

# **Gaston Elementary**

**2021 - 2022**

Principal: Fonda Lewis

1515 W. Grand Ave

Beloit, WI 53511

## **Leadership Team Members**

<b>Name</b>	<b>Position/Role</b>	<b>Years at Current School</b>
Fonda Lewis	Principal	2
Jason Wilhelm	Asst. Principal	2
Molly Fehrenbach	Coach	1
Jen Heeren	Coach	2
Elizabeth Larson	Spec. Ed	4
Kris Hosey	Kindergarten	15+
Kim Brosier	1st Grade	10+
Jen Stokstad	3rd Grade	1
Kristy Handrich	2nd Grade	10+
Jen Pozzani	Phy.Ed.	10+
Joseph Stempski	Social Worker	2

# Beliefs, Mission, Vision and Values

## **Mission:**

The Gaston community will honor diversity, and ensure equity, respect, safety and responsibility among its members. We will work together to provide the highest quality, engaging and culturally responsive educational experiences for our scholars, while fostering a love of learning.

## **Vision:**

Gaston is a safe, responsive, equitable learning environment that empowers every student to be prepared, confident and successful now and in the future for the Beloit community and beyond.

## **Values\***

- ALL students. - All students can and will learn in a safe, calm, inclusive learning environment.
- The WHOLE child. - Social-emotional learning and participation in the fine arts and wellness activities ALL contribute to a high quality education.
- ALL students, families, and the community. - We are strengthened by diversity.
- A diverse, inclusive and equitable learning experience. - Everyone belongs.
- High-quality instruction and positive relationships with ALL students - Engaging instruction and trusting relationships lead to student engagement.
- School, family, and community partnerships - These partnerships are vital to ALL students' education.
- ALL Gaston staff. - They bring valuable expertise to our learning environment - we believe in and lift up each other.
- Lifelong learning. - There is always more to learn

\*Revisited October 21st with all certified staff

# Continuous Improvement Plan Goals

## Priority Area Literacy SMARTE Goal

By the end of the 2021-2022 school year, Gaston students will demonstrate an increase in reading proficiency from fall to spring as shown on the IRLA. By the end of the 2021-2022 reading data will be less disproportionate when comparing ethnic subgroups as determined by the IRLA.

## Priority Area Mathematics SMARTE Goal

By the end of the 2021-2022 school year, Gaston students will demonstrate an increase in proficiency with the math priority standards, as shown by the embedded math priority standard assessments in fall, winter and spring. By the end of the 21-2022 school year math priority standard data will be less disproportionate when comparing sub groups as determined by the math priority standard assessments.

## Priority Area Building Choice SMARTE Goal (i.e. climate and culture, students and parent engagement, club participation, etc.)

By the end of the 2021-2022 school year, Gaston building behavioral offense data will decrease from October 28, 2021 to May 20,

2022. By the end of the 2021-2022 school year, Gaston building behavioral offense data will be more proportionate when comparing sub group data.

## CONTINUOUS IMPROVEMENT PLAN

### Priority Area Literacy SMARTE Goal:

<b>1.0 What are your key Equity Audit takeaways (2 - 3) related to Literacy?</b>				
<ul style="list-style-type: none"> <li>• Increase in equity professional development</li> <li>• Need to work on assessment practices to drive instruction</li> </ul>				
<b>2.0 What are your key quantitative and qualitative data takeaways related to Literacy?</b>				
<ul style="list-style-type: none"> <li>• due to remote learning, we were unable to universally assess 80% of students to report data accurately</li> <li>• New ARC curric will provide IRLA, need time to learn materials and implement with fidelity</li> </ul>				
<b>3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?</b>				
<ul style="list-style-type: none"> <li>• instruction not consistent or on grade level</li> <li>• students lacking foundational skills</li> </ul>				
<b>Theory of Action Statement:</b> If Gaston staff increase consistent literacy instruction based on standards and...use formative assessment data to guide instruction...then we will...have increased reading proficiency for all students.				
<b>(SCHOOL) Literacy SMARTE Goal (Annual Growth):</b> By the end of the 2021-2022 school year, Gaston students will demonstrate an increase in reading proficiency from fall to spring as shown on the IRLA. By the end of the 2021-2022 reading data will be less disproportionate when comparing ethnic subgroups as determined by the IRLA.				
Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
formative assessments	Assessment/Placement	Implementing IRLA	student increase on IRLA	

Building Grade Level PLCs for collaboration	Professional learning, Standards/Curric Dev, Assessment	Planning instruction based on standards, analyzing data and collaborative planning based on results	achievement data analyzed by subgroup PLC structure/system for efficient collab created Instructional Coach and Admin Support	
Consistent implementation of ARC curriculum	Professional Learning, Standards/Curric Dev.	ARC PD and implementation collab	instructional coaching and ARC coaching	ARC toolkits (T1) Wide Reading Baskets (T1)
<b>Parent / Family Engagement Strategies for SMARTE Goal</b>				
<b>Evidenced-Based Engagement Strategy</b>		<b>Participants</b>	<b>Success Indicator</b>	<b>Engagement Documentation</b>
Family Literacy Activities 1. ARC family night 2. Breakfast with a buddy (COVID ?s) 3. Learning with a Loved one (COVID ?s) 4. <a href="#">Read Your Heart Out</a>		families/staff	Literacy team will track attendance and feedback from families (SeeSaw)	TBD by literacy team
Family learning on how to support reading at home Daily Bandit Book Bags		families	Literacy team will ARC home reading goal met	TBD by literacy team

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	1. Bandit Book Bag roll out 2. IRLA assessments completed and teachers using PLC time to crunch the data 3. Literacy team meeting monthly	1. School Pace? 2. School Pace 3. Agenda	1. Rolled out at Conferences - Continue for Term 2 2. Maintain Effort 3. Maintain Effort

<b>Term 2</b>	1. 2. 3.		
<b>Term 3</b>	1. 2. 3.		
<b>Summative</b>	1. 2. 3.		

## CONTINUOUS IMPROVEMENT PLAN

### Priority Area Mathematics SMARTE Goal:

#### 1.0 What are your key Equity Audit takeaways (2 - 3) related to Math?

- Increase in all categories on the equity audit except Assessment/Placement. In the Assessment/Placement area there was not clear evidence of growth and no substantial evidence. We show data for teacher development and growth from the previous year.
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#### 2.0 What are your key quantitative and qualitative data takeaways related to Math?

- too reliant on curric, not measuring student progress, moving from lesson to lesson

#### 3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- Instructional delivery doesn't match grade level standards
- Use formative assessment data isn't being used to plan next instructional steps; too reliant on curric

**Theory of Action Statement:** If we teach to grade level standards and monitor with formative assessment using goal setting, evidence of student thinking and implement tasks that promote strategic thinking then we will have formative assessment data analyzed and used to plan and implement universal instruction to increase student achievement.

**(SCHOOL) Mathematics SMARTE Goal (Annual Growth):** By the end of the 2021-2022 school year, Gaston students will demonstrate an increase in proficiency with the math priority standards, as shown by the embedded math priority standard assessments in fall, winter and spring. By the end of the 21-2022 school year math priority standard data will be less disproportionate when comparing sub groups as determined by the math priority standard assessments.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
Formative assessments	Assessment/Placement	Implementation of priority standard assessments	student increase on priority stand assessments	Classroom manipulatives (T1)
PLCs for collaboration	Professional learning, Standards/Curric Dev, Assessment	Planning instruction based on standards, analyzing data and collaborative planning based on results	achievement data analyzed by subgroup PLC structure/system for efficient collab created	

Parent / Family Engagement Strategies for SMARTE Goal			
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
Family Math Activities 1. Math Night 2. Learning with a Loved One (COVID ?s)	Families and staff	Math team will track attendance and feedback from families (SeeSaw)	TBD by math team

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	1. Fact Fluency Assessments 2. Grade-level PLC based on Fact Fluency 3. Math Team (new this year)	1. Google Sheets to document 2. Agenda from PLC 3. Agenda	1. Maintain Effort 2. Maintain Effort 3. Maintain Effort
<b>Term 2</b>	1. 2. 3.		
<b>Term 3</b>	1. 2. 3.		
<b>Summative</b>	1. 2. 3.		



## CONTINUOUS IMPROVEMENT PLAN

**Priority Area - School Choice SMARTE Goal: (i.e. climate and culture, students and parent engagement, MLSS, etc.)**

<b>1.0 What are your key Equity Audit takeaways (2 - 3) related to Social Emotional Learning?</b>				
<ul style="list-style-type: none"> <li>increase student sense of belonging (especially students of color)</li> <li>lack of consistent language for teaching behaviors</li> </ul>				
<b>2.0 What are your key quantitative and qualitative data takeaways related to Social Emotional Learning?</b>				
<ul style="list-style-type: none"> <li>started morning meetings, wanted to maximize community building in culturally responsive way</li> <li></li> </ul>				
<b>3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?</b>				
<ul style="list-style-type: none"> <li>students of color not feeling like they belong</li> <li></li> </ul>				
<p><b>Theory of Action Statement:</b> If we increase community building practices and use of common language...using Responsive Classroom practices that include cultural relevance...then we will...see an increase in school-family-student relationships and improved engagement in learning.</p>				
<p><b>(SCHOOL) Building Choice SMARTE Goal (Annual Growth):</b> By the end of the 2021-2022 school year, Gaston building behavioral offense data will decrease from October 28, 2021 to May 20, 2022. By the end of the 2021-2022 school year, Gaston building behavioral offense data will be more proportionate when comparing sub group data.</p>				
<b>Evidenced-Based Improvement Actions / Strategies (2 - 3)</b>	<b>Equity Area Targeted Component(s) Addressed</b>	<b>Professional Learning/ Collaboration Focus</b>	<b>Success Indicator</b>	<b>Funding Source (Title I - IV or other)</b>
use of RC strategies: positive “teacher language”, “interactive modeling” building intrinsic vs extrinsic	School Climate/Prof Learning/Curriculum Dev.	PD on teacher language, collab on book study: book TBD PD for new staff	*Attendance *Train new staff in RC *Self-Assessment Checklist (fall & spring) -Morning Meeting	Professional Development -new to Gaston Staff -Specials staff -YardSticks grade-level pamphlets

motivation, culturally responsive instruction			Developed by the Social Emotional Team using the Responsive Classroom Assessment Tool for Teachers (2nd edition) Protective Behaviors by counselor done consistently	(Title 2 funds)
Consistent implementation of 2nd Step	School Climate		-Feedback/Checklist from Kari Oscar and Sam Wellnitz's targeted visits	
consistent implementation of "morning meetings"	School Climate	ongoing collaboration and support as needed new staff on boarding building buddies		
<b>Parent / Family Engagement Strategies for SMARTE Goal</b>				
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>		<b>Success Indicator</b>	<b>Engagement Documentation</b>
Family Professional Development for developmental levels based on age	Teachers & families		Attendance at activities with the Yardsticks parent pamphlets	TBD by social emotional team
Creation and development of Gaston PTO	Building Leadership Team & Parents/Guardians		-Families joining the PTO and attend meetings (virtual to start out working towards face-to-face) -Empathy group data	TBD by social emotional team

## Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
Term 1	<ol style="list-style-type: none"> <li>1. Attendance Works information for EC, 4K and Kindergarten</li> <li>2. Responsive Classroom for Leaders</li> <li>3. Responsive Classroom webinars</li> <li>4. Consistent implementation of 2nd step</li> <li>5. Consistent implementation of morning meetings</li> <li>6. Counselor completed all protective behaviors in all grade-levels</li> <li>7. Merge Responsive Classroom and PBIS</li> </ol>	<ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4. Spreadsheet logging lessons</li> <li>5.</li> <li>6. Email</li> <li>7. Agenda</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue with 1st, 2nd and 3rd</li> <li>2. Maintain Effort</li> <li>3. Maintain Effort</li> <li>4. Maintain Effort</li> <li>5. Maintain Effort</li> <li>6. Completed</li> <li>7. Grade-level teams reflected and collaborated on behavior response procedures</li> </ol>
Term 2	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		
Term 3	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		
Summative	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		



# School Title I Components Checklist

<input type="checkbox"/> Title I Parent Meeting <ul style="list-style-type: none"> <li><input type="checkbox"/> (Hyperlink Presentation)</li> <li><input type="checkbox"/> (Hyperlink Invitation)</li> <li><input type="checkbox"/> Meeting (Literacy Night) _____</li> <li><input type="checkbox"/> Meeting Time (PTO meeting) _____</li> </ul>	<input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP) <ul style="list-style-type: none"> <li><input type="checkbox"/> Hyperlink Website Link</li> </ul>
<input type="checkbox"/> Title I Parent Compact <ul style="list-style-type: none"> <li><input type="checkbox"/> Compact Document (Hyperlink)</li> <li><input type="checkbox"/> Return Rate Data (Hyperlink)</li> </ul>	<input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish <ul style="list-style-type: none"> <li><input type="checkbox"/> Blackboard Callout (managerial only)</li> <li><input type="checkbox"/> Newsletter (sample) <a href="https://www.smores.com/mr6qx">https://www.smores.com/mr6qx</a></li> <li><input type="checkbox"/> Website (<a href="https://www.sdb.k12.wi.us/Domain/12">https://www.sdb.k12.wi.us/Domain/12</a>)</li> <li><input type="checkbox"/> Monthly Classroom Communication per grade-level with academic standards</li> </ul>
<input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook	
<input type="checkbox"/> CIP Aligned Title I Budget Submitted	
<input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data) <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Suggestion Box present in each school's Main Office</li> </ul>	<input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites