

2016 - 2018 H.H. Beam School Improvement Plan

H.H. Beam Elementary School Contact Information

School	H.H. Beam Elementary School	Courier Number	360492
Address	200 Davis Park Drive	Phone Number	704-866-6618
	Gastonia, NC 28052	Fax Number	704-866-6320
School Website	http://www.gaston.k12.nc.us/Domain/27	Principal	Laura Paulk

H.H. Beam 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	Laura Paulk	lspaulk@gaston.k12.nc.us	8/18/2014
Assistant Principal	Miranda Buchanon	mpbuchanon@gaston.k12.nc.us	8/18/2014
Teacher Representative	Katrina Ashleman	khashleman@gaston.k12.nc.us	8/22/2016
Teacher Representative	Krista Hance	khance@gaston.k12.nc.us	6/9/2016
Teacher Representative	Ryan McKenney	remckenney@gaston.k12.nc.us	6/9/2016
Instructional Support Representative	Karen Solis	kksolis@gaston.k12.nc.us	6/9/2016
Teacher Representative	Debbie Bynum	dabynum@gaston.k12.nc.us	6/11/2015
Teacher Representative	Susan Pruitt	smpruitt@gaston.k12.nc.us	6/11/2015
Teacher Representative	James Baker	jpbaker@gaston.k12.nc.us	6/11/2015
Teacher Representative	Kristi Bostic	krbostick@gaston.k12.nc.us	8/18/2014
Teacher Representative	Alex Fitschen	arfitschen@gaston.k12.nc.us	8/18/2014
Instructional Assistant	Greg Stalcup	gastalcup@gaston.k12.nc.us	8/18/2014
Parent Representative	Mandy Burton		8/22/2016

Principal Signature: Laura Paulk

Date: 9/12/2016

Date Prepared: 9/7/2016

GCS Board Approval Signature: _____ Date: _____

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Gaston County School's Values

	Beliefs		Four C's	
	Safety		Commitment	
	Diversity		Community	
	Innovation		Communication	
	Collaboration		Choice	
	Excellence			

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

H.H. Beam Elementary School's Mission and Vision Statement

Vision: The purpose of H.H. Beam Elementary is for each student to master the skills that will provide them with the foundation to become life-long learners and to become contributing members to society.

Mission: The direction of H. H. Beam Elementary School is to foster a positive and respectful learning environment in which we as teachers, parents and community collaborate to challenge students to reach optimal academic potential reflecting 21st century skills thereby creating life-long learners.

H.H. Beam Elementary School SMART GOALS

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

1. Goal #1: Increase the number of students proficient in math by 5% each year.

2. Goal #2: Increase the number of students proficient in reading by 5% each year.

Elementary School level Strategies and Monitoring

Assessments Third 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		
	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
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		

Assessments Third Grade Sub-groups	Black				Hispanic				Overall		
	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
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		

Assessments Fourth Grade	Math			Reading	Notes:
	Rank:				
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		
	Strategies and Measures:				
Assessments Fourth Grade EC	Math			Reading	Notes:
	Rank:				
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		
	Strategies and Measures:				
Assessments Fifth Grade	Math			Reading	Science
	Rank:				
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal		
	Strategies and Measures:				

Assessments Fifth Grade EC	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
	Strategies and Measures:			Strategies and Measures:			Strategies and Measures:		
Retentions	Retentions			Notes:					
	Rank:								
	School Current Status	GCS Strategic Plan Goal	School's 2016- 2017 Goal						
	Strategies and Measures:								

Gaston County Schools Strategic Goals

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

Focus Area	1.1 Increase the graduation rate
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	1.2 Increase students completing Career and Technical Education courses and opportunities
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	1.3 Increase the number of students who graduate from high school with post-secondary credit
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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
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	2.2 Increase the strategies and tools available to ensure success of all students
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	2.3 Increase opportunities for a wide variety of academic choices
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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.
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	3.2 Provide employees increased access to quality, research-based professional development
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	3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate
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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
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	4.2 Increase the use of technology as a communication tool for all stakeholders
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	4.3 Increase the number of teachers and students who effectively use digital learning tools
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Goal 5: Every student has the opportunity to learn in a safe school environment.

Focus Area	5.1 Increase facility safety features
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	5.2 Increase anti-bullying efforts at every school
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	5.3 Increase community resources to maximize student support systems
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Smart Goal # 1		School Improvement Team decides what the focus will be	
Strategic Plan Goal: Math		Goal 1	
Strategic Plan Goal focus area: Math Small Groups/Math Workshop		1.1, 1.2	
Current Status: At the end of the 2015-2016 school year, 46.7% of 285 students were proficient in math (133 students GLP & CCR)			
School Interim Goal(Year 1) 2016-2017: Increase the number of students proficient in math by 5%. (140 students GLP & CCR)			
School Goal 2016-2018 (Year 2): Increase the number of students proficient in math by 5%. (147 students GLP & CCR)			
Data Used: End of Year Test Scores, GCS Benchmarks			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
We will use student data to inform instruction in math small groups based on common assessment/benchmark/Star math in all grade level math workshops.	Grade Level Teachers, IF	STAR Math, benchmarks, common assessments	During PLC meetings and after benchmark assessments.
We will identify and implement research based remediation and acceleration through front loading information for the math small groups.	Marcia Rauch, Laura Paulk, Miranda Buchanon, IF and grade level teachers	Walkthroughs during math small groups, Lesson Plans, and PLC collaboration	Ongoing and at SIP Monitoring Dates
Grade Levels will increase effective instruction through collaborative planning with best practices during a weekly hour-long block scheduled in addition to the weekly hour-long PLC.	Grade level teachers, Laura Paulk, Miranda Buchanon, Marcia Rauch, and IF	Star Math, benchmarks, common assessments	During PLC meetings and after benchmark assessments.
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
All grade level teachers	Ongoing professional development on effective use of math workshop and collaborative planning with best practices.	Marcia Rauch, IF, Laura Paulk, and District PD	Ongoing

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Smart Goal # 2		Ready Accountability and AMO Targets	
Strategic Plan Goal: Literacy		Goal 2	
Strategic Plan Goal focus area: Literacy Small Groups/Readers' Workshop		2.1, 2.2	
Current Status: At the end of the 2015-2016 school year, 37.5% of 285 students were proficient in reading. (107 students)			
School Interim Goal 2016-2017 (Year 1): Increase the number of students proficient in reading by 5%. (118 students GLP & CCR)			
School Goal 2016-2018 (Year 2): Increase the number of students proficient in reading by 5%. (124 students GLP & CCR)			
Data Used: End of Year Test Scores, GCS Benchmarks			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
We will collaborate with parents to increase home reading through the training and use of Big Universe in the home.	Grade level teachers, IF, Christine Ballard, Laura Paulk, Miranda Buchanon	usage reports on Big Universe	SIP monitoring schedule
We will identify and implement research based remediation and acceleration resources for the reading small groups.	Christine Ballard, Laura Paulk, Miranda Buchanon, IF, and grade level teachers	Walkthroughs during reading small groups, Lesson Plans, and PLC collaboration	Ongoing and at SIP Monitoring Dates
Grade Levels will increase effective instruction through collaborative planning with best practices during a weekly hour-long block scheduled in addition to the weekly hour-long PLC.	Grade level teachers, Laura Paulk, Miranda Buchanon, Christine Ballard, and IF	Star Reading, benchmarks, common assessments	During PLC meetings and after benchmark assessments.
We will incorporate targeted interventions such as tutoring during the day and support staff providing additional support for small groups.	Grade level teachers, support staff, IF, Christine Ballard, and Laura Paulk	Star Reading, benchmarks, common assessments	During PLC meetings and after benchmark assessments.
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Grade level teachers	Ongoing Professional Development focused on remediation and acceleration in literacy small groups, effective balanced literacy implementation, and effective grade level collaborative planning using best practices.	Laura Paulk, Miranda Buchanon, Grade Level Teachers, IF, Christine Ballard, and District PD	5/1/2017

Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers: Teacher will continue to eat lunch with their students at lunch as in the past. Teachers have been invited to consider and submit ways that duty-free lunch might be provided in the future.

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week. Teachers are provided with 3 hours of planning time each week during the instructional day. Additional time for planning is available after school as needed.

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): Teachers and teacher assistants will be reminded of this policy at the Back to School staff meeting.

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only). Teachers will be given suggestions on how to make time in the day for physical activity.

Title I Statewide Project Summary: Needs Assessment - HH Beam Elementary

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

School Demographics:

Staff: HH Beam has 33 classroom teachers in grades K-5 and 5 teacher assistants that serve grades K. There are two full time ESL teachers and one ½ time AIG teacher, two and 1/2 EC teachers, one math specialist, one instructional facilitator, one behavior lab teacher and one literacy specialist. All teachers and teacher assistants are considered highly qualified.

Students: HH Beam currently enrolls 704 K-5 students. Our school is designated as a CET school and all students eat free breakfast and lunch.

Student Achievement:

mClass Reading 3D: Based on 2015-2016 EOY mClass Reading 3D results:

K -- 81% proficient on DIBELS and 62% proficient on TRC;

1st -- 72% proficient on DIBELS and 48% proficient on TRC;

2nd -- 72% proficient on DIBELS and 58% proficient on TRC;

3rd -- 56% proficient on DIBELS and 59% on TRC.

2015-2016 EOG:

Based on the 2015-2016 EOG assessment results,

The school exceeded expected growth. The students scored 37.5% proficiency in reading, 46.7% proficiency in Math, and 67.7% proficiency in Science.

Overall,

3rd grade scored 44.2% proficiency in Reading and 54.7% proficiency in Math.

4th grade scored 29.9% proficiency in Reading and 38.1% proficiency in Math.

5th grade scored 38.7% proficiency in Reading, 47.3% proficiency in Math and 67.7% proficiency in Science.

Areas of Need: (1) According to the K DIBELS score students need additional support in letter naming and first sound fluency. (2) According to the 1st and 2nd grade DIBELS and TRC scores there is a drop between DIBELS skills proficiency and TRC proficiency which should be addressed. (3) Students need additional support in the area of numeration and, 3rd and 4th grade students need additional support in multiplication, fractions and decimals. (4) Fraction and numeration concepts in math is our weakest areas in 5th grade. (5) Reading comprehension skills, particularly written responses to comprehension questions need to be targeted in 3rd, 4th and 5th grades. (6) Grades 2-5 will increase reading stamina through targeted use of extended passages.

<p>2. School wide Reform Strategies-Teachers will identify students below grade level in reading and math throughout the year utilizing the tier plans in MTSS. The students that are determined to be performing below grade level proficiency will be targeted for small group direct instruction within the classroom. Based on the Critical Needs Assessment (CNA), phonemic awareness and phonics will be the focus of reading instruction for Kindergarten using the Fountas and Pinnell phonics and reading program and Compass in small group interventions strategies. Grades 1-5 will focus on reading fluency, stamina, comprehension and vocabulary through Readers/Writers Workshop, Words Their Way (3-5), Compass in small group intervention strategies. The Title I literacy teacher will provide additional reading support outside the classroom in grades K-2 for those students performing below grade level in reading. An intervention block of 35 minutes will be scheduled into the day to be used to address key areas for remediation. School based teams made up of Support Staff will be utilized to provide additional small group interventions during the intervention block beginning in grades 1 and 2. Based on the CNA, in math K-2 will focus on numeration through Investigations and small group math instruction utilizing games and manipulatives . Grades 3-5 will focus on fractions and geometry concepts through Investigations, guided math, and small group math instruction utilizing Pearson SuccessNet and manipulatives. We will increase our reading instruction block to 120 minutes including content integration in order to support Reading and Science scores. mClass Reading 3D, STAR, and common assessments will be used to monitor student progress for each goal and discussed in grade level PLC sessions. Teachers will continue training in technology integration in order to increase Reading, Math and Science scores. mClass will be used in all grades (K-5) to help improve reading skills. STAR Reading, STAR Math, and Compass will be used to reinforce curriculum in the testing format. Technology will be used as a method of differentiation to meet student needs. The Composer program will continue for the 2nd and 3rd grades in an effort to seek out and encourage students who have the potential to qualify for the AIG program. Small groups will be used in reading and math instruction. Each classroom would be equipped as a 21st century classroom (Smart Board, LCD projector, Chromebook Centers, interactive response systems (upper grades), document camera, and other technologies as they are identified). Special emphasis will be given to grade level collaborative instructional planning based upon the Standards and DPI unpacking documents.</p>
<p>3. Instruction by a highly qualified professional staff- To ensure that highly qualified teachers instruct students, there is a collaborative effort between the District and the school to recruit, hire and assign quality teachers. There is a commitment by all to get the right teachers on board in the correct assignment. This requires a review of credentials at the school and District Level. Currently 100% of the staff population is considered Highly Qualified by the state of North Carolina.</p>
<p>4. High quality and ongoing professional development- Professional development opportunities are aligned to the results of the comprehensive needs assessment. Teachers and staff participate in various, ongoing staff development activities designed to facilitate district and school-wide initiatives. Professional development plans reflect research-based instruction and best teaching practices. The areas of focus are MTSS, literacy, mathematics, and collaborative instructional planning integrating Best Practices. All sessions are conducted by professionals trained and/or experienced in the area in which they are presenting. All training is evaluated in terms of student achievement and staff evaluations</p>
<p>5. Strategies to attract high quality teachers to high needs schools- Strategies to attract and retain highly qualified teachers include: 2 common planning blocks for each grade level, 2 grade-level planning days, technology resources, mentors to support new teachers, quarterly socials, and curriculum support provided by a full-time Instructional Facilitator, math specialist and literacy specialist, and grade-level PLC teams. We recognize our Teacher of the Year, Beginning Teacher of the Year, and ongoing staff recognitions at faculty meetings. Once a month all support staff work together to manage student lunches for grade level teacher luncheons.</p>

6. Strategies to increase parent involvement- A part time Parent Involvement Coordinator works with a parent involvement committee to coordinate family activities. A variety of family activities are provided to build stronger home-school relationships. HH Beam's strategies are based on the needs defined in the CNA that focus on parent involvement at the classroom level as well as the school level. Strategies include (1) creating leadership opportunities for parents on PAC, SIT, and mentor/volunteers (2) parent events/workshops around STEM, reading strategies, and math games. Teachers are expected to maintain ongoing communication with parents and document parent contacts to ensure that all parents receive frequent interaction. Parent conferences are conducted on an as-needed basis. The school web page keeps parents updated and offers opportunities for two-way communication through emails. School-Home communication occurs through phone system (English and Spanish), Facebook page, GCS App, Twitter, newsletters, and notes to parents in student agendas/folders. A parent resource room provides parents with access to materials that they can use with their children at home. Parents are included in special programs to recognize their students: field days, awards days, musical programs.

7. Transition strategies - HH Beam has one terminal grade which requires transition. 5th grade students transition to Middle School. Fifth grade students will visit the middle school to which he/she is assigned in preparation for the first middle school year.

8. Including teachers in decisions regarding the use of assessment- Teachers are given the opportunity to participate in decision making through membership on the School Improvement Team (SIT), the Mutli-Tiered Systems of Support (MTSS) team, grade level PLC teams, school-level committees, staff meetings, and formal and informal surveys. As we continue MTSS, teachers and PLC teams will use multiple sources of data to create and implement tier plans to maximize our curriculum to meet the needs of all students. Teachers progress monitor student progress through mClass, STAR, and common assessments, and other informal assessments and analyze the data to determine changes to curriculum and instructional plans.

9. Activities for children experiencing difficulty-Students who experience difficulty will be supported in a variety of ways. Using multiple data points from informal and formal assessments, report cards, and teacher/parent input, teachers will write a tier plan for any student who is not performing at grade level according to MTSS guidelines. Teachers will regularly update the tier plans to indicate if the strategies are effective. Tier plan interventions allow the classroom teachers to gather data about a student's progress in the identified area(s) of need. Reading and math small group instruction will be the standard for all regular classrooms. The School Based Intervention Teams will provide additional small group interventions with struggling students during the school Intervention Block. H.H. Beam will use CHAMPS as the school-wide system for student management.