

2016 - 2018 Rankin Elementary School Improvement Plan

Rankin Elementary School Contact Information

School	Rankin Elementary School	Courier Number	482
Address	301 West Central Avenue	Phone Number	704-836-9136
	Mt. Holly, NC 28120	Fax Number	704-827-9116
School Website	http://www.gaston.k12.nc.us/Domain/44	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 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	Kristin Kiser	ktkiser@gaston.k12.nc.us	N/A
Assistant Principal	Donna Kelly	dkelly@gaston.k12.nc.us	N/A
Teacher Representative	Leanna Cook	lkcook@gaston.k12.nc.us	May 2014
Teacher Representative	Heather Horne	hdhorne@gaston.k12.nc.us	May 2014
Teacher Representative	Christine Richardson	cwrichardson@gaston.k12.nc.us	May 2016
Teacher Representative	Caroline Brown	cebrown@gaston.k12.nc.us	May 2014
Teacher Representative	Missy Arndt	mparndt@gaston.k12.nc.us	May 2016
Teacher Representative	Stacie Speas	swspeas@gaston.k12.nc.us	May 2016
Teacher Representative	Lori Presley	lbpresley@gaston.k12.nc.us	May 2016
Teacher Representative	Corey Rau	ctrau@gaston.k12.nc.us	May 2014
Teacher Representative	Elena Benedict	embenedict@gaston.k12.nc.us	May 2014
Instructional Support Representative	Chinatti Toure	crtoure@gaston.k12.nc.us	May 2014
Instructional Assistant	Ashley Flowers	anflowers@gaston.k12.nc.us	May 2016
Parent Representative	Charlotte Stillwell	stillwell119@bellsouth.net	May 2014
Parent Representative			

Principal Signature: _____ Kristin Kiser _____

Date: 8-1-16

Date Prepared: 8-1-16

GCS Board Approval Signature: _____ Date: _____

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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
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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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Elementary School level Strategies and Monitoring

Assessments Third Grade	Math			Reading			Notes:
	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	
	Strategies and Measures: -Guided Math groups -Flubaroo and grade level assessment of data -Grade Level Common assessments of Data -Compass learning activities that are aligned with grade level curriculum			Strategies and Measures: -Guided Reading: Grade level planning -Strategy grouping of students on specific topics -Compass learning activities that are aligned with grade level curriculum -Read to Achieve Passages			

Assessments Third Grade Reading Sub-groups	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
	Strategies and Measures:			Strategies and Measures: -Monthly planning with EC department -Small groups in classroom			Strategies and Measures: -More use of technology to review skills -Mentor Program		

Assessments Third Grade Reading Sub-groups	Black			Hispanic			Notes:
	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			
	Strategies and Measures: -Mentor program			Strategies and Measures:			

**Assessments
Fourth Grade**

Math		
Rank:	2	
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
51.5	67.3	66.02
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		

Reading		
Rank:	1	
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
56.3	67.1	70.8
Strategies and Measures: Focus Skills in Guided Reading, Building stamina, Intervention Groups, Observing other teachers, Specific, intentional instruction of test taking strategies. Compass Learning		

Notes:

**Assessments
Fourth Grade
EC**

Math		
Rank:	4	
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
12.5	NA	17.5
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.		

Reading		
Rank:	3	
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
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.		

Notes:

**Assessments
Fifth Grade**

Math		
Rank:	2	
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
65.7	65.8	70.3
Strategies and Measures: Small Group Instruction Intervention Block Departmentalizing		

Reading		
Rank:	1	
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
63.7	65.8	70
Strategies and Measures: Small Group Instruction Intervention Block Departmentalizing		

Science		
Rank:	7	
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
74.5	70.1	80
Strategies and Measures: Small Group Instruction Intervention Block Departmentalizing		

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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: Mini Lesson: Sept 22, Oct 6, 13, 19, 27 Conferencing: Feb. 15, 16, 23, Mar. 2 and 9 Guided Reading/Strategy Groups: Mar 16, 23, 30, Apr 6, 13, 20, 27
K-5 Staff	Compass Reader's Workshop Training	Kim Vaughn, Compass Trainer	September 15, 2016

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Smart Goal # 2		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			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
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
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
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 minues of physical activity outside of PE class.