

# **Gaston**

## **2022-2023**

Principal: Fonda Lewis  
Asst. Principal: Jason Wilhelm  
1515 West Grand Ave.  
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School/years in education
Jenn Pozzani	Phy Ed Teacher	4, 18
Kris Hosey	Kindergarten	11, 26
Kim Brosier	1st grade	11, 14
Jen Stokstad	3rd grade	2, 20
Lisa Pritchard	Special Ed Teacher	3, 3
Molly Fehrenbach	Literacy Coach	2, 30
Jenn Heeren	STEM Coach	3, 15
Karla Hildebrandt	4K Teacher	21, 21
Betty Otter	2nd grade	11, 30
Sarah Wethal	EL Teacher	2, 17
Fonda Lewis	Principal	3, 23
Jason Wilhelm	Asst. Principal	3, 25

# Beliefs, Mission, Vision and Values

## Gaston 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

## 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.

# School Title I Components Checklist

<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent / Guardian Meeting             <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Grade Level Info Meetings</a></li> <li><input type="checkbox"/> <a href="#">Invite for Meeting</a></li> <li><input type="checkbox"/> Meeting Date(s) Week of Sept 19-23rd - Meet was for each grade</li> <li><input type="checkbox"/> Meeting Time--2:00 daily/Parent Teacher Conferences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Family Engagement Plan (Areas Identified in CIP)             <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">School Continuous Improvement Plan</a></li> <li><input type="checkbox"/></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Compact             <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Compact Document (Hyperlink)</a></li> <li><input type="checkbox"/> Return Rate Data (Hyperlink)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><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"/> Newsletter <a href="https://www.smores.com/vxbwn">https://www.smores.com/vxbwn</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 Grade-Level Classroom Communication                 <ul style="list-style-type: none"> <li><input type="checkbox"/> Posted in the hallway by the office</li> <li><input type="checkbox"/> Sent to families via SeeSaw</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook <a href="#">Family Handbook</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sent in Bandit Bulletin</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> CIP Aligned Title I Budget Submitted             <ul style="list-style-type: none"> <li><input type="checkbox"/> See Gaston tab on Title 1 document                 <ul style="list-style-type: none"> <li><input type="checkbox"/> Goal 1 - Literacy</li> <li><input type="checkbox"/> Goal 2 - Math</li> <li><input type="checkbox"/> Goal 3 - Attendance</li> </ul> </li> </ul> </li> </ul>	

- ❑ Parent Surveys Conducted at least twice per year (Hyperlink Survey Data)
- ❑ Parent suggestion box present in each school's Main Office

- ❑ Families have access to DPI Teacher Certification information through school and district websites

# Continuous Improvement Plan Goals

## Priority Area Literacy SMARTE Goal

4K: By the end of the 2022-2023 school year, increase the number of students who are proficient from fall to spring, as demonstrated by alphabetic principles and print word awareness.

K-3: By the end of the 2022-2023 school year, increase the number of students who are proficient as well as decrease the number of students in the emergency level from fall to spring, as demonstrated by the IRLA.

**By the end of the 22-2023, the number of students who are proficient with 4K alphabetic principles and printword awareness as well as proficiency on the IRLA for K-3rd grade, will be less disproportionate when comparing ethnic sub groups and students with disabilities**

## Priority Area Mathematics SMARTE Goal

4K:By the end of the 2022-2023 school year, the number of students who are proficient with subitizing will increase from fall to spring as shown by \_\_\_\_\_

K-3:By the end of the 2022-2023 school year, the number of students who are proficient with fact fluency will increase from fall to spring as shown by \_\_\_\_\_

**4K-3: By the end of the 22-2023, the number of students who are proficient with fact fluency school year math District Math Benchmark assessment data will be less disproportionate when comparing ethnic sub groups and Sw/D determined by the math priority standard assessments.**

### Priority Area Building Choice SMARTE Goal

By the end of the 2022-2023 school, increase our full day attendance rate from 84%(Spring 2022) to 88% (Spring 2023).

## CONTINUOUS IMPROVEMENT PLAN

### Priority Area Literacy SMARTE Goal:

#### 1.0 What are your key Equity Audit takeaways related to Literacy?

- determined that the building equity audit has increased and has been top levels for 2 years, 2022-2023 do the classroom equity audit
- need to increase diverse stakeholders helping students at school
- increase varied instructional strategies in the classroom
- increase instructional strategies that support diverse learners (Sped, EL, etc) in the classroom

#### 2.0 What are your key quantitative and qualitative data takeaways related to Literacy?

- student excitement about reading and sharing books with families, staff and peers
- data more proportionate
- % proficient-K-41, 1-30, 2-25, 3-58

#### 3.0 Using a “FishBone” diagram, to determine the hypothesized problems of practice to act on are:

- lack of high leverage instructional strategies; visual supports, varied instructional techniques
- lack of collaboration between gen ed/sped/EL/specialist etc. how to proactively plan for and support student learning in the gen ed classroom

### Theory of Action Statement:

#### (SCHOOL) Literacy SMARTE Goal (Annual Growth):

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)
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Utilize high leverage instructional practices and structures (including equitable conference schedules, morning message, evidenced based protocols and routines) to differentiate instruction to meet students' needs	<b>EL learners Instructional Strategies</b>	-Levels confirmation (3x)	-Conference Schedules posted in all classrooms	
Utilize regular and ongoing PLC meetings (including grade level teachers, special educators, coaches, and administrators) to examine IRLA data and develop specific growth plans for students			-Rotating data meeting schedule	
PD-Effective instructional strategies as provided by ARC curriculum		Book Study- The Language of Learning (RC)		
<b>Parent / Family Engagement Strategies for SMARTE Goal: LITERACY TEAM TBD</b>				
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>		<b>Success Indicator</b>	<b>Engagement Documentation</b>
<b>Literacy Events (Back to School Night...)</b>				
<b>Reading volunteers</b>				
<b>Title 1 Family Engagement??? (plan???)</b>				

### 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	1. 2. 3.		
Term 2	1. 2. 3.		
Term 3	1. 2. 3.		
Summative	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?

- determined that the building equity audit has increased and has been top levels for 2 years, 2022-2023 do the classroom equity audit
- need to increase diverse stakeholders helping students at school
- increase varied instructional strategies in the classroom
- increase instructional strategies that support diverse learners (Sped, EL) in the classroom

#### 2.0 What are your key quantitative and qualitative data takeaways related to Math?

- 80% of K-3 have shown growth
- number sense is lacking in 2nd-3rd

#### 3.0 Using a “FishBone” diagram, the hypothesized problems of practice to act on are:

- lack of high leverage instructional strategies; visual supports, varied instructional techniques
- lack of collaboration between gen ed/sped/EL/specialist etc. how to proactively plan for and support student learning in the gen ed classroom

### Theory of Action Statement:

#### (SCHOOL) Mathematics SMARTE Goal (Annual Growth):

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)
Professional development- whole group or PLC delivered, which is focused on number sense, including, but not limited to subitizing and structuring; math team book study.	<b>Instructional Strategies</b>	<b>Book Study-</b>		
Utilize regular and ongoing PLC meetings (including grade level	<b>Collaboration</b>			

teachers, special educators, coaches, and administrators) to examine fact fluency/subitizing data and develop specific growth plans for students				
Resources: For staff – “Math Toolkits” to guide staff in moving students from level to level. Games, activities, and educational tasks that will help students progress. Focusing on conceptual understanding, open ended tasks. Hallway/Bathroom- conceptual visuals around Bandit, mirroring tasks shared at home.				
<b>Parent / Family Engagement Strategies for SMARTE Goal: MATH TEAM TBD</b>				
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>		<b>Success Indicator</b>	<b>Engagement Documentation</b>
<b>Parent/Family resources (sequenced)- for example, providing, strategies, information and resources for subitizing, patterns,etc. Focused on strategies vs. memorization. 1 per month focused on level and skill. Bandit Brain Bags</b>				


<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. 2. 3.		
<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.)**

### **1.0 What are your key Equity Audit takeaways (2 – 3) related to School Choice?**

- determined that the building equity audit has increased and has been top levels for 2 years, 2022-2023 do the classroom equity audit
- need to increase diverse stakeholders helping students at school
- increase varied instructional strategies in the classroom
- increase instructional strategies that support EL learners in the classroom

### **2.0 What are your key quantitative and qualitative data takeaways related to School Choice?**

- poor overall student attendance 4K 77%, K 86%, 1 83%, 2 86%, 3-85%
- poor attendance greatly impacts achievement as well as our school report card

### **3.0 Using a “FishBone” diagram, the hypothesized problems of practice to act on are:**

- lack of sense of belonging
- lack of engaging stakeholders in the learning process here at school

### **Theory of Action Statement:**

#### **(SCHOOL) Building Choice SMARTE Goal (Annual Growth):**

<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>
Fidelity in the attendance tracking process.	Consistently following the attendance tracking process (all members).	Communication with all staff to create family connections.	Decrease in absentee rate	
Developing a process of tracking/communicating unexcused absences.	Identifying barriers that families are experiencing and problem-solving supports and resources to help support them.	Communication with all staff to create family connections.	Decrease in absentee rate and increasing school systemic practices.	
Implementing Responsive	Making sure that the Code of Conduct is	Continuing Responsive	Decrease in behavior referrals by	

Classroom strategies daily through morning meeting, academic structures and designated SEB time. Grade Levels create attendance protocol.	applied equally across subgroups.	Classroom training as well as consistency with expectations.	participation in Responsive Classroom techniques.	
<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>	
Protocol/process for communication with families about attendance.	Staff and families	Increase in days present per student.	Attendance Reports-Google Form?	
Create a flyer for how many days the student has been absent (out of ten days allotted) per student.	Staff and families	Increase in days present per student with 10 or less absences used.	Attendance Reports-Google Form?	
Literacy/Math Family Engagement Strategies will also support				

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	<b>Evidence-Based Improvement Strategy</b>	<b>Data</b>	<b>State Adjustment or Maintenance of Effort</b>
<b>Term 1</b>	1. Parents bringing in notes and calling for absences at an increased rate 2. Grade-Level procedures created in August 3.		
<b>Term 2</b>	1. 2. 3.		

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