available in multiple languages to cater to families with diverse linguistic backgrounds.
- Offer incentives or recognition to families who successfully connect to ClassDojo. This could include certificates, small prizes, or acknowledgment in school newsletters.
- Send regular reminders through various communication channels (email, newsletters, phone calls, etc.) to encourage families to connect and stay engaged on ClassDojo.
- Even after reaching 100%, continue to provide support and resources for families using ClassDojo to ensure their continued engagement throughout the school year.