

2016 - 2018 Lowell Elementary School Improvement Plan

Lowell Elementary School Contact Information

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|----------------|---|-----------------------|----------------|
| School | Lowell Elementary | Courier Number | 360440 |
| Address | 1900 Power Drive | Phone Number | (704) 836-9118 |
| | Lowell, NC 28098 | Fax Number | (704) 824-7427 |
| School Website | http://gaston.k12.nc.us/Domain/35 | Principal | Roxann Jimison |

Lowell 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 | Roxann Jimison | rrjimison@gaston.k12.nc.us | August 22, 2016 |
| Assistant Principal | Jessica Mellon | jrmellon@gaston.k12.nc.us | August 22, 2016 |
| Teacher Representative | Paige Huffstetler | aphuffstetler@gaston.k12.nc.us | August 22, 2016 |
| Teacher Representative | Kathy Plemmons | kppllemmons@gaston.k12.nc.us | August 22, 2016 |
| Teacher Representative | Andrea Neill | alneill@gaston.k12.nc.us | August 22, 2016 |
| Teacher Representative | Laurie Melton | lbmelton@gaston.k12.nc.us | August 22, 2016 |
| Teacher Representative | Linda Moore | lcmoore@gaston.k12.nc.us | August 22, 2016 |
| Teacher Representative | Allison Miller | ammiller@gaston.k12.nc.us | August 22, 2016 |
| Teacher Representative | Pam Martin | pjmartin@gaston.k12.nc.us | August 22, 2016 |
| Instructional Suport Representative | Clarissa Begay | crbegay@gaston.k12.nc.us | August 22, 2016 |
| Instructional Assistant | Tracy Scott | twscott@gaston.k12.nc.us | August 22, 2016 |
| Parent Representative | Sandi Heavener | heavenerbs@yahoo.com | August 22, 2016 |
| Parent Representative | Rachel Smith | krbbsmith@yahoo.com | August 22, 2016 |

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|-------------------------------------|-------------|--|----------------------|
| Principal Signature: _____ | Date: _____ | | Date Prepared: _____ |
| GCS Board Approval Signature: _____ | Date: _____ | | |
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2016 - 2018 Lowell 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

Lowell Elementary School's Mission and Vision Statement

Vision: Lowell Elementary School is committed to creating a challenging learning environment to prepare students to become globally competitive through a collaborative effort between the student, school, home and community.

Mission: We enthusiastically strive to serve the educational needs of our students. The school's mission is to create a safe nurturing environment for academic success where students experience a high level of academic success and personal growth.

Lowell Elementary School SMART GOALS

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

1. Goal #1 from Self-Assessment: EOG-R proficiency will be 67%, which will demonstrate continuous improvement toward our performance grade of B

2. Goal #2 from Self-Assessment: EOG-M proficiency will be 71%, which will demonstrate continuous improvement toward our performance grade of B

Gaston County Schools Strategic Goals

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

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|------------|----------------------------------|
| 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.

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| 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.

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| 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.

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|------------|--|
| 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.

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| 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 |
|--|--|

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 | |
| | 68.6 | 66.2 | | 64 | 66.8 | | |
| | Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5. | | | Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension. | | | |

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|--|--------------------------|-------------------------|-------------------------|---|-------------------------|-------------------------|--------------------------|-------------------------|-------------------------|
| Assessments Third Grade Reading 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 |
| | NA | | | 23.1 | 45.7 | | 37.5 | 58.4 | |
| | Strategies and Measures: | | | Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension. | | | Strategies and Measures: | | |

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|--|---|-------------------------|-------------------------|---|-------------------------|-------------------------|--------|
| Assessments Third Grade Reading Sub-groups | Black | | | Hispanic | | | Notes: |
| | Rank: | | | Rank: | | | |
| | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal | |
| | 30.8 | 55.7 | | NA | | | |
| | Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5. | | | Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension. | | | |

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|---|---|-------------------------|-------------------------|---|-------------------------|-------------------------|--------------------------|-------------------------|-------------------------|
| Assessments Fourth Grade | Math | | | Reading | | | Notes: | | |
| | Rank: | | | Rank: | | | | | |
| | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal | | | |
| | 68.7 | 67.3 | | 57.6 | 67.1 | | | | |
| | | | | | | | | | |
| | Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5. | | | Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension. | | | | | |
| Assessments Fourth Grade EC Sub-group | 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 | | | |
| | 14.3 | NA | | 14.3 | NA | | | | |
| | | | | | | | | | |
| | Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5. | | | Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension. | | | | | |
| Assessments Fifth Grade | Math | | | Reading | | | Science | | |
| | Rank: | | | Rank: | | | Rank: | | |
| | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal | School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal |
| | 59.7 | 65.8 | | 53.7 | 65.8 | | 85.1 | 70.1 | |
| | | | | | | | | | |
| | Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from | | | Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and | | | Strategies and Measures: | | |

Focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5.

Read Aloud to increase critical thinking and comprehension.

Assessments
Fifth Grade
EC Sub-group

| Math | | |
|-----------------------|-------------------------|-------------------------|
| Rank: | | |
| School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal |
| NA | | |

Strategies and Measures:

| Reading | | |
|-----------------------|-------------------------|-------------------------|
| Rank: | | |
| School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal |
| NA | | |

Strategies and Measures: Strategy Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension.

| Science | | |
|-----------------------|-------------------------|-------------------------|
| Rank: | | |
| School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal |
| NA | | |

Strategies and Measures:

Retentions

| Retentions | | |
|-----------------------|-------------------------|-------------------------|
| Rank: | | |
| School Current Status | GCS Strategic Plan Goal | School's 2016-2017 Goal |
| 2 | | |

Strategies and Measures:

Notes:

Strategic Plan K-2 Level Strategies and Monitoring

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|---|--|--|-----------------------------|--------------------------|----------------------------|--|-----------------------------|---------------|
| Assessments Kindergarten | Math - Kindergarten Math Assessment | | | OR | Math - AMC Anywhere | | | Notes: |
| | Rank: | | | | Rank: | | | |
| | School Current Status | | School's 2016- 2017 Goal | | School Current Status | | School's 2016- 2017 Goal | |
| | | | | | | | | |
| | | | | | | | | |
| Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5. | | | | Strategies and Measures: | | | | |

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|---|------------------------------------|--|-----------------------------|--------------------------|---|--|-----------------------------|---------------|
| Assessments Kindergarten | Reading - mClass TRC Levels | | | AND | Reading - DIBELS Composite Score | | | Notes: |
| | Rank: | | | | Rank: | | | |
| | School Current Status | | School's 2016- 2017 Goal | | School Current Status | | School's 2016- 2017 Goal | |
| | 82% | | | | 90% | | | |
| | | | | | | | | |
| Strategies and Measures: Strategy or Guided Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension. | | | | Strategies and Measures: | | | | |

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|---|--------------------------|--|-----------------------------|--------------------------|----------------------------|--|-----------------------------|--------------------------|--------------------------------------|--|-----------------------------|
| Assessments First Grade | Math - STAR Math | | | AND | Math - AMC Anywhere | | | OR | Math - 1st Gr Math Assessment | | |
| | Rank: | | | | Rank: | | | | Rank: | | |
| | School Current Status | | School's 2016- 2017 Goal | | School Current Status | | School's 2016- 2017 Goal | | School Current Status | | School's 2016- 2017 Goal |
| | 44.39% | | | | | | | | | | |
| | | | | | | | | | | | |
| Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5. | | | | Strategies and Measures: | | | | Strategies and Measures: | | | |

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|--|------------------------------------|--|--|---|--|--|---------------|--|--|
| | Reading - mClass TRC Levels | | | Reading - DIBELS Composite Score | | | Notes: | | |
|--|------------------------------------|--|--|---|--|--|---------------|--|--|

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|----------------------------|---|--|-------------------------|-----|--------------------------|--|-------------------------|--|
| Assessments First Grade | Rank: | | | AND | Rank: | | | |
| | School Current Status | | School's 2016-2017 Goal | | School Current Status | | School's 2016-2017 Goal | |
| | 64% | | | | 67% | | | |
| | Strategies and Measures: Strategy or Guided Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension. | | | | Strategies and Measures: | | | |

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|---|-----------------------|--|--------------------------|-----|-----------------------|--------------------------|-------------------------|----|-------------------------------|--|-------------------------|
| Assessments Second Grade | Math - STAR Math | | | AND | Math - AMC Anywhere | | | OR | Math - 2nd Gr Math Assessment | | |
| | Rank: | | | | Rank: | | | | Rank: | | |
| | School Current Status | | School's 2016-2017 Goal | | School Current Status | | School's 2016-2017 Goal | | School Current Status | | School's 2016-2017 Goal |
| | 46% | | | | | | | | | | |
| Strategies and Measures: Vertical Planning w/ focus on unpacking standards. School-wide focus on math fluency. EOG Test Prep from Compass Learning in grades 3-5. | | | Strategies and Measures: | | | Strategies and Measures: | | | | | |

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|---|------------------------|--|--------------------------|-----|-----------------------------|--------------------------|-------------------------|-----|----------------------------------|--|-------------------------|
| Assessments Second Grade | Reading - STAR Reading | | | AND | Reading - mClass TRC Levels | | | AND | Reading - DIBELS Composite Score | | |
| | Rank: | | | | Rank: | | | | Rank: | | |
| | School Current Status | | School's 2016-2017 Goal | | School Current Status | | School's 2016-2017 Goal | | School Current Status | | School's 2016-2017 Goal |
| | 28% | | | | 75% | | | | 88% | | |
| Strategies and Measures: Strategy or Guided Groups using The Reading Strategy Book. Interactive Read Aloud to increase critical thinking and comprehension. | | | Strategies and Measures: | | | Strategies and Measures: | | | | | |

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|--|-----------------------|--|-------------------------|--------|
| | Retentions | | | Notes: |
| | Rank: | | | |
| | School Current Status | | School's 2015-2016 Goal | |
| | 17 | | | |

| | | | |
|------------|--------------------------|--|--|
| Retentions | | | |
| | Strategies and Measures: | | |

2016 - 2018 (School Name) School Improvement Plan

| Smart Goal # 1 | | | |
|---|--|--|---|
| Strategic Plan Goal: Goal 2 - 2.1, 2.2 | | | |
| Strategic Plan Goal focus area: Reading | | | |
| Current Status: 2015-16 3-5 EOG-R proficiency was 58.7% | | | |
| School Interim (Year 1) Goal 2016-2017: EOG-R proficiency will be 62.5%, which will increase our performance grade to B. | | | |
| School (Year 2) Goal 2016-2018: EOG-R proficiency will be 67%, which will demonstrate continuous improvement toward our performance grade of B. | | | |
| Data Used: 2015-16 Reading EOG Results | | | |
| Strategies(Action Steps) | Implementation Team | What Data will you collect | When will you monitor? |
| Implement Strategy Group Instruction in grades 3-5 to grow individual students in reading. Use individual student STAR-R Data to identify individual goal areas. Use The Reading Strategy Book by Serravallo to plan specific strategies to meet individual needs. Meet with each student 1-2 times per week to teach specific strategies to grow them as readers.. | 3-5 Classroom Teachers and EC Teachers | Anecdotal Notes STAR Reading Data Benchmark Data EOG-R Data | Weekly - Anecdotal Notes Quarterly - STAR & Benchmark June - EOG Data |
| Implement Interactive Read Aloud to model comprehension strategies and increase students' ability to think critically about their own reading. Teachers will teach a specific comprehension strategy, model by thinking aloud, provide students opportunities to engage in applying the strategy through turn and talk and/or stop and jot. The purpose will be to model for students how to think critically about reading so that they are able to successfully apply these strategies when reading independently. | K-5 Classroom Teacher and EC Teachers | STAR Reading Data mClass Data Benchmark Data EOG-R Data | Quarterly - STAR, mClass, & Benchmark June - EOG Data |
| | | | |
| 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 Classroom Teachers | Home Grown Institute | Presenters from TCRWP | August 15-19, 2016 |
| K-5 Classroom and EC Teachers | Lab Sites | Roxann Jimison, Jessica Mellon, Shannon Hullett | 4-week session in 1st semester 4-week session in 2nd semester |

2016 - 2018 (School Name) School Improvement Plan

| Smart Goal # 2 | | | |
|--|--|---|--|
| Strategic Plan Goal: | | | |
| Strategic Plan Goal focus area: Math | | | |
| Current Status: 2015-16 3-5 EOG-M proficiency was 66.3% | | | |
| School Interim (Year 1) Goal 2016-2017: EOG-M proficiency will be 67%, which will increase our performance grade to B. | | | |
| School (Year 2) Goal 2016-2018: EOG-M proficiency will be 71%, which will demonstrate continuous improvement toward our performance grade C | | | |
| Data Used: 2015-16 Math EOG Results | | | |
| Strategies(Action Steps) | Implementation Team | What Data will you collect | When will you monitor? |
| Conduct Vertical Planning sessions with a focus on unpacking math standards for the purpose of increasing teacher understanding of sequence of mathematical skills from grade level to grade level. Vertical Planning sessions will facilitate discussion among teachers and encourage coherence in the sequence, pacing, and units of study for grade-level curricula. Teachers will identify specifically what the standards mean and what students must know and be able to do at the grade level before, at the current grade level, and at the next grade level. | K-5 Classroom and EC Teachers | LES Learning Walks NCEES Observations/Evaluations | Ongoing Oct 2016 - June 2017 |
| Provide a school-wide focus on math fluency . Utilize the math flash cards from the Investigations program to build math fluency. Assign nightly practice with flash cards. Share and provide ways that parents can work with math skills at home. Assess weekly. | K-5 Classroom and EC Teachers | Common Assessments | Weekly |
| Utilize Compass Learning EOG test prep in grades 3-5 during math small group instruction 2 days per week. | 3-5 Classroom and EC Teachers | Compass Learning reports Common Assessments EOG-M Results | Ongoing - Compass Learning Per Unit - Common Assessments June 2017 - EOG-M Results |
| 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 Classroom and EC Teachers | Vertical Planning Sessions | Roxann Jimison, Diane Price | Monthly (Oct 2016 - Mar 2017) |
| 3-5 MTSS Leaders | Compass Learning Training on EOG Test Prep program | Presenter from Compass Learning | Sept 14, 2016 |

Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week.

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)

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only).

Title I Statewide Project Summary: Needs Assessment

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

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

1. Summary of Comprehensive needs summary

2. School wide Reform Strategies

3. Instruction by a highly qualified professional staff

4. High quality and ongoing professional development

5. Strategies to attract high quality teachers to high needs schools

6. Strategies to increase parent involvement

7. Preschool transition strategies

8. Including teachers in decisions regarding the use of assessment

9. Activities for children experiencing difficulty

| School Improvement Team Approval of School Improvement Plan | | | |
|---|------|-----------|------|
| Committee Positions | Name | Signature | Date |
| Principal | | | |
| Assistant Principal | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Teacher Representative | | | |
| Instructional Support Representative | | | |
| Instructional Assistant | | | |
| Parent Representative | | | |
| Parent Representative | | | |