

GATESVILLE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN

2021 - 2022 PLANNING CYCLE



LEARNERS TODAY
LEADERS TOMORROW

Dr. Shawn Wilson, Principal

School Improvement Team 2021-2022

Dr. Shawn Wilson-Principal

Nikki Galzerano-Pre-K

Ameshia Holland-Kindergarten

Hannah Szymanik-First Grade

Tammy Evans- Second Grade

Lori Lollies-Third Grade/Instructional Coach/Co-Chair

Chris Stiles-Fourth Grade

Kendal Owens-Fifth Grade

Heather Matthews-Media Specialist/Co-Chair

Tracy Carr- Teacher Assistant

Amanda Dillard-Exceptional Children

Aretha Ruffin-School Counselor

Dimensia Hall-Parent Representative

SCHOOL IMPROVEMENT PLAN 2021-2022

GATESVILLE ELEMENTARY SCHOOL

State Board of Education Goals

Goal 1: Every student in the NC Public Schools System graduates from high school prepared for work, further education and citizenship.

Goal 2: Every student has a personalized education.

Goal 3: Every student, every day has excellent educators.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Goal 5: Every student is healthy, safe and responsible.

Gates County Schools Mission and Vision Statement

Vision

Gates County Public Schools is committed to:

Growth

Academics

Teaching

Excelling all students

Safe learning environment

Mission:

Gates County Public Schools will provide each student personalized educational opportunities through collaboration among students, teachers, parents and community.

Gatesville Elementary School

Vision: Learners Today Leaders Tomorrow

Mission: In partnership with parents, Gatesville Elementary School is committed to educating, nurturing, and empowering students to become successful members of the 21st century.

"Dragon Strong"

Comparison of 2018-2019 Data and 2020-2021

End of Grade Tests: Students did not take an End of Grade Test due to school closure due to COVID-19 during the 2019-2020 school year.

Grade	Reading (EOG)				Regional Comparison	State Comparison
	2018-2019	2019-2020	2020-2021	2020-2021		
	*Students attended the entire year	*Students did not test	* Students did not attend face-to-face majority of the year			
3rd	65.8	No Data	61.7		Scored above the average of 16 out of 17 counties	Above the state average of 45.2
4th	51.1	No Data	47.2		Scored above the average of 13 out of 17 counties	Above the state average of 45.1
5th	73.9	No Data	51.2		Scored above the average of all 17 counties	Above the state average of 42.4

Math (EOG)

	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Grade	*Students attended the entire year	*Students did not test	* Students did not attend face-to-face majority of the year	Regional Comparison	State Comparison
3rd	95.0	No Data	53.2	Scored above the average of 13 out of 17 counties	Above the state average of 44.5
4th	38.3	No Data	30.6	Scored above the average of 8 out of 17 counties	Below the state average of 37.8
5th	63.0	No Data	45.0	Scored above the average of 14 out of 17 counties	Above the state average of 42.0

Science (EOG)				
	2018-2019	2019-2020	2020-2021	2020-2021
Grade	*Students attended the entire year	*Students did not test	* Students did not attend face-to-face majority of the year	Regional Comparison State Comparison
5th	82.6	No Data	52.5	Scored above the average of 12 out of 17 counties Slightly below the state average of 53.9

Analysis

Students achieve more when they are taught face-to-face consistently. That is evident by declined test scores across the state and the nation due to COVID, which altered our mode of instruction over an extended period of time. When comparing our school results to state averages, we scored above the averages in the areas of 3rd grade reading and math, 4th grade reading, and 5th grade reading, math, and science. When comparing our school scores to regional averages, we are in the top tier for 3rd grade reading and math, 4th grade reading, and 5th grade reading, math, and science. Traditionally, we have struggled with raising our 4th grade math scores, therefore we have included it in our plan. Additionally, we do have action steps to improve student achievement. We consider these scores as a measure of learning gaps in which we need to fill.

GES Goals

Gatesville Elementary Staff will:

- Decrease office and bus referrals by 20%
- Meet or exceed growth for all subgroups (Meets Growth-70.0-84.9; Exceeds Growth- 85.0-100.0)
- Increase proficiency in Reading and Math (Expecting larger gains in 4th Grade Math)
- Implement Social Emotional Learning for students at least weekly

Matching Dimensions and Indicators from NC Star (IndiStar)

Dimension: Instructional Excellence and Alignment

- Indicator A1.07- All teachers employ effective classroom management and reinforce classroom rules and procedures. **(High expectations for all staff and students)**; Indicator A4.06- All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. **(Student support services)**

Dimension: Leadership Capacity

- Indicator B1.03- Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. **(Strategic planning, mission, and vision)**; Indicator B3.03- The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. **(monitoring instruction in school)**

Dimension: Professional Capacity

- Indicator C2.01- The LEA/School looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. **(Quality of professional development)**

Dimension: Families and Community

- Indicator E1.06- The School regularly communicates with parents/guardians about its expectations of the curriculum of the home (what parents can do at home to support their children's learning). **(Family engagement)**

Strategies to Implement/Continue

We will use the following strategies/resources to minimize the gap among subgroups and to raise achievement:

Dragon Fire Intervention Time to individualize instruction, iReady, Learning stations, Leveled readers, Schoolnet assessments (use data to drive instruction), NC Check-Ins, Formative and summative assessments, Data sheets to track progress, Interventions suggested by the Child Study/MTSS Team, Letterland, Wonders, Ready Math, Strategies learned from professional development, UNC Science Center/Morehead Planetarium, Role models to encourage all students (included because of the difference in achievement between males and females in the past), Mentors assigned to students with academic and/or behavior challenges, Partner with 4-H, Collaboration with Exceptional teachers as resources, Technology to enhance instruction, Specialty teachers to integrate subjects (Dance, Art, PE, Music, and Library), Small 1:1 Groups to review concepts already taught, In-school tutoring, After school tutoring

We will use the following strategies/resources to decrease office and bus referrals:

PBIS, PBIS Matrix, Class meetings, School guidance sessions, Kelso's Choices, Bus Compacts, Social emotional lessons, Counseling sessions, Positive behavior videos, Parent contact logs, Student Reflection forms, Conferences with students and/or parents, Restorative Practice, Professional development, Sanford Harmony, Class/Individual behavior logs, Class Dojo

We will use the following strategies/resources to introduce social-emotional learning:

PBIS, PBIS Matrix, PBIS celebrations, Class meetings, School guidance lessons, Kelso's Choices, Social emotional lessons, Counseling sessions, Positive behavior videos, Student reflection forms, Conferences with students and/or parents, Professional development, Sanford Harmony, STOP grant professional development, Casel, Emotion Log, Mindfulness

Last School Grade Obtained---Overall: Grade "B"

We will continue to work on raising proficiency for all grade levels/all subjects; however, 4th grade math will be an area of focus.

Comprehensive Plan Created in NC Star

Note: Implementation Status- We have achieved completion for some of the indicators included in NC Star; however, we will be working on most areas during this 3 year period. Some goals have been extended as the team deemed that action was appropriate.

Comprehensive Progress Report

Mission:

In partnership with parents, Gatesville Elementary School is committed to educating, nurturing, and empowering students to become successful members of the 21st Century.

Vision:

Learners today leaders tomorrow.

Goals:

- Every students will be respectful, orderly, accountable, and responsible.
- Every subgroup will meet or exceed growth in reading, math, and science.
- All students will increase proficiency in reading and math.
- Implement Social Emotional Learning for students at least weekly.



I = Past Due Objectives		KEY = Key Indicator			
Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Decrease bus and office referrals

Limited Development
09/16/2019

- Student bus compacts
- Additional staff interventions when students are upset
- Character Education
- Pyramid Model - Prek
- Mrs. Ruffin's guidance classes (expectations for bus, classroom, car riders, recess, cafeteria)
- Mentor/Mentee relationships between staff and students
- Character of the Month
- Mrs. Matthews's Couch (voluntary space for students to get their thoughts together, calm down, or reflect upon their behavior)
- CMS teachers were given copies of SDAs for grades 2 through 5 so they can provide behavior/academic accommodations in their classes
- Repeating/discussing rules/procedures on the PBIS Behavior Matrix
- Behavior is being addressed immediately as it arises to provide consistency
- Class Dojo (communication)
- Behavior notebooks (student specific)
- Behavior expectations
- Revamped PBIS Team (targeted goals each month, data analysis, consistency)
- Social Studies instruction - building classroom communities
- Kelso's Choices
- Created Virtual PBIS Matrix
- Revisited Face-to-Face Matrix
- Restorative Practices (discipline)

How it will look when fully met:		Aretha Ruffin	06/06/2022
When this objective is fully met, we will have an increase in positive behavior throughout our school. Students will use techniques for conflict resolution such as Keiso's Choices (showing self-control and making positive choices). The resources that will be used include Keiso's Choices, PBIS Behavior Matrix, Guidance Counselor, Class Dojo, Mentors, and all staff.	<ul style="list-style-type: none"> • PBIS Data • Decrease in office and bus referrals by 20% • Class Meeting Logs • Guidance Classes 		
Actions	1 of 4 (25%)		
9/16/19 Our principal and guidance counselor will conduct mini assemblies for each grade level as needed throughout the school year.		Aretha Ruffin	06/02/2022
Notes:			
9/16/19 All students who ride the bus and their parents will be given bus compacts outlining appropriate behavior and expectations during bus rides.	Complete 10/01/2019	Aretha Ruffin	06/06/2022
Notes:			
9/16/19 The students in our school will participate in character education activities such as the Pyramid Model (PreK), Character Trait of the Month, and Student of the Month.		Aretha Ruffin	06/06/2022
Notes:			
9/16/19 Each teacher will conduct classroom meetings at least once a week to discuss rules, procedures, positive behavior, PBIS Behavior Matrix, etc.		Aretha Ruffin	06/06/2022
Notes: Date changed due to transition from virtual learning to face-to-face learning.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and Instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none">District-wide pacing guidesWeekly lesson plansMonthly grade level/subject area PLC meetings	Limited Development 10/30/2019		
How it will look when fully met:		<ul style="list-style-type: none">Each subject and grade level will have standards aligned units of instruction. Evidences include walkthrough observations, formal evaluations, lesson plan checks, and pacing guide submissions.	Objective Met 07/29/20	Dr. Shawn Wilson	01/06/2021
Actions					
10/30/19 Walkthrough observations			Complete 09/27/2019	Lori Lollies	01/06/2021
Notes:					
10/30/19 Teachers will submit pacing guides for each subject area/grade level they teach.			Complete 09/23/2019	Lori Lollies	01/06/2021
Notes:					
10/30/19 Formal teacher evaluations			Complete 12/06/2019	Dr. Shawn Wilson	01/06/2021
Notes:					
10/30/19 Teachers will have weekly lesson plans visible in their classroom.			Complete 09/09/2019	Dr. Shawn Wilson	01/06/2021
Notes:					

Effective Practices: Student support services

KEY	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 (5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

- Child Study Team
 - MTSS
 - Whole and Small Group Instruction
- Limited Development
11/25/2019

How it will look when fully met:

- Students are receiving quality whole group instruction.
- Interventions are being implemented for at-risk students.
- Additional support is provided by tutors during or after school.

Kendal Owens 06/06/2022

Actions

11/25/19 Creation of evidence-based instructional resources

0 of 1 (0%)

Kendal Owens 06/06/2022

Notes:

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (512a)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Limited Development 11/18/2019		
<p>The PBIS Team plans PBIS Celebrations for students recognizing positive behavior. The PBIS Team presented strategies to increase positive behavior. Teachers rely on the school counselor, Exceptional Children's teachers, and the principal for support and interventions. Currently, we have support from behavior specialists to help manage extreme student behaviors. The administrators sat in on a presentation by a representative from the Sanford Harmony Company. An outside counseling agency comes in once a week to have sessions with specific students. She has given additional strategies to try in the classroom. We have selected a group of students to participate in the Genesis (Mentoring) Program. Our at-risk students have been assigned to staff mentors to help increase positive behavior and to help foster positive relationships.</p>					
<p>How it will look when fully met:</p> <p>All teachers will use a portion of the program outlined by the Sanford Harmony Company. We will use this in hopes to increase positive behavior. We want to decrease negative behavior in two specific areas: aggressive behavior and disrespect. We will use office and bus referral data to assess if the program is working. Additionally, our school counselor will use the lessons in her guidance teaching sessions. We will continue to use other effective strategies to help students manage their emotions and find ways to resolve conflicts peacefully. The PE teacher will attempt to implement mindfulness during some of the PE sessions (at the beginning and/or ending of the period).</p>				Dillard Amanda	06/06/2022
Actions			2 of 5 (40%)		
11/18/19 Use Sanford Harmony Program to help students manage emotions and increase positive behavior.				Dillard Amanda	06/06/2022
Notes:					
11/18/19 The PE teacher will incorporate mindfulness in some of the PE lessons for students. The target will be once or twice a month.			Complete 02/06/2020	Dillard Amanda	06/06/2022
Notes:					
11/18/19 Each homeroom teacher will use at least one of the strategies suggested by the PBIS Team at least once a week.			Complete 02/06/2020	Aretha Ruffin	06/06/2022
Notes:					

11/18/19 Have teacher mentors meet with student mentees daily , and turn in check-in/out logs each month.

Aretha Ruffin

06/06/2022

Notes:

8/25/21 SEL activity will be implemented by various teachers at least once a week.

Dillard Amanda

06/06/2022

Notes:

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

Implementation Status

Assigned To

Target Date

Initial Assessment:

Our fifth grade students visit the middle school toward the end of the year. Our Pre-K teachers have the kindergarten teachers to visit their classes to meet students.

Limited Development
11/18/2019

How it will look when fully met:

Students and parents will know the academic expectations for the next grade level.

Nikki Galzerano

06/06/2022

Actions

11/18/19 Teachers will create brochures/document for each grade level that will be distributed to students and parents to indicate what students should know when they enter a particular grade level, what is expected of them in the current grade level, and what is expected in the next grade level.

1 of 2 (50%)

Lori Lollies

08/19/2020

Notes:

11/18/19 We will set up a day for students to visit the classrooms of the teachers of the next grade level.

Heather Matthews

05/02/2022

Notes:

Core Function: Dimension B - Leadership Capacity

Effective Practices: Strategic planning, mission, and vision

KEY B1.01 The LEA has an LEA Support & Improvement Team.(5135)

Implementation Status

Assigned To

Target Date

Initial Assessment:

- SIT agendas
- SIT minutes
- Record of SIT members
- Updates to the School Board

Full Implementation
09/23/2019

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

- Monthly Data PLC meetings
- Monthly SIT meetings
- Monthly school and district MTSS meetings
- Monthly school and district grade level PLC meetings
- Monthly staff meeting presentations
- Staff presentations on PD days

Limited Development

09/23/2019

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when July met:

Our school and district teams will work together to close the achievement gaps between grade levels and subgroups, increase student proficiency and growth, and review effective instructional strategies.

Objective Met
01/20/21

Lori Lollies

01/06/2021

Actions

9/23/19 Monthly Vertical Planning

Complete 01/20/2021

Lori Lollies

01/06/2021

Notes:

9/23/19 Monthly PLC meetings
 Notes:
 9/23/19 Mini-PD during staff meetings
 Notes:

Complete 01/20/2021 Lori Lollies 01/06/2021

Complete 01/20/2021 Lori Lollies 01/06/2021

Implementation: 01/20/2021

Evidence 1/20/2021

Experience 1/20/2021

Sustainability 1/20/2021

Core Function: Dimension B - Leadership Capacity

Effective Practices: 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)

Initial Assessment:

- Grade level teams have planning at the same time
- School Improvement Team, PBIS team, Child Study, MTSS, Hospitality, Safety Team
- PLC/Data monthly meetings

Implementation Status Limited Development 11/25/2019

Assigned To Target Date

How it will look when fully met: All staff are involved in meetings that improve the overall needs of our school and students.

Actions

11/25/19 Vertical planning monthly to address gaps in curriculum Complete 01/20/2021 Dr. Shawn Wilson 01/06/2021

Priority Score: 2 Opportunity Score: 2 Index Score: 4

Notes:

Implementation:		01/20/2021		
Evidence	1/20/2021			
Experience	1/20/2021			
Sustainability	1/20/2021			

Core Function: Dimension B - Leadership Capacity

Effective Practice: Monitoring Instruction in school

KEY	83.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The principal conducts walk throughs and formal observations. The Instructional Coach conducts Elect observations and walk-throughs. Constructive feedback is given via e-mail or on a form.

Full Implementation
11/18/2019

Effective Practice:		Quality of professional development	Implementation Status	Assigned To	Target Date
KEY	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 needs.(5159)			

Initial Assessment:

- Teachers maintain data notebooks that include STAR data, Benchmark data, EOG data, Discipline/PBIS data, IReady data, iStation data, etc.
- Teachers meet with the Principal monthly to analyze this data and develop plans for addressing student needs.
- The Principal and Instructional Support Coach meet bi-weekly to analyze classroom walkthrough data and look at ELIOT observation results.
- Teachers meet with their grade level teams across the district to analyze student performance on assessments such as Benchmarks, NC Check-ins, STAR Reading, STAR Math, iStation, IReady, etc.

Limited Development
10/30/2019

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

- Teachers will use formative assessment data to inform their instructional practices and increase the academic success of their students.
- Teachers will engage in professional development opportunities to learn more about how to analyze IReady data.
- MOY (Middle of the Year) data will be used to develop interventions and strategies to meet the needs of students who are not proficient in reading and/or math.
- Monthly vertical planning meetings will be used to determine gaps in instruction based upon school data trends.
- Professional development will be provided during staff meetings and built-in PD days to help teachers analyze school performance data.

Lori Lollies

06/06/2022

Actions

10/30/19 Monthly Grade Level Data PLC Meetings

2 of 3 (67%)

Lori Lollies

06/06/2022

Notes:

10/30/19 Professional development on Personalized Learning to target non-proficient subgroups.

Notes:

Lori Lollies

06/06/2022

Notes:

Implementation:

02/17/2021

Evidence

2/17/2021
i-Ready PD Rosters

Experience

2/17/2021
Multiple trainings for i-Ready Reading and Math
8/12/2020
8/14/2020
9/2/2020
12/7/2020
2/8/2020

Sustainability

2/17/2021
Continue working with i-Ready Representatives to engage in i-Ready PD

Core Function:

Dimension C - Professional Capacity

Effective Practice:

Talent recruitment and retention

KEY	C3.04	The LEA/school has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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The district Human Resources Staff posts all vacant jobs on the website. This information is sent to district staff as well. Our district uses Teacher Match as the on-line application system for hiring. Some of the administrators and staff have attended Job Fairs to recruit and hire for the district. The Human Resources Director has reached out to nearby universities/colleges to secure applicants. When there is a vacancy, a requisition is filled out to replace staff. Teachers and administrators are evaluated in NCEES (Unified Talent). Staff members are rewarded at their respective schools. Our district recognizes a Teacher of the Year, Support Staff of the Year, and Principal of the Year. Exceptional Children's Staff members are highlighted by the Exceptional Children's Director.

Staff rewards:

- Shout outs/Dragon Roars (email and intercom)
- Teacher of the Year
- Gift cards for special duties
- Gift cards for teachers who had all students return library books
- Breakfast from Central Office
- Years of service pins
- Teacher appreciation gifts from Central Office

Ideas to increase teacher retention:

- Technology - newer teacher laptops
- Teacher housing
- Career days colleges

Effective Practice:		Family Engagement	Implementation Status	Assigned To	Target Date
KEY	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). (5182)			
Initial Assessment:		<ul style="list-style-type: none"> Open House - Face-to-face meeting with parents/guardians at the beginning of the school year. Ready Lesson Family Letters - Informs parents/guardians of the concepts and skills that students are learning in math Ready Parent Reports - Gives current reading and math levels and ways in which families can support their students at home Pre-K Progress Reports - Current student levels and upcoming curriculum plans Parent-Teacher Conferences - Planned throughout the school year to discuss academic and behavioral performance Read to Achieve Parent Night Title I Family Night 	Limited Development 10/21/2019		
How it will look when fully met:		<ul style="list-style-type: none"> Parent-Teacher Conferences for students who are not on grade-level Family Letters Grade Level Newsletters Reading and Math Family Night Science Day 		Dr. Shawn Wilson	06/06/2022
Actions			0 of 5 (0%)		
8/25/21 Science Day				Kendal Owens	05/20/2022
Notes:					
11/25/19 Parent and teacher conferences for students who are not on grade level				Dr. Shawn Wilson	06/06/2022
Notes:					
11/25/19 Send Ready Family Letters at the beginning of each new math unit				Dr. Shawn Wilson	06/06/2022
Notes:					
11/25/19 Kindergarten Newsletter				Ameshia Holland	06/06/2022
Notes:					
11/25/19 Reading and Math Family Night				Dr. Shawn Wilson	06/06/2022
Notes:					