

2016 - 2018 Carr Elementary School Improvement Plan

Carr Elementary School Contact Information

School	Carr Elementary	Courier Number	360344
Address	307 S. Pine Street	Phone Number	704-922-3636
	Dallas, NC 28034	Fax Number	704-922-7992
School Website	http://www.gaston.k12.nc.us/Domain/14	Principal	Becky Duncan

Carr Elementary School: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Becky Duncan	rduncan@gaston.k12.nc.us	
Assistant Principal	Thomas Plecnik	twplecnik@gaston.k12.nc.us	
Teacher Representative K	Daphne Jordan	ddjordan@gaston.k12.nc.us	8-26-2015
Teacher Representative 1st	Katie Thomas	kethomas@gaston.k12.nc.us	8-26-2015
Teacher Representative 2nd	Tracy Hufton	tdhufton@gaston.k12.nc.us	8-26-2015
Teacher Representative 3rd	Kayla Elliott	kaelliott@gaston.k12.nc.us	8-26-2015
Teacher Representative 4th	Melissa Hawkins	mshawkins@gaston.k12.nc.us	8-26-2015
Teacher Representative 5th	Amy Simmons	awsimmons@gaston.k12.nc.us	8-26-2015
Teacher Representative EC	William James	whjames@gaston.k12.nc.us	8-26-2015
Instructional Support Representativ	Vicky English	vmenglish@gaston.k12.nc.us	8-22-2016
Instructional Support Representativ	Kari Ferris	klferris@gaston.k12.nc.us	8-22-2016
Instructional Assistant	Anita Ross	amross@gaston.k12.nc.us	8-26-2015
Instructional Assistant	Jackie Buchanan Queen	jmqueen@gaston.k12.nc.us	8-26-2015
Parent Representative	Courtney Johnson		8-26-2015
Parent Representative	Heather Hinson		8-26-2015

Principal Signature: Rebekah L. Duncan

Date: 8-28-2016

Date Prepared: 8-28-2016

GCS Board Approval Signature: _____

Date: _____

2016 - 2018 (School Name) School Improvement Plan

Gaston County School's Values

Beliefs

Safety

Diversity

Innovation

Collaboration

Excellence

Four C's

Commitment

Community

Communication

Choice

Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

Carr Elementary School's Mission and Vision Statement

Vision: Preparing our students today for the world tomorrow through academics, character, and the Arts

Mission: Our mission is to develop creative minds and critical thinkers who are academically proficient and skillfully prepared for success in high school and beyond. We will achieve this in a safe and positive learning environment through the collaborative efforts of staff, students, parents, and community partners.

Carr Elementary School's SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1. Goal #1 from Self-Assessment: To increase math proficiency on the EOGs to 66.2%

2. Goal #2 from Self-Assessment: To increase reading proficiency on the EOGs to 60%

Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

Focus Area	1.1 Increase the graduation rate
	1.2 Increase students completing Career and Technical Education courses and opportunities
	1.3 Increase the number of students who graduate from high school with post-secondary credit

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

Focus Area	2.1 Increase the percentage of students reading on or above grade level by the end of the third grade
	2.2 Increase the strategies and tools available to ensure success of all students
	2.3 Increase opportunities for a wide variety of academic choices

Goal 3: Every employee is capable and committed to the education of the whole child.

Focus Area	3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.
	3.2 Provide employees increased access to quality, research-based professional development
	3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate

Goal 4: Every school has up-to-date technology to support teaching and learning.

Focus Area	4.1 Ensure all schools have sufficient wireless coverage
	4.2 Increase the use of technology as a communication tool for all stakeholders
	4.3 Increase the number of teachers and students who effectively use digital learning tools

Goal 5: Every student has the opportunity to learn in a safe school environment.

Focus Area	5.1 Increase facility safety features
	5.2 Increase anti-bullying efforts at every school
	5.3 Increase community resources to maximize student support systems

Strategic Plan Elementary School level Strategies and Monitoring

Assessments Third Grade	Math			Reading			Notes: We will focus on school-wide math instruction, specifically grades 3-5. Secondly, we will focus on reading instruction overall, with a specific targeting of 5th grade students.
	Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	61.3	66.2	67	52.8	66.8	60	
	Strategies and Measures:			Strategies and Measures:			

Assessments Third Grade Sub-groups	LEP				SWD				EDS		
	Rank:				Rank:				Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	53.8	48.8	58		9.1	45.7	15		51.8	58.4	59
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		

Assessments Third Grade Sub-groups	Black			Hispanic			Notes:
	Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	70	55.7	75	54.2	58.8	60	
	Strategies and Measures:			Strategies and Measures:			

Assessments Fourth Grade	Math			Reading			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	37.3	67.3	68	41.5	67.1	60			
	Strategies and Measures:			Strategies and Measures:					
Assessments Fourth Grade EC	Math			Reading			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	10	NA	20	10	NA	20			
	Strategies and Measures:			Strategies and Measures:					
Assessments Fifth Grade	Math			Reading			Science		
	Rank:			Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	56.6	65.8	60	48.7	65.8	60	61.1	70.1	71
	Strategies and Measures:			Strategies and Measures:			Strategies and Measures:		

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Smart Goal # 1		School Improvement Team decides what the focus will be	
Strategic Plan Goal: Goal 1, 66.2%, Goal 2		Goal 1	
Strategic Plan Goal focus area:		1.1, 1.2	
Current Status: 3-5 Math EOG: 51.3% proficient			
School Interim (Year 1) Goal 2016-2017: 3rd-67%, 4th-68%, 5th-60%			
School (Year 2) Goal 2016-2018: 70%			
Data Used: Math EOG Testing			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Monthly professional development sessions that will focus on vertical planning, using assessments to plan individualized instruction, MTSS interventions, etc.	SIT Members, Administrative Team, GCS Central Office staff as needed.	Lesson plans, PLC agendas and meeting notes, MTSS data. We will dedicate one Wednesday per month for professional development, vertical planning, and planning interventions for our students.	Quarterly
Grade levels will establish a daily 30 minute intervention block that utilizes a variety of additional staff to provide targeted math instruction based on individual/small group needs.	Grade level teams, all staff	Teacher Schedules, Staff Assignments, STAR Math NCE data, Common Assessment Data and Proof of Concept/Check In Data for 5th grade as our school has been selected to participate in this pilot for fifth grade math	Monthly
K-2 assistants will work with bubble students in grades 3-5 when their assigned grade levels are in specials.	K-2 assistants, 3-5 teachers	We will select targeted students based upon the Beginning of Year Assessment Data; teacher assistants will be used to work with students in small groups or one-on-one to focus on number recognition, addition/subtraction facts, and multiplication facts	This will begin after the Beginning of Year Assessment window; we will look at the progress of the targeted students at the end of each grading period.
Grade levels will utilize a 'Ticket Out the Door' assessment strategy to monitor student learning through informal assessment.	Grade level teams	Examples of assessments from each grade level,	Quarterly
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
All Staff	Monthly professional development sessions that will focus on vertical planning, using assessments	Various Carr Staff Members; IF, Principal, AP, GCS Curriculum Facilitators	June 2017

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Smart Goal # 2		Ready Accountability and AMO Targets	
Strategic Plan Goal: Goal #1, Goal #2		Goal 2	
Strategic Plan Goal focus area: Reading		2.1, 2.2	
Current Status: 47.5%			
School Interim (Year 1) Goal 2016-2017: 60%			
School (Year 2) Goal 2016-2018: 65%			
Data Used: NC EOG Test			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
School-wide book study on "The Lemonade Crime" to build comprehension through a community-wide conversation.	All Staff	Each class will participate in answering the critical thinking questions each day	During the month of the School-Wide Book Study
All faculty meetings will be flipped to provide additional time for ongoing professional development for all certified staff	All Certified Staff	Survey data about ongoing professional development	June 2017
Increase classroom library size using Title I funds and donations from local businesses.	Administrative Team	Google form to survey the current status of classroom libraries in each class; we will focus on kindergarten and first grade, as these grade levels will be implementing the new Units of Study for Reading	By October 2016
All Kindergarten and First Grade teachers will implement the new Units of Study for Reading by Lucy Calkins	Administrative Team, Instructional Facilitator, Kindergarten Teachers and First Grade Teachers	Purchase of new Units of Study for all Kindergarten and First Grade teachers; ongoing professional development for these teachers and school administrators	Will begin using the New Units of Study by October
	3-5 Grade Level Teams	Teachers will monitor student completion of this challenge.	Quarterly
Grade levels will refine vocabulary instruction and will make use of note taking and annotating strategies in language arts, STEM, etc.	3-5 Grade Level Teams	Professional Development will be needed for this; teachers will monitor through one-on-one conferencing with students	Quarterly

Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
3-5 Staff	Session on annotating and note taking to improve vocabulary instruction	TBD	By January 2017

Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers: Teacher Assistants will provide Duty-Free Lunch for classroom teachers. We have developed a schedule to cover the lunch duty.

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week: We have revised the itinerant schedule. Each teacher will have two blocks of planning time with a total of 2.5 or 3 hours per week of planning time. Teachers will also have two full planning days, funded with Title I money.

3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only): All students have the opportunity to participate in physical activity during the school day, either in the classroom, during PE class, or at recess.

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only). All students participate in 30 minutes of physical activity through recess or indoor activities.

Title I Statewide Project Summary: Needs Assessment

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive needs summary: Staff: Carr Elementary School has 32 classroom teachers in grades K-5 and 7 teacher assistants that serve grades K-1. There is .8 ESL teacher and one ½ time AIG teacher, 2 EC teachers, and one Title I Literacy Teacher. All teachers and teacher assistants are considered highly qualified. Carr Elementary moved up from a "D" school to a "C" for the School Performance Grade, with an overall performance score of 57. Carr met the State Growth Expectations, with an overall growth index of 1.15. Carr's overall achievement score was 51 and the overall growth score was 82.8. Carr's growth score for reading was 85.6 and growth score for math was 75.9. Carr Elementary had an overall improvement for percent proficient of 5.4. Carr's overall improvement for reading was 7.2 and math was 1.9. Third grade reading had an overall improvement of 11.6. Fourth grade had a slight decrease of -0.1 for reading and fifth grade had an improvement of 10.8. For math, third grade had an overall improvement of 3.5, fourth grade had a slight increase with 0.1 and fifth grade an increase of 1.9. Fifth grade science also had an overall improvement of 9.5. Students: School A currently enrolls 720+ PK-5 students. The student ethnicity groups include: 16% Black, 73% White, 9% Hispanic and 2% multi. Total Percent Proficient 2015-2016: 51.1%; Level 1: 23.3%; Level 2: 25.7%; Level 3: 13.3%; Level 4: 29.7%; and Level 5: 8% Total College and Career Ready: 37.7%

2. School wide Reform Strategies: All faculty meetings will be flipped so we can utilize all available time ongoing professional development sessions and every third Wednesday will be used for vertical articulation, data analysis, and planning for school-wide interventions. We will have a school-wide intervention block to meet the needs of all students. We will utilize teacher assistants and itinerant teachers to provide targeted intervention to identified students throughout the school year.

3. Instruction by a highly qualified professional staff: All Carr staff is considered highly qualified.

4. High quality and ongoing professional development: Professional development will reflect Goals #1 and #2. Ongoing professional development will be provided throughout the school year with a focus on vertical planning, using assessments to plan individualized instruction, MTSS interventions, etc.; Certified staff will meet on the Third Wednesday of each month. Professional development may also be provided during new PLC blocked planning times.

5. Strategies to attract high quality teachers to high needs schools: All new teachers are provided a certified mentor and materials needed. Carr also has an instructional facilitator, principal, and assistant principal who can provide assistance in all areas of instruction.

6. Strategies to increase parent involvement: Carr Elementary School employs a Parent Involvement Specialist. Carr Elementary School has many games and activities which students and parents may check-out to use at home. Carr Elementary has an active PTO. Family Fun Nights, PTO performances, and special events will be held throughout the school year and parents and families will be invited to attend.

7. Preschool transition strategies: The preschool class toured Carr Elementary School and visited our kindergarten classes. Private PreK classes also visit Carr Elementary to prepare the students for kindergarten.

8. Including teachers in decisions regarding the use of assessment: The elected Carr School Improvement Team makes decisions based on school data. Grade levels will analyze common assessment data during PLCs and will plan interventions for targeted students.

9. Activities for children experiencing difficulty: Each grade level will create a Tier I plan for reading and math. Selected students will participate in the Title I Reading program, ESL program, and small group remediation. Tier II or Tier III plans will be created for students who need additional support in the classroom for academic or behavioral issues.