

**GATESVILLE ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2023-2024 PLANNING CYCLE**



**LEARNERS TODAY, LEADERS TOMORROW  
Mrs. Joyeria Brothers, Principal**

## **School Improvement Team 2023-2024**

Joyeria Brothers - Principal  
Nikki Galzerano - Pre-Kindergarten  
Kristin Knapp - Pre-Kindergarten Teacher Assistant  
Ameshia Holland - Kindergarten  
Yolanda Reid - First Grade  
Tammy Evans - Second Grade  
Lori Lolies - Third Grade/Instructional Support Coach/Co-Chair  
Geannine Chlomoudis and Jennifer Hobbs - Fourth Grade  
Staley-marie Pierce - Fifth Grade  
Heather Turner - Media Specialist/Testing Coordinator/Co-Chair  
Tracey Carr - Teacher Assistant  
Amanda Dillard - PreK Coordinator/EC Teacher  
Aretha Ruffin - School Counselor  
Dimensia Hall - Parent Representative

**SCHOOL IMPROVEMENT PLAN 2023 - 2024**  
**GATESVILLE ELEMENTARY SCHOOL**

**State Board of Education Goals**

**Goal I:** Eliminate opportunity gaps by 2025

**Goal II:** Improve school and district performance by 2025

**Goal III:** Increase educator preparedness to meet the needs of every student by 2025

# Gates County Schools Vision and Mission Statement



**Vision:** Gates County Public Schools will promote achievement through teaching, engaging and helping students become successful.

**Mission:** Gates County Public Schools will work collaboratively with all stakeholders to provide a nurturing educational environment that empowers students to be college and career ready through utilizing technology and 21st century skills. Gates County Public Schools are committed to inspiring all students to reach their maximum potential in becoming productive citizens.

## GATESVILLE ELEMENTARY SCHOOL



**Vision:** Learners Today, Leaders Tomorrow

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

**“Dragon Strong”**

### Comparison Data

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

### Reading (EOG)

<b>Grade</b>	<b>2018-2019</b> Students attended the entire year	<b>2019-2020</b> Students did not test	<b>2020-2021</b> Students did not attend face-to-face most of the year	<b>2021-2022</b>  School Data	<b>2022-2023</b>  School Data
3rd	65.8	No Data	61.7	29.4	43.3
4th	51.1	No Data	47.2	73.9	41.7
5th	73.9	No Data	51.2	23.3	61.5

**Math (EOG)**

<b>Grade</b>	<b>2018-2019</b> Students attended the entire year	<b>2019-2020</b> Students did not test	<b>2020-2021</b> Students did not attend face-to-face most of the year	<b>2021-2022</b>  School Data	<b>2022-2023</b>  School Data
3rd	95.0	No Data	53.2	94.1	80.0
4th	38.3	No Data	30.6	54.3	61.1
5th	63.0	No Data	45.0	43.3	54.9

**Science (EOG)**

<b>Grade</b>	<b>2018-2019</b> Students attended the entire year	<b>2019-2020</b> Students did not test	<b>2020-2021</b> Students did not attend face-to-face most of the year	<b>2021-2022</b>  School Data	<b>2022 - 2023</b>  School Data
<b>5th</b>	82.6	No Data	52.5	56.7	71.2

# **Gatesville Elementary School Goals**



## **Gatesville Elementary Staff will:**

- Decrease office and bus referrals
- Meet or exceed growth for all subgroups (Meets Growth - 70.0-84.9; Exceeds Growth - 85.0-100.0)
- Increase proficiency in Reading and Math
- Meet or exceed growth in Math
- Implement Social Emotional Learning for students

## **Matching Dimensions and Indicators for NC Star (IndiStar)**

### **Dimension: Instructional Excellence and Alignment**

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

### **Dimension: Leadership Capacity**

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

### **Dimension: Professional Capacity**

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

### **Dimension: Planning and Operational Effectiveness**

- Indicator D1.02 - The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.



**Dimension: Families and Community**

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

## **Strategies to Implement/Continue**

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

Dragon Fire intervention time to individualize instruction, i-Ready math and reading, learning stations, leveled and decodable readers, Schoolnet assessments (use data to drive instruction), NC Check-Ins/NC Check-Ins 2.0, formative and summative assessments, data sheets to track progress, interventions suggested by the Child Study/MTSS Team, Letterland, Wonders, Ready Math, ThinkUp! Math, strategies learned from professional development, UNC Science Center/Morehead Planetarium, mentors assigned to students with academic and/or behavioral challenges, partnership with 4-H, collaboration with exceptional teachers as resources, technology to enhance instruction, specialty teachers to integrate subjects (Dance, Art, Music, PE, Computer and Library), small 1:1 groups to review concepts already taught, in-school tutoring, after school tutoring, integration of specialty teachers (music, dance, PE, library, art) into content area classrooms (reading, math, science, social studies)

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

PBIS, PBIS Matrix, class meetings, school guidance sessions, Kelso's Choices, bus compacts, social emotional lessons, counseling sessions, positive behavior videos, parent contact logs, student reflection forms, conferences with students and/or parents, professional development, Satchel Pulse, class/individual behavior logs, ClassDojo

### **We will use the following strategies/resources to address social-emotional learning:**

PBIS, PBIS Matrix, PBIS celebrations, class meetings, school guidance lessons, Kelso's Choices, social emotional lessons, counseling sessions, positive behavior videos, student reflection forms, conferences with students and/or parents, professional development, Satchel Pulse, mindfulness activities, behavioral specialist sessions

**Last School Grade Obtained - - - Overall: Grade \_\_C\_\_**

We will continue to work on raising proficiency for all grade levels/all subjects.

**Comprehensive Plan Created in NC Star (screenshots)**

<https://drive.google.com/file/d/1HyljjQnjrYWplPRSltim9ponpyNlaNau/view?usp=sharing>