



Coleridge Elementary School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission:

We the staff at Coleridge Elementary School are devoted to creating a caring, open-minded learning environment with role models who instill individuality and are devoted to engaging students and promoting high achievement.

Vision:

The vision of Coleridge Elementary School is to engage students and impact student achievement.

Goals:

By June 2024, as measured by our FAMS scores and End of Year Data, Coleridge Elementary School will increase School Attendance from 92.6% to 94%. (A 4.17)

By June 2024, as measured by our Grade Level Proficiency scores Coleridge Elementary School will increase our reading scores from 40.5% to 48% equating to 10 more proficient students than the 22-23 school year. (A1.03, A1.05, A4.17, D1.02)

By June 2024, as measured by our Grade Level Proficiency scores Coleridge Elementary School will increase our math scores from 45.8% to 50% equating to 6 more proficient students than the 22-23 school year. (A1.03, A1.05, A4.17, D1.02)



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Currently the following steps have been taken to implement this indicator:</p> <ul style="list-style-type: none"> Administrators are using Collaborative Team Time continuum to intentionally plan for topics that will address specific needs for the students in our school as well as data discussions based on pre and post assessments in reading and math including but not limited to mClass, HMH, LetterLand, and Common Formative Assessments following the essential standards. 	Limited Development 09/01/2020		

	<ul style="list-style-type: none"> Teachers are involved in the decision making pertaining to their students based on data and other indicators of need for individual students. Administrators provide teachers time to plan and collaborate with each other during specific times on a weekly basis. Professional Development is provided for teachers to learn how to analyze student data and to communicate effectively amongst grade levels. 			
How it will look when fully met:	When fully implemented, administration and staff will employ best practices to provide and actively promote the development of staff unity through intentionally planned Collaborative Team Time meetings. The school focus is on student learning and achievement based on data and collaborative school wide discussions within grade level cohorts. The responsibility for helping students, including struggling learners to make academic growth and progress will be given to all teachers and leaders involved not just individual teachers in a classroom. The professional learning communities will consistently work collaboratively to problem solve and come up with new ways to focus on each individual student and not solely on classroom averages. Evidence of full implementation includes agendas and minutes for Collaborative Team Time meetings, committee meetings, and individual student data as well as improved scores in reading and math.		Christina Marley	06/10/2025
Actions		3 of 5 (60%)		
9/1/20	Formal Professional Learning Communities will be occurring for each grade level on a weekly basis.	Complete 05/18/2022	Christina Marley	06/10/2022
<i>Notes:</i>				
9/1/20	District Professional Development will be provided during Professional Learning Communities in order to ensure cohesion between the district level and the school level in order to reinforce that the focus on individual student academic growth is a collaborative effort and a streamlined process at all levels.	Complete 05/18/2022	Christina Marley	06/10/2022
<i>Notes:</i>				
9/23/22	All grade level teachers K-5, ESL, EC resource and reading specialist will participate in LETRS Unit 1 professional development this year. These teachers will meet monthly for Collaborative Team Time to discuss best practices that they are learning and implementing as well as trends they are seeing with their Bridge to Practice activities.	Complete 05/09/2023	Karlyn Sugg	06/10/2023

			Notes: Title I funds will also be used to provide professional development for teachers on LetterLand.			
9/27/22			All grade level teachers K-5, ESL, EC resource and reading specialist will participate in LETRS Unit 2 professional development in 2023-2024. These teachers will meet monthly for Collaborative Team Time to discuss best practices that they are learning and implementing as well as trends they are seeing with their Bridge to Practice activities.		Jordan Conrad	06/10/2024
			Notes: LetterLand online for students will be purchased with Title I funds to provide supplemental activities during literacy blocks to support the implementation of LETRS in our classroom. LetterLand Teacher materials will be purchased with Title I funds for teachers including manuals and sound wall materials, to support the implementation of LETRS in our classrooms.			
9/1/20			Grade level teachers and administration will collaborate and discuss student data in order to help teachers drive instruction and to provide feedback on how to teach individual students through core, supplemental, and intensive instruction.		Christina Marley	06/10/2024
			Notes: A Lead Teacher is hired with Title I funds to collaborate with teachers on planning, lead professional development, and review data. Tutor will be hired using Title I funds to support instructional efforts in math and reading. Chromebooks will be purchased with Title I funds to provide instructional opportunities for students. LetterLand online for students will be purchased with Title I funds to provide supplemental activities during literacy blocks.			
		A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, the following steps have been taken to implement this indicator: <ul style="list-style-type: none">all teachers meet to discuss and desegregate datasome teachers use data to plan differentiated reading and math groupssome teachers consistently use flexible grouping	Limited Development 09/05/2019		

	<ul style="list-style-type: none"> • results from data is placed on spreadsheets to support grouping/differentiate instruction • reading specialist is providing small group differentiated instruction based on student reading levels 			
How it will look when fully met:	When fully implemented, ALL teachers will consistently individualize instructional planning in response to individual student performance on assessments. ALL teachers will use data to differentiate their instruction in all academic areas based on pre and post test data. Learning assignments will be targeted to each student's individual needs. Small group instruction will be carefully planned using student data and progress will be carefully tracked based on skill knowledge. Small group instruction using tutors will be consistent and targeted. Evidence of full implementation includes samples of small group lesson plans that show differentiated instruction, pre and post test data, grade level data meeting minutes, tutor schedules and lesson plans, and state and district data including EOG's, mClass, and Benchmarks.		Kerri Cole	06/10/2024
Actions		5 of 6 (83%)		
9/10/19	In combination classes differentiated instruction serves to remediate and extend student learning across grade levels.	Complete 03/13/2020	Lisa Collins	06/20/2020
<i>Notes:</i> lesson plans; flexible groupings throughout the year				
9/5/19	Teachers will plan according to disaggregated data and discussions in Professional Learning Communities.	Complete 06/10/2021	Lisa Collins	06/10/2021
<i>Notes:</i> Evidence collected from: Flexible reading and math groups Reading groups with reading specialist and Instructional tutors Common Formative Assessments -pre-test/posttest comparisons Notes and agendas from data review days and Professional Learning Communities Lesson plans				
9/10/19	Reading specialist & tutors will support students across grade levels who are not yet proficient in reading	Complete 03/13/2020	Lisa Collins	06/10/2021
<i>Notes:</i> schedule; data points; lesson plans to show differentiated instruction				

8/19/22	Teachers will use flexible grouping during remediation, literacy, and math blocks based on data collected through Common Formative Assessments, pre and post assessments, district benchmarks, and state assessments such as mClass.	Complete 06/06/2023	Kerri Cole	06/06/2023
<p><i>Notes:</i> Title I funds will be used to purchase math manipulatives, FlyLeaf Decodable readers, Scholastic Storyworks, HD Word Kits and Heggerty Phonics. Title I Tutors will also be purchased with Title I to assist with flexible grouping. Tutors will be using these resources to target individual skill deficits for students in small, flexible groups.</p> <p>Math manipulatives will give students hands on practice with math skills in small groups to help them build their conceptual knowledge of math standards.</p> <p>FlyLeaf Decodable Readers will be used in small groups that are differentiated based on literacy skills as determined by mClass and other literacy skills that the teacher has identified as a weakness.</p> <p>Heggerty Phonics and Scholastic Storyworks will be used in 3rd-5th grade classrooms, with Tutors and our Reading Specialist to find skill deficits and remediate our student's phonemic awareness and comprehension skills.</p> <p>Title I money will be used to purchase Media Center books to increase our availability of books that teachers need to provide whole group literacy lessons.</p>				
9/23/22	Reading instruction will be aligned with the Science of Reading to ensure students have phonics based instruction using Heggerty Phonics and LetterLand materials.	Complete 06/06/2023	Megan Ritter	06/10/2023
<p><i>Notes:</i> Heggerty and LetterLand materials will be purchased using Title I funds. Teachers will include specific phonics based instruction in lesson plans weekly. This will be monitored by administration and the Lead Teacher to ensure that phonics instruction is being taught in the classroom daily.</p>				
9/10/19	Universal Math screeners and pre/post assessments will be used to differentiate flexible math groups to remediate standards that students are not yet proficient on.		Alex Farmerie	06/10/2024
<p><i>Notes:</i> Flexible grouping schedule; lesson plans; data analysis; intervention tracking logs will be used and Title I tutors will be provided to help with small group remediation for math.</p>				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently the following steps have been taken to implement this indicator: <ul style="list-style-type: none">regularly scheduled Multi-tiered system of support meetingscontinue both positive and negative behavioral referral systemdiscussions/data analysis at Professional Learning Communitiesreflection of data in School Improvement team meetingscontinue implementation of professional development of the Multi-tiered system of support processimplementation of Facilitated Assessment of the Multi-tiered system of support (FAM-S)	Limited Development 09/05/2019		
How it will look when fully met:			When fully implemented, all staff members will have a clear and detailed understanding of the MTSS process. Teachers will use universal screening data along with formative assessment data and observations to inform educational decisions for students and to determine which students should be identified as a candidate for more specialized instruction. Teachers will create strategies that have been vetted as research based and will begin the process of differentiating to specific needs for that student. Teachers will be collecting data over time and recording that data in very specific ways in order to determine next steps for the students they've identified as having a possible need for more specific help.		Amy Bowser	06/10/2024
Actions				2 of 5 (40%)		
	9/10/19	Multi-tiered system of support meetings will occur monthly and as needed.		Complete 03/13/2020	Christina Marley	06/10/2022
Notes: schedule of meetings minutes						

	documentation of strategies to be used analysis of documented data Next steps determination			
10/6/22	Use of screeners through PBIS to facilitate small group instruction on social emotional skills.	Complete 05/11/2023	Jennie Santiano	06/10/2023
	<i>Notes:</i> Our guidance counselor will collect screeners four times per year from classroom teachers to create supplemental and intensive groups focused on social and emotional behaviors.			
10/12/23	The attendance team will meet weekly to discuss attendance concerns for our school and develop plans to increase student attendance for the 23-24 school year on an individual student basis.		Jennie Santiano	06/06/2024
	<i>Notes:</i> Attendance Team includes, principal, guidance counselor, data manager, school nurse (when available), social worker, and data manager.			
10/6/22	Collaborative Team Times will be focused on creating and analyzing assessment data including HMH, mClass, Benchmarks, and Common Formative Assessments to create hypotheses on instruction, curriculum, and the environments in which our students are learning and changes that need to be made to increase proficiency on standards.		Amy Bowser	06/10/2024
	<i>Notes:</i> Agendas and minutes will be kept from Collaborative Team Time that show data discussions as well as conclusions that have been made about learning and remediation or extension plans for students.			
9/10/19	Professional Development of the Multi-tiered system of support process will be provided by Christina Marley after she attends the district MTSS meetings with Brooke Johnston.		Christina Marley	06/10/2024
	<i>Notes:</i> Coleridge will determine if Brooke Johnston should give direct PD based on needs.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently at Coleridge Elementary, the following leadership teams are in place, School Leadership Team, Multi-Tiered System of Support Team (MTSS Team), Positive Behavioral Interventions and Supports Team (PBIS Team), Attendance Team, and Collaborative Team Time (CTT)	Limited Development 10/09/2023		

	<p>Meetings. These teams meet throughout the school year to discuss and implement best practices for our students. Members on each of the teams are decided upon by the staff at Coleridge each year. Meeting dates are established at the beginning of the year so that information is distributed in a timely matter from each group. The School Leadership Team and MTSS teams meet twice a month to discuss current data and school concerns. The PBIS team meets monthly, the Attendance Team meets weekly, and CTTs occur weekly. Each group meets for a minimum of 45 minutes. When reviewing the current practice of CTTs, we see the need to adjust instruction in short-term cycles to improve student engagement and achievement. Improving our CTT cycle will allow us to align content taught across grade levels, develop more useful CFAs, and respond to student needs on a continuous basis throughout the school year.</p>			
How it will look when fully met:	<p>When this objective is fully implemented, Coleridge Elementary will have team structures in place to ensure distributed leadership among staff and stakeholders. Teams within the school will have clear responsibilities that are shared with staff and stakeholders. Meetings for teams will occur in 45-minute increments on a bi-monthly basis. Teams will use agendas, maintain minutes, and provide samples of their work to staff members and stakeholders. Our teams will ensure that our responses to school, student, and community issues are timely and appropriate. We will also use CTTs as a time to respond to student needs through appropriate monitoring of instruction, achievement, and engagement.</p>		Karlyn Sugg	06/06/2025
Actions		0 of 2 (0%)		
10/9/23	Teachers, administration, lead teacher, and other stakeholders will review instruction in short-term cycles to determine the engagement and achievement of essential standards in literacy and math based on professional development from Solution Tree coach, Matt Devan.		Christina Marley	06/06/2025
	<p><i>Notes:</i> Matt Devan, Solution Tree Coach, will provide support and assistance to review instruction in smaller portions.</p> <p>Storyworks Magazines will be purchased with Title I funding for grades 4-5 to provide high-interest reading materials for engaging literacy lessons.</p>			
10/9/23	The administration and lead teacher will work to consolidate data collected on the engagement and achievement of each instructional		Kerri Cole	06/06/2025

	unit by grade level to display during CTTs to improve the effectiveness of instruction.			
<i>Notes:</i> Matt Devan, Solution Tree coach, will assist the administration and lead teacher with documentation.				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently parent nights are held throughout the school year that are focused on student learning and curriculum. Teachers have parent conferences as needed based on academic needs.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		When fully implemented, parent engagement nights will be planned around student learning with collaboration between the school and families. These events will include information that is focused on educational standards as well as social and emotional needs. ALL teachers will have two-way communication between themselves and parents to ensure that teachers and parents have strong school-home partnerships that are focused on student progress and behavior. ALL teachers will have conferences with families that ensure families are supported with ways they can help their children's development cognitively, socially, and physically. Conversations between teachers and parents will be focused on students learning and how to work together to make significant impacts to each child's education. Evidence of full implementation will include conference logs from all teachers, parent night sign-in sheets, parent night resources, survey results from parent nights, and Title I parent compacts.		Christina Marley	06/10/2025
Actions			2 of 3 (67%)		
10/3/22	Teachers will hold parent conferences within the first 9 weeks of school to grow partnerships between parents/guardians and school based personnel.		Complete 12/01/2022	Jordan Conrad	06/10/2023
<i>Notes:</i>					
10/3/22	Parent engagement nights will be held four times during the year. The focus of these nights will be to familiarize parents with academic expectations for their child's grade level. Parents will be given		Complete 05/04/2023	Rikki Dunn	06/10/2023

	information and/or tools that will allow them to understand whether or not their child is proficient or headed towards proficiency for grade level standards. These parent nights will emphasize reading, math, and science standards and parents will receive resources such as books, math manipulatives, and science activities. These resources will provide parents with an opportunity to work with their child(ren) at home on standards based learning activities.			
	<p><i>Notes:</i> Title I funds will be used for parent engagement materials such as books, math manipulatives, science activities, and resources that parents can use at home with students on learning.</p> <p>Student services handout will be available for parents during each of these nights to target social-emotional needs.</p>			
9/27/23	Parents will have the opportunity to participate in STEM lab with their child on designated parent participation days to learn more about science standards and how we support the whole child through stem activities.		Tara Cox	04/26/2024
	<i>Notes:</i> Parents will be required to be volunteer trained level 2.			

[illegible]



NCStar/SIP Mandatory Components

School Name: Coleridge Elementary

School Year: 2023-2024

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Due to the need to monitor students during the lunch period, teachers are required to be present. Funding does not allow the school to hire additional personnel to monitor students during their lunch period. In order to provide duty free lunch, teachers work on their grade level to cover each other on a rotational basis.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Resources will be used to provide teachers with planning during the instructional day. The design of the master schedule includes a BEP schedule during which times support staff provide instruction for students. Teachers receive 5 days of 45 minute coverage, and classroom teachers are provided with planning time.

Transition Plan for At-Risk Students

☒ Elementary to Middle School

☐ Middle School to High School

Please describe transition plan below.

Each year, the principal, counselor, and 6th grade teachers come to meet with our fifth graders to discuss the middle school transition. We also arrange a field trip for the fifth graders to visit the middle school to acclimate them to the building and schedule. We also host a Title I Transition Night at the elementary school and invite parents to attend. During this night, we invite middle school representatives to answer parent questions. The middle school also offers standalone nights for rising sixth graders and their families.