

## 2016 - 2018 Rankin Elementary School Improvement Plan

### Rankin Elementary School Contact Information

|                |   |                       |               |
|----------------|---|-----------------------|---------------|
| <b>School</b>  | Rankin Elementary School  | <b>Courier Number</b> | 482           |
| <b>Address</b> | 301 West Central Avenue   | Phone Number          | 704-836-9136  |
|                | Mt. Holly, NC 28120   | Fax Number            | 704-827-9116  |
| School Website | <a href="http://www.gaston.k12.nc.us/Domain/44">http://www.gaston.k12.nc.us/Domain/44</a> | Principal             | Kristin Kiser |

### Rankin 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 personal, 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                            | Kristin Kiser        | <a href="mailto:ktkiser@gaston.k12.nc.us">ktkiser@gaston.k12.nc.us</a>           | N/A          |
| Assistant Principal                  | Donna Kelly          | <a href="mailto:dkelly@gaston.k12.nc.us">dkelly@gaston.k12.nc.us</a>             | N/A          |
| Teacher Representative               | Leanna Cook          | <a href="mailto:lkcook@gaston.k12.nc.us">lkcook@gaston.k12.nc.us</a>             | May 2014     |
| Teacher Representative               | Heather Horne        | <a href="mailto:hdhorne@gaston.k12.nc.us">hdhorne@gaston.k12.nc.us</a>           | May 2014     |
| Teacher Representative               | Christine Richardson | <a href="mailto:cwrichardson@gaston.k12.nc.us">cwrichardson@gaston.k12.nc.us</a> | May 2016     |
| Teacher Representative               | Caroline Brown       | <a href="mailto:cebrown@gaston.k12.nc.us">cebrown@gaston.k12.nc.us</a>           | May 2014     |
| Teacher Representative               | Missy Arndt          | <a href="mailto:mparndt@gaston.k12.nc.us">mparndt@gaston.k12.nc.us</a>           | May 2016     |
| Teacher Representative               | Stacie Speas         | <a href="mailto:swspeas@gaston.k12.nc.us">swspeas@gaston.k12.nc.us</a>           | May 2016     |
| Teacher Representative               | Lori Presley         | <a href="mailto:lbpresley@gaston.k12.nc.us">lbpresley@gaston.k12.nc.us</a>       | May 2016     |
| Teacher Representative               | Corey Rau            | <a href="mailto:ctrau@gaston.k12.nc.us">ctrau@gaston.k12.nc.us</a>               | May 2014     |
| Teacher Representative               | Elena Benedict       | <a href="mailto:embenedict@gaston.k12.nc.us">embenedict@gaston.k12.nc.us</a>     | May 2014     |
| Instructional Support Representative | Chinatti Toure       | <a href="mailto:crtoure@gaston.k12.nc.us">crtoure@gaston.k12.nc.us</a>           | May 2014     |
| Instructional Assistant              | Ashley Flowers       | <a href="mailto:anflowers@gaston.k12.nc.us">anflowers@gaston.k12.nc.us</a>       | May 2016     |
| Parent Representative                | Charlotte Stillwell  | <a href="mailto:stillwell119@bellsouth.net">stillwell119@bellsouth.net</a>       | May 2014     |
| Parent Representative                |                      |  |              |

Principal Signature: \_\_\_\_\_ Kristin Kiser \_\_\_\_\_

Date: 8-1-16

Date Prepared: 8-1-16

GCS Board Approval Signature: \_\_\_\_\_

Date: \_\_\_\_\_

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

## 2016 - 2018 Rankin Elementary School Improvement Plan

### 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

### Rankin Elementary School's Mission and Vision Statement

Vision: The vision of Rankin Elementary is to empower student success as lifelong learners.

Mission: Working with all stakeholders, we will motivate, nurture, and inspire children to meet their highest potential.

### Rankin Elementary School SMART GOALS

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

**1. Goal #1 Increase overall reading performance so that grades 3-5 increase proficiency by 10% by June 8, 2017 as measured by the NC EOG.**

**2. Goal #2 Increase overall math performance so that grades 3-5 increase proficiency by 10% by June 8, 2017 as measured by the NC EOG.**

## 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 |

## Elementary School level Strategies and Monitoring

|   | Math   |                         |                         | Reading  |                         |                         |  |                         |                         |
|---|--|-------------------------|-------------------------|--|-------------------------|-------------------------|--|-------------------------|-------------------------|
|   | Rank:  | 2                       |                         | Rank:  | 1                       |                         |  |                         |                         |
|   | School Current Status  | GCS Strategic Plan Goal | School's 2016-2017 Goal | School Current Status  | GCS Strategic Plan Goal | School's 2016-2017 Goal |  |                         |                         |
|   | 57.8   | 66.2                    | 67.24                   | 54.3   | 66.8                    | 60.87                   |  |                         |                         |
| <b>Assessments Third Grade</b>                    | <b>Strategies and Measures:</b><br>-Guided Math groups<br>-Flubaroo and grade level assessment of data<br>-Grade Level Common assessments of Data<br>-Compass learning activities that are aligned with grade level curriculum |                         |                         | <b>Strategies and Measures:</b><br>-Guided Reading: Grade level planning<br>-Strategy grouping of students on specific topic<br>-Compass learning activities that are aligned with grade level curriculum<br>-Read to Achieve Passages |                         |                         | <b>Notes:</b>  |                         |                         |
| LEP   |  |                         | SWD                     |  |                         | EDS                     |  |                         |                         |
| Rank:   |  |                         | Rank:                   | 3  |                         | Rank:                   |  | 5                       |                         |
| 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 |
| NA  |  |                         | 11.8                    | 45.7   | 15                      | 37.5                    | 58.4   | 45.2                    |                         |
| <b>Assessments Third Grade Reading Sub-groups</b> | <b>Strategies and Measures:</b>  |                         |                         | <b>Strategies and Measures:</b><br>-Monthly planning with EC department<br>-Small groups in classroom  |                         |                         | <b>Strategies and Measures:</b><br>-More use of technology to review skills<br>-Mentor Program |                         |                         |
|   | Black  |                         |                         | Hispanic   |                         |                         |  |                         |                         |
|   | Rank:  | 6                       |                         | 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 |  |                         |                         |
|   | 36.4   | 55.7                    | 46.4                    | NA   |                         |                         |  |                         |                         |
| <b>Assessments Third Grade Reading Sub-groups</b> | <b>Strategies and Measures:</b><br>-Mentor program   |                         |                         | <b>Strategies and Measures:</b>  |                         |                         | <b>Notes:</b>  |                         |                         |

|  |  | Math                    |                         |  | Reading               |                         |   | Notes: |                       |                         |                         |
|--|--|-------------------------|-------------------------|--|-----------------------|-------------------------|---|--------|-----------------------|-------------------------|-------------------------|
| <b>Assessments<br/>Fourth Grade</b>        | Rank:  | 2                       |                         |  | Rank:                 | 1                       |   |        |                       |                         |                         |
|  | School Current Status  | GCS Strategic Plan Goal | School's 2016-2017 Goal |  | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal   |        |                       |                         |                         |
|  | 51.5   | 67.3                    | 66.02                   |  | 56.3                  | 67.1                    | 70.8  |        |                       |                         |                         |
|  | Strategies and Measures: *Small Math Groups with intentional focus on skill deficiencies identified by Star and Common Assmts. Improve AMC consistency and administration. Compass Learning  |                         |                         | Strategies and Measures: Focus Skills in Guided Reading, Building stamina, Intervention Groups, Observing other teachers, Specific, intentional instruction of test taking strategies. Compass Learning  |                       |                         |   |        |                       |                         |                         |
| <b>Assessments<br/>Fourth Grade<br/>EC</b> | Rank:  | 4                       |                         |  | Rank:                 | 3                       |   |        |                       |                         |                         |
|  | School Current Status  | GCS Strategic Plan Goal | School's 2016-2017 Goal |  | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal   |        |                       |                         |                         |
|  | 12.5   | NA                      | 17.5                    |  | 6.3                   | NA                      | 11.3  |        |                       |                         |                         |
|  | Strategies and Measures: More alignment in EC instruction with Common Core and the general 4th grade curriculum in order to better prepare EC students for EOG. More exposure to EOG style passages and question stems at the 4th grade level. |                         |                         | Strategies and Measures: More alignment in EC instruction with Common Core and the general 4th grade curriculum in order to better prepare EC students for EOG. More exposure to EOG style passages and question stems at the 4th grade level. |                       |                         |   |        |                       |                         |                         |
| <b>Assessments<br/>Fifth Grade</b>         | Rank:  | 2                       |                         |  | Rank:                 | 1                       |   |        | Science               |                         |                         |
|  | 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 |
|  | 65.7   | 65.8                    | 70.3                    |  | 63.7                  | 65.8                    | 70  |        | 74.5                  | 70.1                    | 80                      |
|  | Strategies and Measures: Small Group Instruction<br>Intervention Block<br>Departmentalizing  |                         |                         | Strategies and Measures: Small Group Instruction<br>Intervention Block<br>Departmentalizing  |                       |                         | Strategies and Measures: Small Group Instruction<br>Intervention Block<br>Departmentalizing |        |                       |                         |                         |

Compass Learning Activities  
 Unit Pacing Guides  
 Common Assessments  
 Vocabulary Development Activities

Compass Learning Activities  
 Unit Pacing Guides  
 Common Assessments  
 Vocabulary Development Activities

Compass Learning Activities  
 Unit Pacing Guides  
 Common Assessments  
 Vocabulary Development Activities

Assessments  
 Fifth Grade  
 EC

| Math   |                         |                         |
|--|-------------------------|-------------------------|
| Rank:  | 4                       |                         |
| School Current Status  | GCS Strategic Plan Goal | School's 2016-2017 Goal |
| 17.4   | NA                      | 22.4                    |
| Strategies and Measures:<br>Meet with PLC once a month - develop Vocabulary instruction<br>Test Taking Strategies<br>Integrate AMC<br>Integrate Compass<br>Small Groups in the Classroom |                         |                         |

| Reading   |                         |                         |
|---|-------------------------|-------------------------|
| Rank:   | 3                       |                         |
| School Current Status   | GCS Strategic Plan Goal | School's 2016-2017 Goal |
| 13  | NA                      | 18                      |
| Strategies and Measures:<br>Meet with PLC once a month - develop Vocabulary instruction<br>Test Taking Strategies<br>Integrate Compass<br>Small Groups in the Classroom |                         |                         |

| Science   |                         |                         |
|---|-------------------------|-------------------------|
| Rank:   | 8                       |                         |
| School Current Status   | GCS Strategic Plan Goal | School's 2016-2017 Goal |
| 21.7  | NA                      | 26.7                    |
| Strategies and Measures:<br>Meet with PLC once a month - develop Vocabulary instruction<br>Test Taking Strategies |                         |                         |

Retentions

| Retentions               |                         |                         |
|--------------------------|-------------------------|-------------------------|
| Rank:                    |                         |                         |
| School Current Status    | GCS Strategic Plan Goal | School's 2016-2017 Goal |
|                          |                         |                         |
| Strategies and Measures: |                         |                         |

Notes:

## 2016 - 2018 Rankin Elementary School Improvement Plan

| Smart Goal # 1   | School Improvement Team decides what the focus will be   |   |  |
|--|--|---|--|
| Strategic Plan Goal: Goal 2  | Every member of our diverse student population has the opportunity for individualized instruction. |   |  |
| Strategic Plan Goal focus area: 2.2  | Increase the strategies and tools available to ensure success of all student                       |   |  |
| Current Status: 57.37% proficient  |  |   |  |
| School Interim (Year 1) Goal 2016-2017: Increase overall reading performance so that grades 3-5 increase proficiency by 10% (57.3 to 67.3) by June 8, 2017 as measured by the NC EOG.  |  |   |  |
| School (Year 2) Goal 2016-2018: Increase overall reading performance so that grades 3-5 increase proficiency by 10% (67.3 to 77.3) by June 8, 2018 as measured by the NC EOG.  |  |   |  |
| Data Used: EOG, STAR, and TRC  |  |   |  |
| Strategies(Action Steps)   | Implementation Team  | What Data will you collect                              | When will you monitor?                       |
| In order to increase effectiveness in reading instruction, Rankin teachers will use the lab site training model (teachers model for peers specific instructional practices followed by debrief. Peers, with admin and CF, discuss effective strategies observed and work to implement within their classrooms) to focus and enhance implementation of elements of Lucy Calkin's Reader's Workshop Model using GCS Unit Guides. | SIT Planning Team, K-5 Teachers  | STAR NCE, Lexile, and IRL data Mclass TRC and Composite | STAR Monthly, Mclass Quarterly               |
| In order to increase comprehension and build stamina, grade levels will set monthly stamina and comprehension goals which will be tracked and recognized schoolwide.   | SIT Planning Team, K-5 Teachers  | STAR NCE, Lexile, and IRL data Mclass TRC and Composite | STAR Monthly, Mclass Quarterly               |
| Each grade level will use benchmark, STAR, and EOG results to identify bubble students. Teachers will use flex grouping within their grade level and conduct interventions such as Compass Learning Pathways, Reader's Workshop paths for these students during Reader's Workshop guided reading time. Grade level teams will meet monthly with administration to review bubble student progress.                              | K-5 teachers, Administration   | STAR NCE, Lexile and IRL Mclass TRC and Composite       | STAR Monthly. Mclass and Benchmark Quarterly |
| Professional Development - Identify the professional development required to successfully implement the strategies listed above  |  |   |  |
| Staff/group participants   | Professional Learning/Activities   | Trainer   | Date Completed                               |
| SIT Team   | Lab Site Training  | Roxann Jimison  | August 9, 2016                               |

|           |   |                             |   |
|-----------|---|-----------------------------|---|
| K-5 Staff | Unit Guide Review/Planning, Components of Reader's Workshop using guides, | Robin Setzer                | 3 Lab site cycles:<br>Mini Lesson: Sept 22, Oct 6, 13, 19, 27<br>Conferencing: Feb. 15, 16, 23, Mar. 2 and 9<br>Guided Reading/Strategy Groups: Mar 16, 23, 30, A |
| K-5 Staff | Compass Reader's Workshop Training  | Kim Vaughn, Compass Trainer | September 15, 2016  |

## 2016 - 2018 Rankin Elementary School Improvement Plan

|   |   |   |  |
|---|---|---|--|
| <b>Smart Goal # 2</b>   | Ready Accountability and AMO Targets  |   |  |
| Strategic Plan Goal: 2  | Goal 2 Every member of our diverse student population has the opportunity for individualized instruction.                                       |   |  |
| Strategic Plan Goal focus area: 2.2   | Increase the strategies and tools available to ensure success of all student  |   |  |
| Current Status: 57.8% proficient  |   |   |  |
| School Interim (Year 1) Goal 2016-2017: Increase overall math performance so that grades 3-5 increase proficiency by 10%(from 57.8 to 67.8) by June 8, 2017 as measured by the NC EOG.  |   |   |  |
| School (Year 2) Goal 2016-2018: Increase overall math performance so that grades 3-5 increase proficiency by 10% (67.8 to 77.8) by June 8, 2018 as measured by the NC EOG.  |   |   |  |
| Data Used: EOG, STAR Math   |   |   |  |
| <b>Strategies(Action Steps)</b>   | <b>Implementation Team</b>  | <b>What Data will you collect</b>       | <b>When will you monitor?</b>                  |
| Using common assessment data, form small math groups and provide prescriptive instruction to meet student needs.  | K-5 teachers  | Grades 1-5 STAR Math, Common Assessment | STAR Math Quarterly, Common Assessment Monthly |
| Each grade level will use common assessment data and EOG results to identify bubble students. Teachers will use flex grouping within their grade level and conduct interventions( learned through small math group training ) for these students during small math group time. Grade level teams will meet monthly with administration to review bubble student progress. | K-5 teachers, administration  | Grades 1-5 STAR Math, Common Assessment | STAR Math Quarterly, Common Assessment Monthly |
| <b>Professional Development - Identify the professional development required to successfully implement the strategies listed above</b>  |   |   |  |
| <b>Staff/group participants</b>   | <b>Professional Learning/Activities</b>   | <b>Trainer</b>                          | <b>Date Completed</b>                          |
| K-5 teachers  | Common Assessment Refresher to learn about effective scheduling of assessments, using data from assessments and resources to create assessments | TBD                                     |  |
| K-5 teachers  | Math Small Group Instruction  | Lisa Hayes                              | TBD  |

## Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers. SIT approved a plan that faculty members will be given duty free during special classes.

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week. Plan developed to provide teachers with at least 2.5 hours per week during the instructional day. The rest of the time will be (prior to instruction) 7:30-8 and or after instruction until (3:00/3:10)

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) Rankin Teachers will not use any form of physical activity as a form of punishment nor will any student's physical activity be denied as a means of discipline. Through our PBIS system, Rankin teachers will use our Consequence Pyramid for discipline purposes and these consequences do not include use or denial of physical activity to discipline students.

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only). Rankin teachers will develop daily 30 minute recess block which students will participate in physical activity; however, on the days students have PE, teachers will incorporate movement activities throughout the day to encompass the required 30 minutes of physical activity outside of PE class.