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ELP 551  
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### **School Improvement Goal and Action Steps**

**Goal:** By June 2019, Holly Ridge Middle School will meet or exceed expected growth as measured by the NCEOG assessments and all subgroups will meet their yearly measures of interim progress towards Long Term Goals (LTGs).

**Key Process:** ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

#### **Action Steps:**

1. All teachers will be trained to use MTSS Explorer.
2. All teachers will monitor students receiving interventions using MTSS Explorer.
3. Kid Talks will be held every 4.5 weeks to review data and arrange for tiered social-emotional supports and interventions to be put in place.
4. Student Services will utilize STING to facilitate small groups to address a variety of topics to meet the needs of students.
5. Each team will facilitate student recognition plans focused on academics, character, and behavior.

#### **Rationale:**

At the beginning of the school year, this committee determined where they are in regards to this key process of social/emotional. At the time, our school resource officer had a buddy program. Additionally, students saw their grade level counselor by parent or teacher recommendation on an as-needed basis. However, our school identified a need for our school counselors to be more proactive for students who require their services. Before, teachers, administrators, and parents would react to a student's mental well-being by recommending talking with a school counselor. This year, we have time built into the schedule so students can

opt to see the counselor. While there is still more to do with this key process, this first step is important and can open the door for other opportunities.

Through my classes at NCSU, instructors emphasized the idea of teaching the whole child and taking care of their social emotional needs before being able to teach them. I think back to our day at Sumner Elementary School. Through our conversations with the principal, Ms. Readus, we understood how her staff recognizes the needs of students and is proactive. I recall specifically that the school social worker greets the students each day and is available to speak with parents if there is an issue with absences. Other schools we have visited this year, specifically Farmington Woods Elementary, showed how they feel greeting students in the morning is an effective way to keep tabs on a students social and emotional state.

As a leader, I will encourage teachers to stand at their door to greet students. Having a warm welcome will start the class on the right foot, make them feel welcome, and allow for teachers to do a quick check on the student to be sure everything is OK. Taking this simple step each day will yield great benefits in reaching, and teaching, our students.