



Gaston Elementary School

Brandye Hereford, Principal

1515 West Grand Avenue

608-361-2310

Grades 3k-3rd

Site # 110/114

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Section 2: School Profile

Our vision . . .

We envision the Gaston Elementary School environment as a community that is safe and caring. We see a place supported by parents, students, and staff as partners in learning.

We envision each Gaston Elementary School classroom as a stimulating, positive, structured environment, managed by explicit routines; where the interests and needs of each individual in the community are respected and members are engaged in meaningful learning.

We envision each Gaston Elementary student as a confident, self-disciplined, independent learner who is engaged in learning and can work cooperatively and respectfully with peers and adults.

We envision each Gaston staff member as a highly qualified professional with a shared vision of high expectations for all students, who addresses the needs of the whole child and facilitates a passion for learning and success for each individual.

We envision the Gaston Elementary School curriculum to be focused on high academic achievement for all students, designed to increase higher level thinking and problem solving skills, differentiated to meet individual needs of students, developed to inspire life long learners with an emphasis on character development by teaching our students to **Be Respectful, Be Responsible, Be Safe, Be a Learner.**

Our Mission Statement...

The Gaston staff and students, in partnership with all families and the community, will ensure success for our diverse learners in a safe and respectful student-centered environment in order to achieve high academic and character expectations while building a love of learning.

Our story

In 1902, Gaston Elementary School was built and named after Nathan B. Gaston; a Beloit manufacturing pioneer, he directed the first manufacturing plant in Beloit. Gaston saw subsequent additions and renovations in 1956, and was ultimately rebuilt in 1976 with a final addition, doubling our square footage, in 2014. Gaston began as a kindergarten through 6th grade building. In 1994, the School District of Beloit reconfigured the grades in all the schools making Gaston a kindergarten through 5th grade school. Reconfiguration occurred again in 2011 making Gaston a kindergarten through 3rd grade elementary school. Gaston is currently a 4k through 3rd grade Elementary School.

Approximately 10.0 % of our students are English Language Learners(Students whose first language is not English) while 13.1% of our students are identified with special needs. Seventy-eight percent(78%) of our students receive free or reduced lunch. To meet the needs of our diverse student body, our school offers a variety of programs: regular education, gifted and talented education, English as a Second Language (ESL), Title I support, special education services, and a full inclusion program for autistic students. Our school receives funding from four sources – local (Board funds), federal (Title I), and a variety of local and national grants staff member apply for and receive.

Our school is comprised of 429 total students. Fifty-six (56%) of our student population are male and Forty-one (41%) are female. Our students come from a variety of racial/ethnic backgrounds: 24.1% Hispanic, 12% African American, 53.9% White, and <1% Native American/Alaskan, while 8.2% identify themselves as multiracial.

Gaston Elementary School has maintained **a strong, unified vision for teaching and learning** supported by our school's Site Plan. Our school utilizes specific instructional strategies and resources:

- Lucy Calkins Writer's Workshop
- Lucy Calkins Reader's Workshop
- Soar to Success
- Math Investigations
- Guided Math
- Number Talks
- Inclusion of special needs students
- Discipline-based art, music, media, and physical education programs
- ELL services
- Co-teaching (professional educators, para-educators, volunteers, interns, student teachers, etc.)
- Class size reduction
- Leveled Literacy Intervention
- A comprehensive Responsive to Intervention approach in literacy and mathematics
- Positive Behavior Interventions and Supports (Tier I and Tier II)
- Project Lead the Way(PLtW)
- LEGO Experience
- Culturally Responsive Practices
- 21st Century Ignite Beloit 1:1 Technology Initiative

We offer a comprehensive program of special education services to students in grades 3K-3. Students receive education and support in alignment with their individual education plans (IEP) in regular education classrooms, small group specialized settings, and special education resource rooms. We offer the services of speech therapy, occupational/physical therapy, a part-time nurse, a part-time psychologist, a full-time school counselor, and several full-time special educators. We offer our special needs students academic and social skill problem-solving strategies through the RtI framework. Through the referral process we evaluate and create IEP's for students living within our school community.

Students who have mild to moderate disabilities participate at Gaston School in regular education classrooms in an inclusive setting with necessary special education support. Our special education students participate in all of the school-wide instructional strategies as well as IEP specialized strategies and assistive technology to help meet each student's needs. Examples of the support provided include:

- Functional Behavior Assessments and Behavioral Intervention Plans
- Apple applications to strengthen writing, reading and math skills
- Social skills instruction

Our school continues to offer enriched learning opportunities to students by having a full-time art teacher, music teacher, physical education teacher, library media specialist, and ELL professionals on our staff. Students also have a variety of after school extra and co-curricular opportunities such as Student Council, Just Say No, athletics, Destination Imagination, Cub Scouts, Girls Scouts, N.I.K.E and many others. We also offer extended support to our students through collaboration and programs offered through the Stateline Area Boys & Girls Club. Gaston Elementary School offers the AGR program which provides reading coaching and classroom support for teachers and students from kindergarten through third grade.

Our reasons for celebration . . .

Gaston Elementary School has continued to show improvement by continually adapting our curricular offering and instructional delivery to promote academic improvement and high achievement for all students. We celebrate our many accomplishments and improvements each year.

Throughout the year, Gaston School educators collect data to inform instruction. The Forward Exam at grade 3, MAPS for grade K-3, PALS for 4K-2nd grade and ACCESS for ELL students. Common Formative Assessments(CFA) are developed by teachers and are based off of the Common Core State Standards. Gaston is one of the leading elementary schools in the area when it comes to Professional Learning Communities(PLC). Teachers consistently use district wide summative rubrics in all content areas and have also integrate their own formative rubrics in their daily classroom instruction.

Gaston School continues to use data to enhance student learning. Our teachers use the results of MAP testing and classroom assessments to analyze individual student needs and determine directions for future instruction.

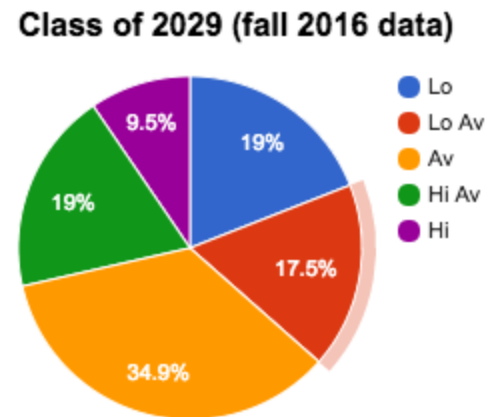
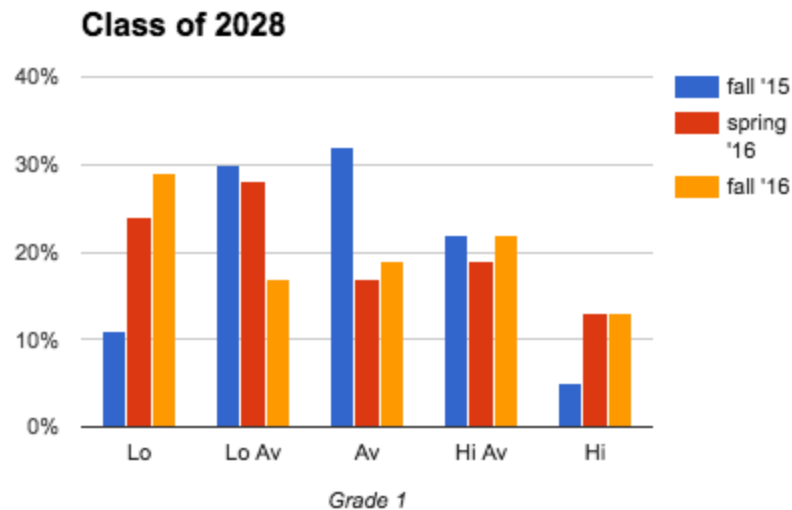
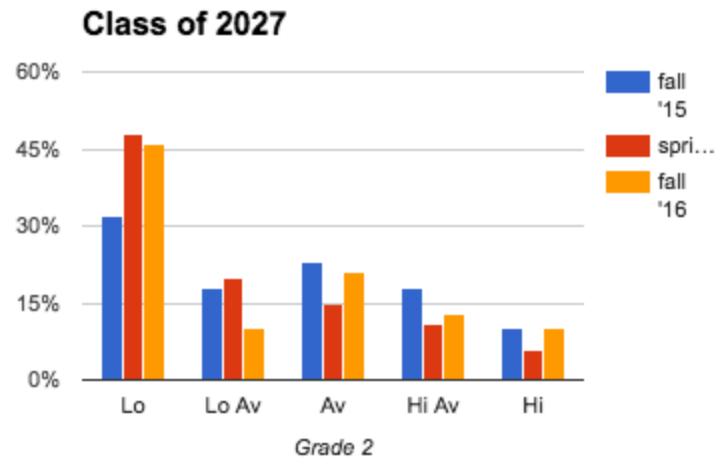
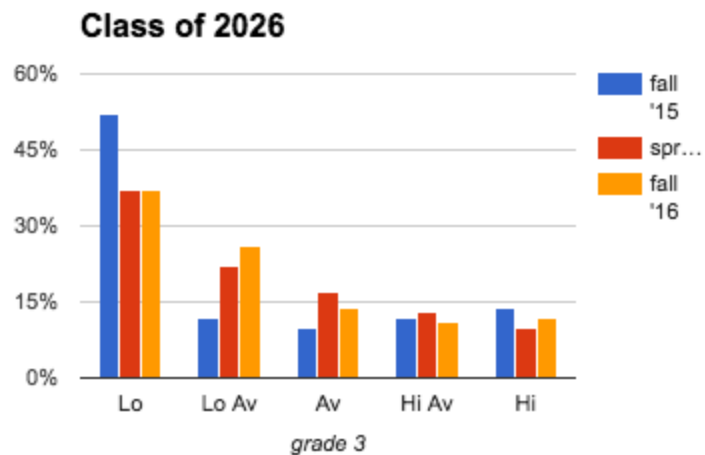
Gaston Elementary School continues to strive for a high level of parent and family involvement throughout the year. You will find our family involvement policy in section VI.

2016-2017 School Year Highlights:

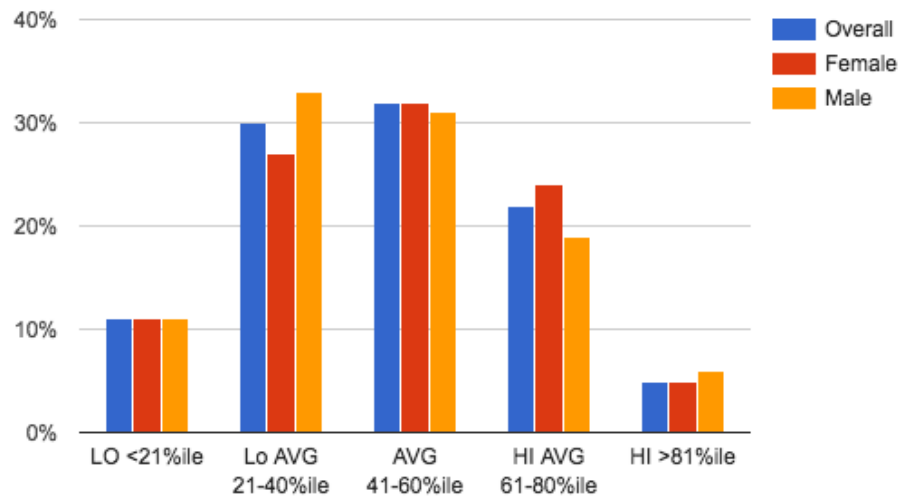
1. An Open House was held in August in which about 550 people attended.
2. Before and after school program (CLC, Tech Ninjas)
3. Perfect attendance celebrations were held quarterly.
4. Academic Achievement was celebrated quarterly.
5. Academic Progress was celebrated quarterly.
6. Outstanding Behavior was celebrated quarterly.
7. Math Awareness Month was celebrated.
8. Two formal parent-teacher conferences were held.
9. Grandparent's Day was celebrated.
10. Monthly Character Assemblies - focus on the character traits of respect, caring, trustworthiness, responsibility, and fairness.
11. Staff members mentored students throughout the school year.
12. Destination Imagination Club
13. Hormel Dr.Martin Luther King Contest
14. The Dome Theater and other school wide assemblies.
15. Numerous Family Events
 - a. Seuss on the Loose - book give away
 - b. Multi-Cultural Nights
 - c. Grade level Breakfasts and Reading with Parents
 - d. STEM Night
 - e. Monthly 4K Family Days
16. Pupil Services
 - a. School Wide Social Emotional Lesson Plans
 - b. Implementing School wide Anti-Bullying Prevention Program
 - c. 10 (6-week) Social Emotional Groups
17. Grants
 - a. Kristy Handrich: Eco Lab grant 3,000
 - b. CLC Grant: 100,000
 - c. Exxon Mobile: 500.00
 - d. Kirah Zeilinger: Gaston Garden Kiwanis Club 500.00
18. Community Partnerships
 - a. UW Extension Nutrition partnership
 - b. Beloit Public Library Booklegger program
 - c. Beloit Memorial High School students taught math lessons
 - d. Boy Scouts and Girl Scouts
 - e. Boys and Girls Club
 - f. Job Shadowing with Transition Students from BMHS
 - g. Fire prevention week

- h. Pizza Hut and Book It program
- i. Magic Water Book Log Program
- j. Great America Book Program
- k. Beloit Memorial High School Students Job Shadow Day
- l. Beloit College Ballet Workshop(2nd/3rd grade)

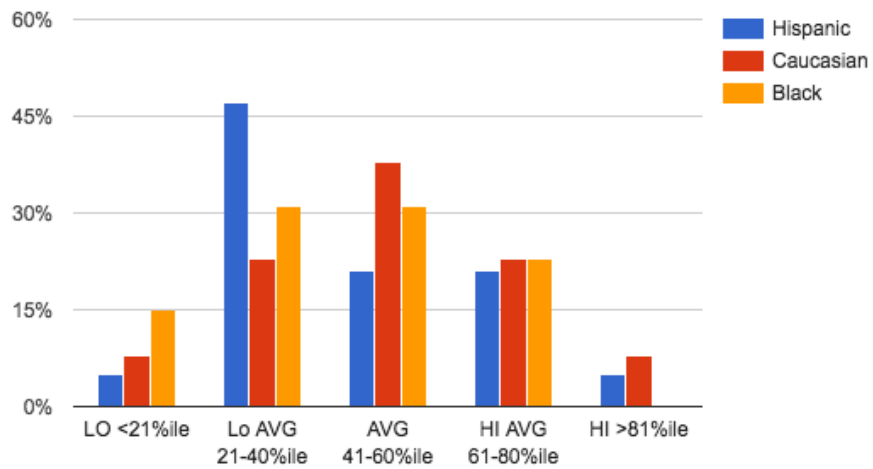
Section 3: Needs Assessment Data and Narrative and Summary Charts

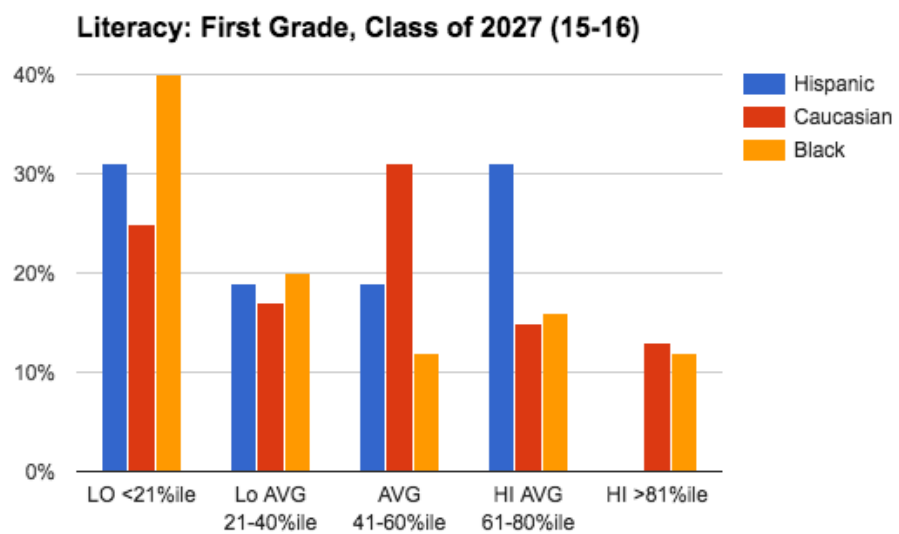
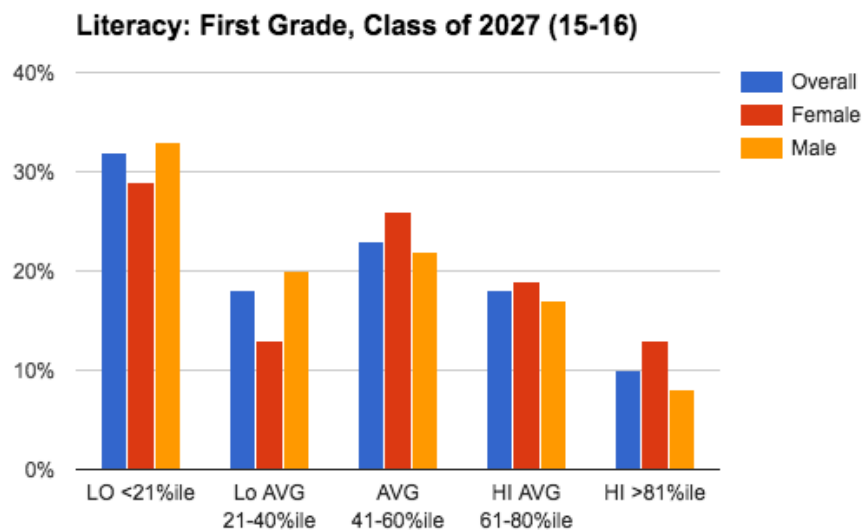


Literacy: Kindergarten, Class of 2028 (15-16)

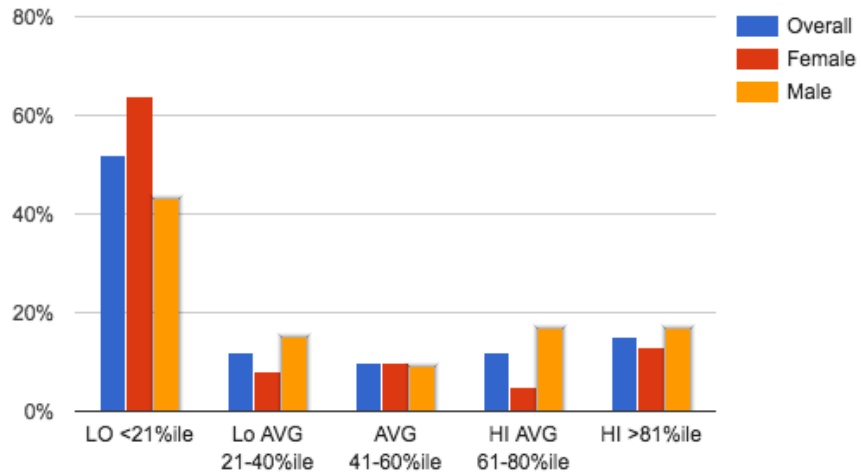


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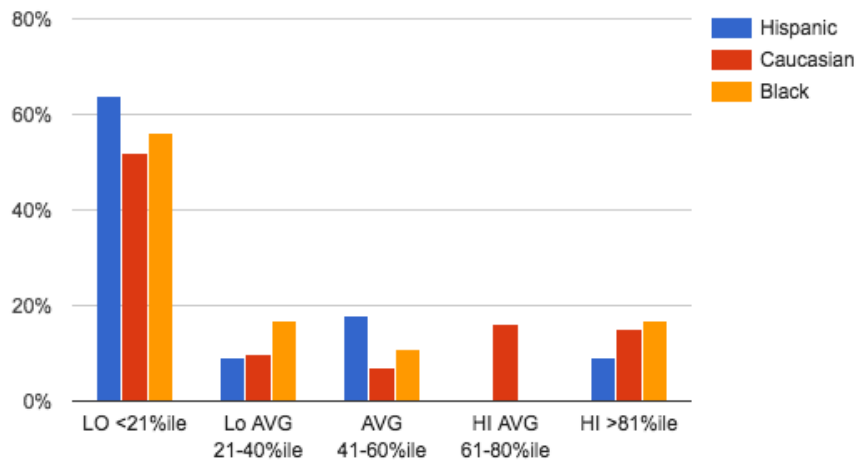




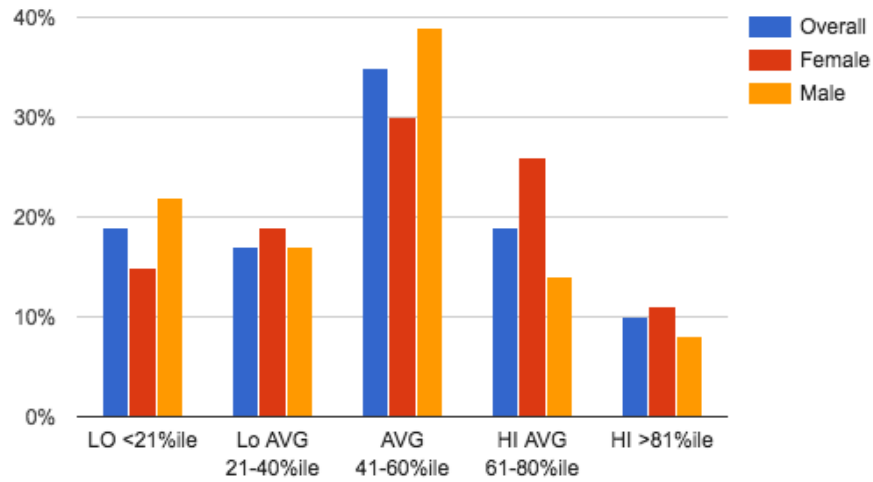
Literacy: Second Grade, Class of 2026 (15-16)



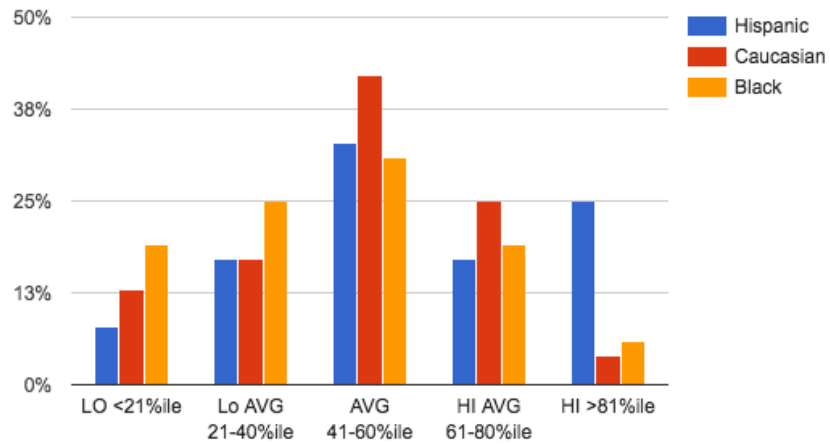
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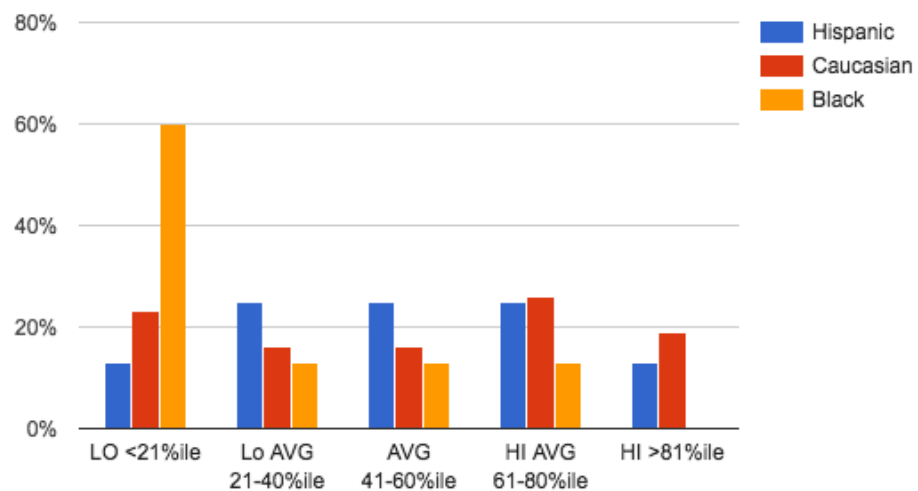
Literacy: Kindergarten, Class of 2029 (16-17)



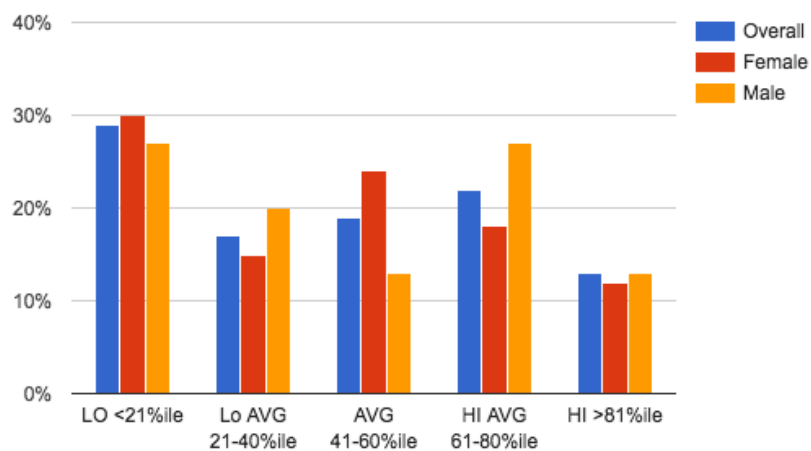
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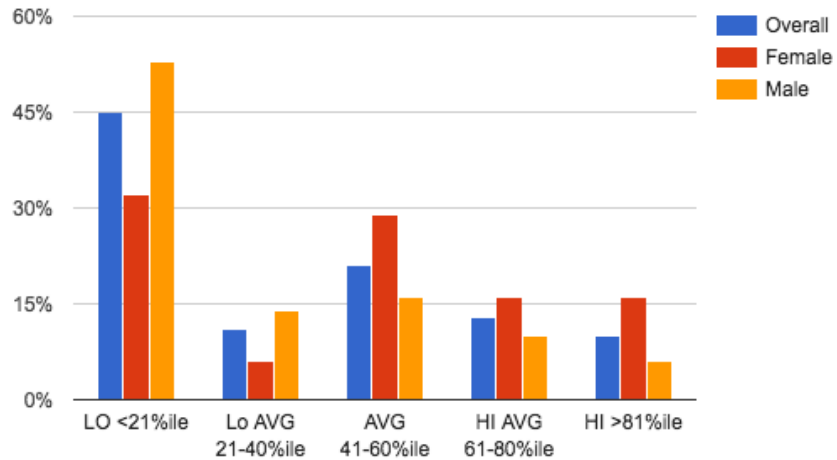
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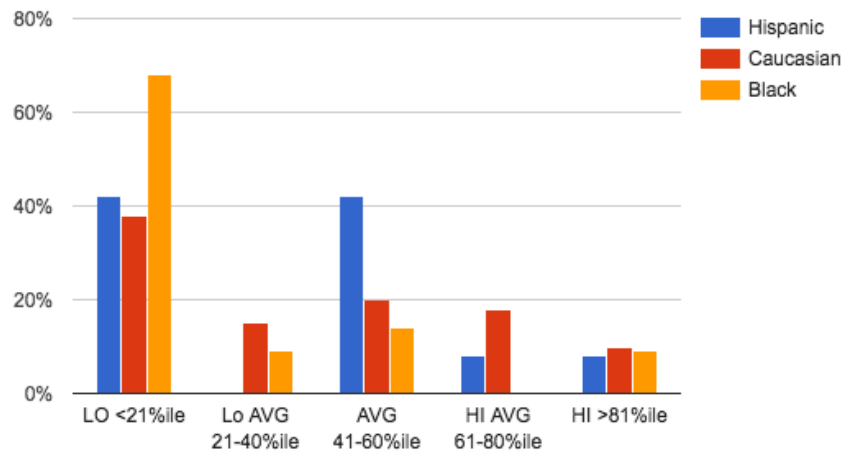
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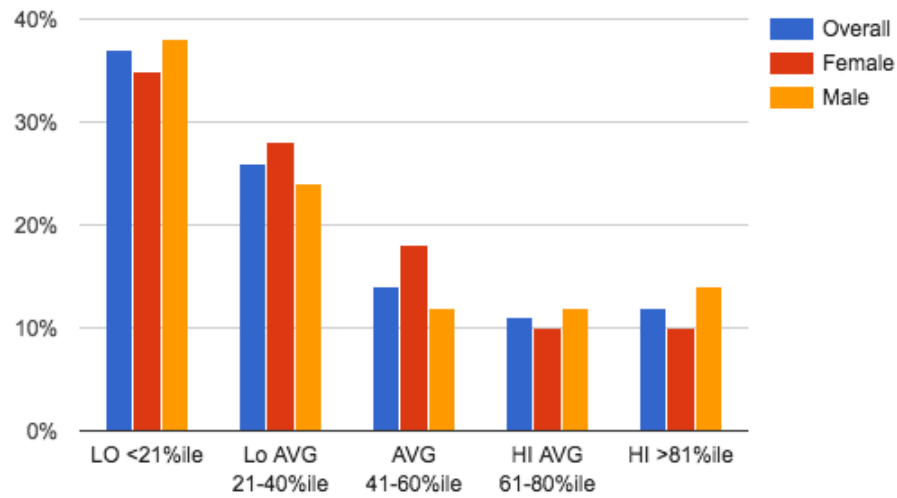
Literacy: Second Grade, Class of 2027 (16-17)



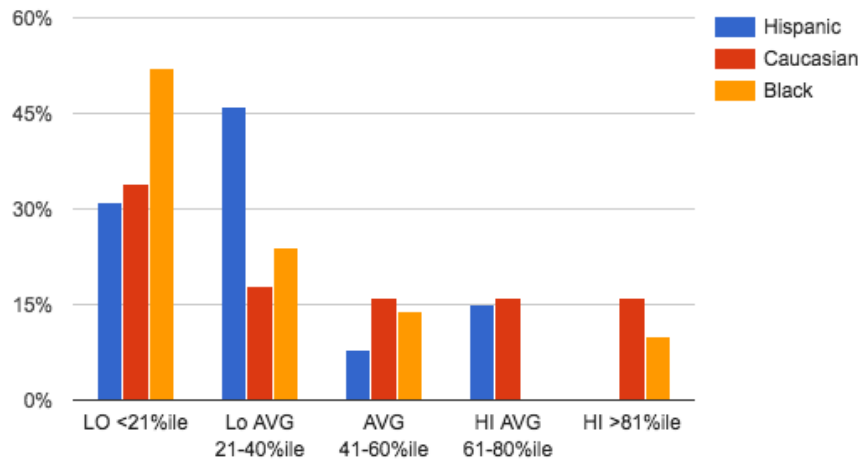
Literacy: Second Grade, Class of 2027 (16-17)



Literacy: Third Grade, Class of 2026 (16-17)



Literacy: Third Grade, Class of 2026 (16-17)



Gaston Elementary School Reading Needs Assessment

1. Describe your school's overall trend in reading over time in terms of proficient and not proficient students.

When comparing MAP data from the 2015-2016 school year to our fall 2016 MAP data the following trends can be seen:

The current third grade class began second grade with 37% of students reading at or above grade level and ended second grade with 40% of students reading at and above average. 38% of current third grade students read at or above grade level.

The current second grade class began first grade with 51% of students reading at or above grade level and ended first grade with 32% of students reading at or above grade level. 44% of current second grade students read at or above grade level.

The current first grade class began kindergarten with 59% of students reading at or above grade level and ended kindergarten with 49% of students reading at or above grade level. 54% of the current first grade students are reading at or above grade level.

The current kindergarten class has 63% of students reading at or above grade level according to fall 2016 MAP data.

2. How does your school's performance compare to the district and the state?

On the 2015-16 Forward Exam, 26.5% of third grade students scored proficient compared to 26.3% of district level and 43.3% of students statewide.

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

According to fall 2016 MAP reading data, 54% of White students scored at or above average, 35% of Black students scored at or above average, and 55% of Hispanic students scored at or above average.

According to Fall 2016 MAP Class of 2028 73% African American students scored in the low/low average, 39% of White students. Also, according to Fall 2015 MAP Class of 2028, 46% African American students scored in the low/low average, 31% of White students.

According to Fall 2016 MAP Class of 2027 78% African American Students compared to 53% of White students. Also, according to Fall 2015 MAP Class of 2027, 60% African American students scored in the low/low average, 42% of White students.

According to Fall 2016 MAP Class of 2026 76% African American students scored low/low average vs. 52% White Students. According to Fall 2015 MAP Class of 2028, 73% African American students scored in the low/low average, 62% of White students.

According to Fall Map Class of 2027, 57% of males vs. 48% of females scored in the low/low average,

4. Identify your reading urgent fact.

At the beginning of the school year,

Between third and fourth term of the 2014-2015 school year, there was a decrease in the percentage of first grade students who are proficient according to MAP. Likewise, the data shows that first grade was the only grade that had no growth and the lowest percentage of students at or above grade level. These students are now in second grade. Therefore, we are going to look at explicitly teaching phonics while integrating and monitoring students' decoding and comprehension skills.

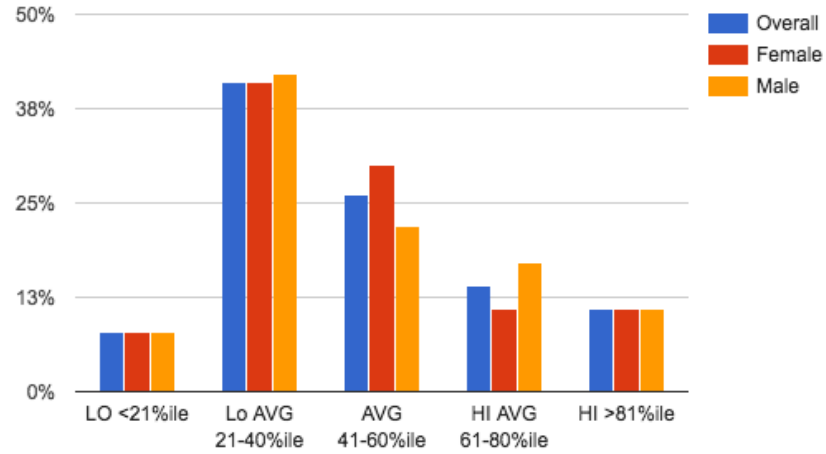
5. Identify the strengths and weaknesses you see across grade levels in reading objectives as compared to the state and the district.

Some strengths included the fact that BAS data shows K, 2nd, and 3rd had a higher percentage of students reading at or above grade level than those who do not meet. A weakness is that first grade students had a high percentage of students who lacked foundational skills according to MAP.

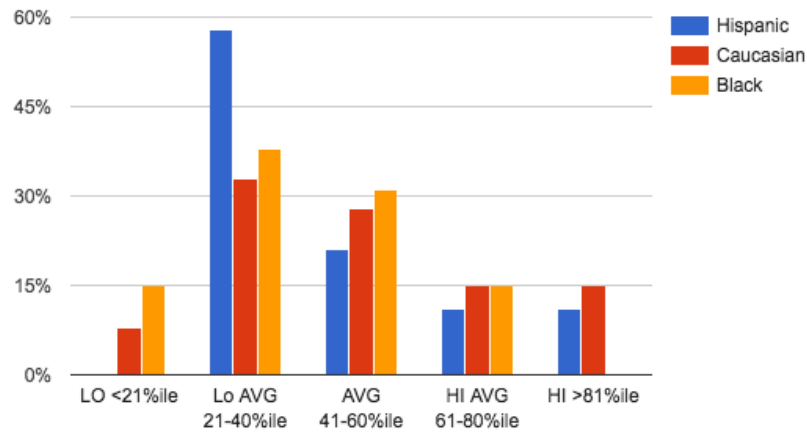
Assessment	Grade	Strength	Opportunity for Growth	Observations/Questions
Forward	3	Listening	Reading- Key Ideas and Details Writing/Language- Text Types and Purposes	The economic status didn't make much of a difference for students scoring below basic. Minorities are testing lower than the rest of the students.
MAP	3	Vocabulary Acquisition and Use	Informational Text	There are the same amount of kids who are proficient and advanced proficient show up in each strand.
MAP	2	Informational Text	Vocabulary Acquisition and Use, Literature	Performance was very similar for all 3 sub groups; only about 2 kids were the difference in each group.
MAP	1	Vocab Use and Functions, Literature and Informational	Foundational Skills	We are focusing on Foundational Skills for Reading Intervention (after reviewing this data)

	MAP	K	Vocabulary Use and Functions	Language and Writing Foundational Skills	This matches the previous MAP data that we looked at a few weeks ago.
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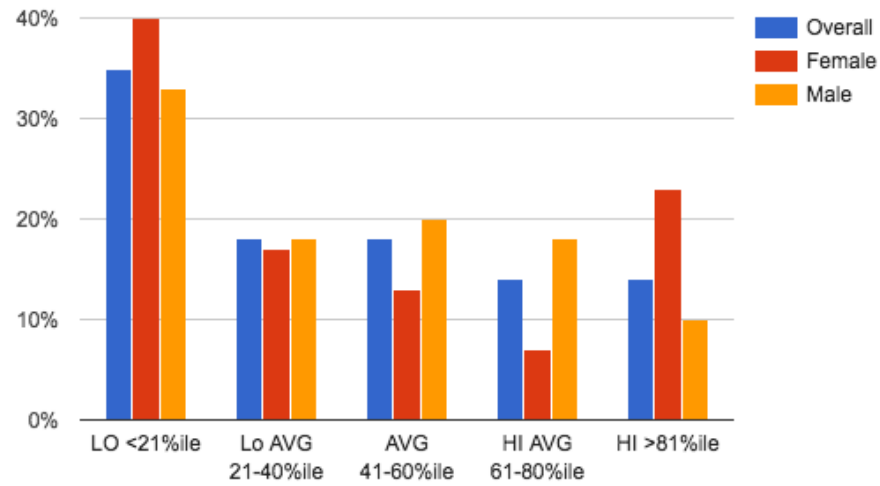
Math: Kindergarten, Class of 2028 (15-16)



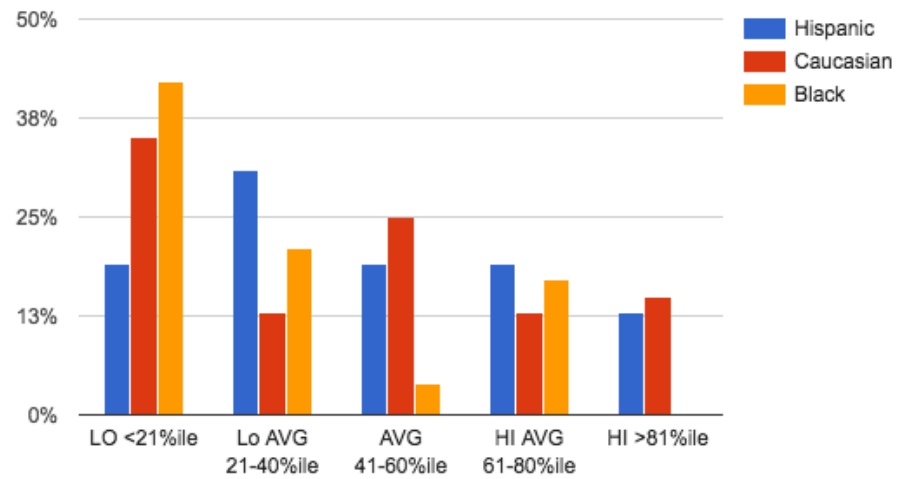
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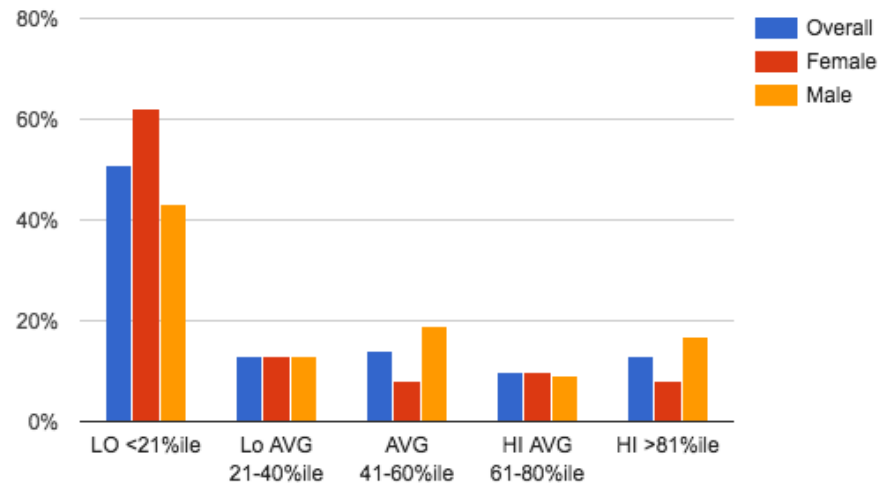
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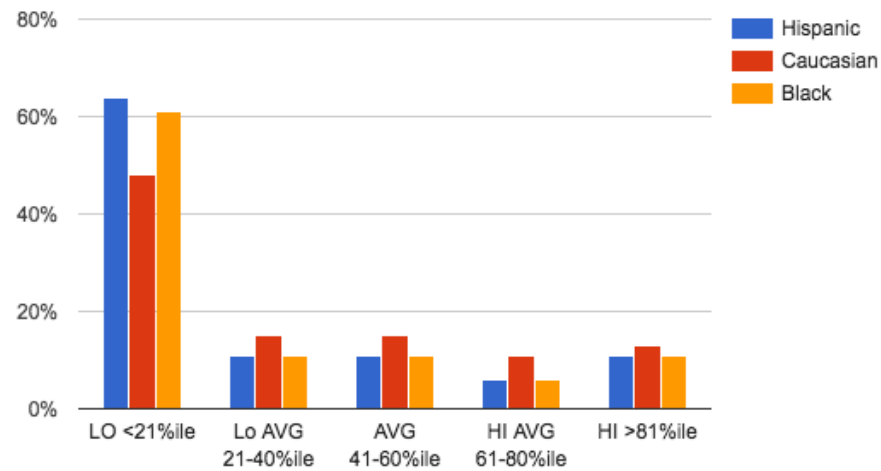
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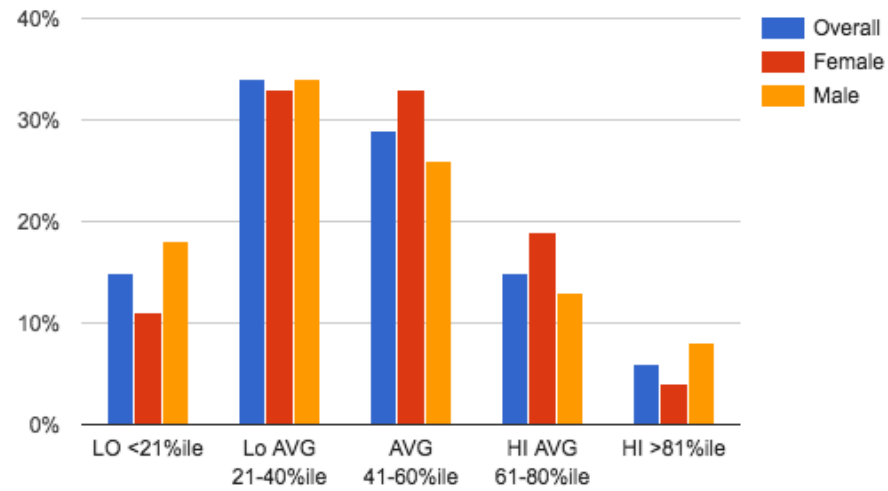
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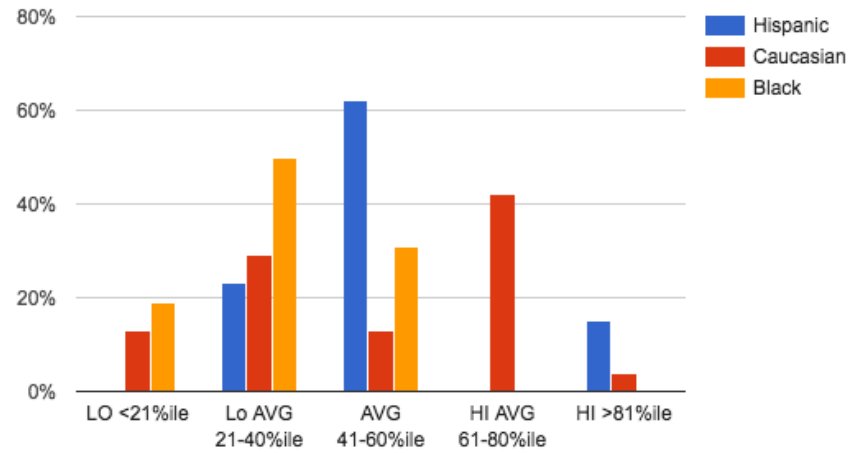
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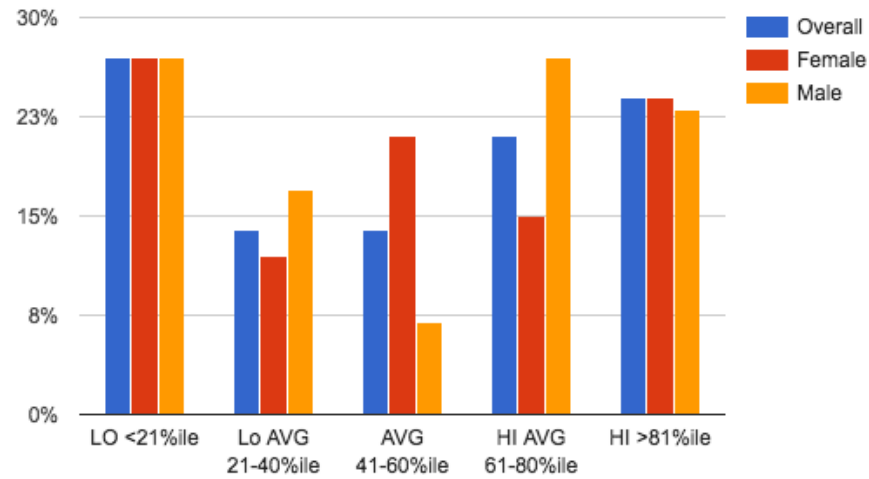
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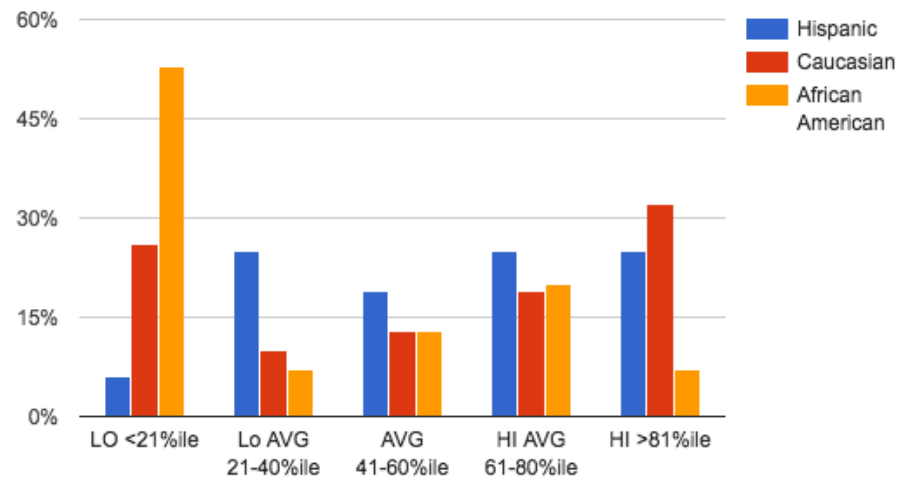
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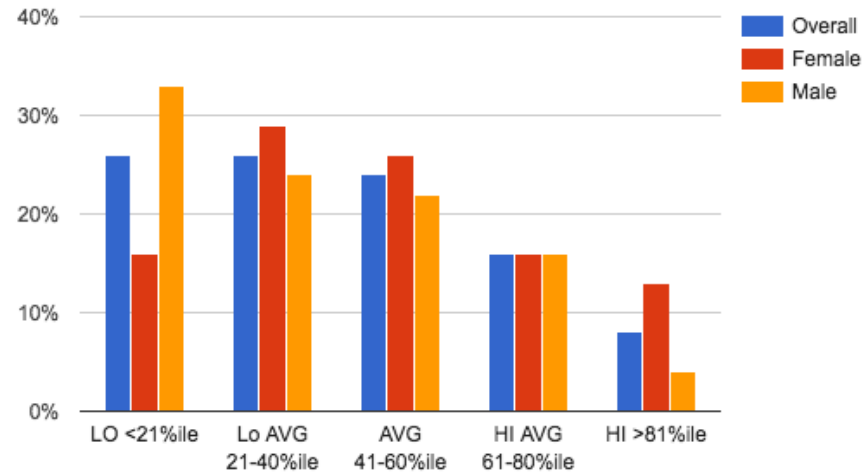
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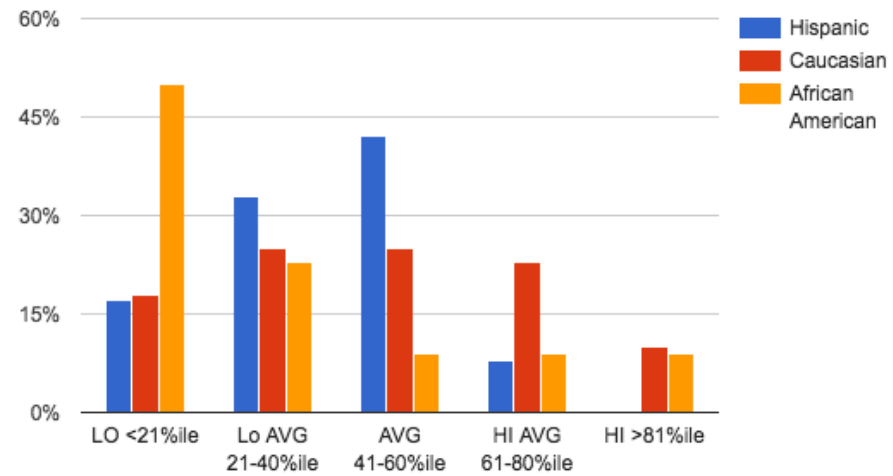
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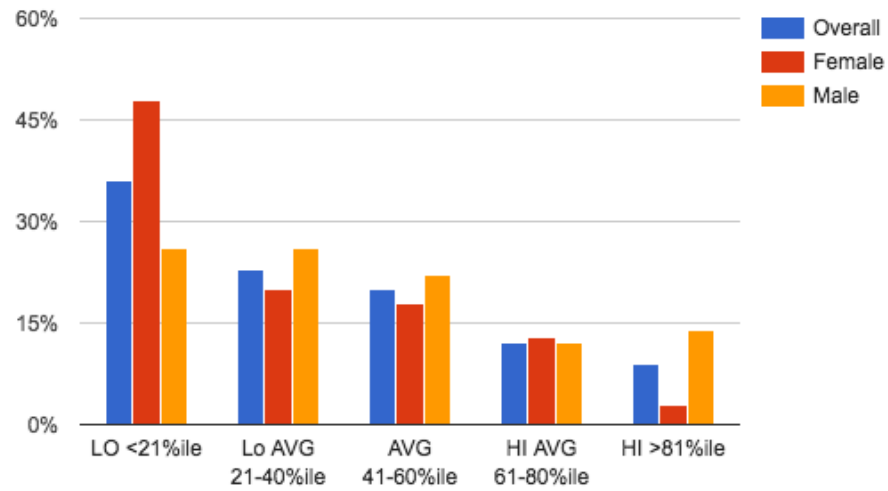
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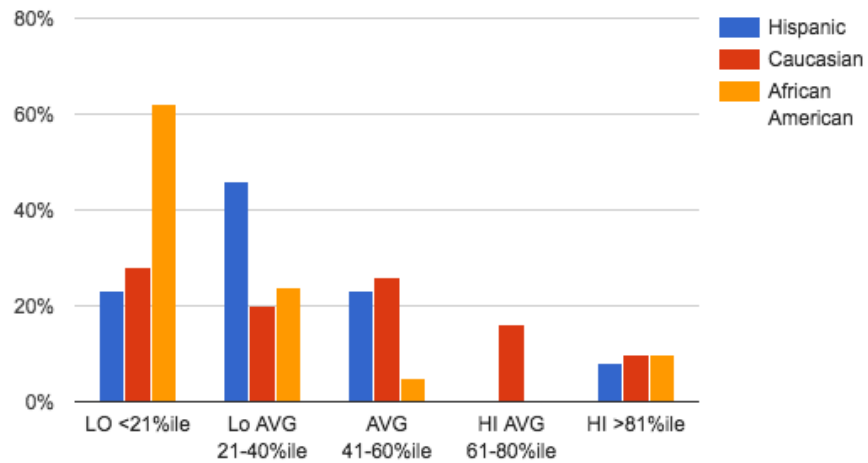
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Math: Third Grade, Class of 2026 (16-17)



Math Needs Assessment

1. Describe your school's overall trend in math over time in terms of proficient and not proficient students.

When comparing MAP data from the 2015-2016 school year to our fall 2016 MAP data the following trends can be seen:

The current third grade class began second grade with 39% of students performing at or above grade level and ended second grade with 33% of students performing at or above average. 29% of current third grade students perform at or above grade level.

The current second grade class began first grade with 38% of students performing at or above grade level and ended first grade with 32% of students performing at or above grade level. 39% of current second grade students perform at or above grade level.

The current first grade class began kindergarten with 41% of students performing at or above grade level and ended kindergarten with 40% of students performing at or above grade level. 52% of the current first grade students are performing at or above grade level.

The current kindergarten class has 35% of students performing at or above grade level according to fall 2016 MAP data.

2. How does your school's performance compare to the district and the state?

20.4% of Gaston Students were proficient in Math compared to 24.5% of Beloit Elementary students and 48.3% of Wisconsin students in mathematics according to the Forward Exam

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

According to Fall 2016 Map Class of 2026 math data, 48% of Caucasian students scored low/low average, 86% of African American students scored low/low average, and 69% of Hispanics scored low/low average. Also, According to Fall 2015 MAP Class of 2026, 72% of African American students scored low/low average, 63% of White Students, 50% Hispanic students.

According to Fall 2016 MAP class of 2027 math data, 43% of Caucasian students scored low/low average, 73% of African American students scored low/low average, and 50% of Hispanic students scored low/low average. Also, according to Fall 2015 MAP Class of 2027 63% of African American students scored low/low average, 48% White students, 50% Hispanic students.

According to Fall 2016 MAP Class of 2028 math data, 36% of Caucasian students scored in the low/low average, 60% African American students scored in the low/low average, and 31% hispanic scored low/low average. Also, according to Fall 2015 MAP Class of 2028 72% African American students scored low/low average, 63% White students, 75% Hispanic students.

4. Identify your math urgent fact

At the beginning of the 2016-2017 school year, 3rd grade students performed 5% lower than the end of the second grade school year.

5. Identify the strengths and weaknesses you see across grade levels in math objectives?

Assessment	Grade	Strength	Opportunity for Growth	Observations/Questions
Forward	3	Number and Operations- Fractions	Geometry Number and Operations in Base Ten	Base Ten isn't as high as what we would've suspected, what can we do to make what we are teaching in the classroom transfer over on the exam?
MAP	3	None, because less than 20% are proficient in any strand.	Operations and Algebraic Thinking	It is interesting that 26 students are considered proficient at the national level whereas 45 students meet proficiency based on district groups.
MAP	2	Operations and Algebraic Thinking	Number and Operations	Very low group of readers, did this affect the results? (Have to read the test to themselves.)
MAP	1	Geometry	Numbers and Operations	For Math Intervention, we will group students based on Numbers and Operations
MAP	K	Geometry & Measurement and Data	Number and Operations Operations and Algebraic Thinking	The two areas that need growth have not been taught yet in kindergarten - not a surprise.

Equity Needs Assessment

Gaston School shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, Gaston will include other partners who have demonstrated culturally-specific expertise – including government agencies, non-profit organizations, businesses, and the community in general – in meeting our educational outcomes.

Partnerships to Achieve Equity Family and Community Advocacy and Involvement Every child needs an advocate to support his or her success in school. Families and community members can be the most effective advocates for children if they are welcomed and engaged by schools, and if they have effective strategies to support student success.

Statement of Need

- Many families are not certain they are welcome in school, especially when they advocate for their children or their native language is not spoken.
- Families are often uncertain about school attendance policy and practice.
- Many school staff members are uncertain about how to collaborate successfully with families, especially with families from backgrounds different than their own about the importance of education.
- Support programs that promote family and community member involvement and educational advocacy, particularly with families who have been marginalized because of poverty and race.
- Provide awareness training for faculty and staff to support family and community involvement and advocacy
- Provide successful programs to help families support student performance, participation, and attendance.

Section 4: Strategic Plan

Goal 1: Gaston Elementary School K-3 Grade level cohort groups will meet or exceed NWEA School Fall to Spring Growth Norms as measured by Fall to Spring grade level mean RIT scores for reading, as shown in the following chart:

	NWEA Fall to Spring Growth Norm	FALL 2016 Gaston Grade Level Mean	Spring 2017 Gaston Grade Level Mean Goal Target NWEA Growth Target/District Growth Target*
Kindergarten Reading	17.1	138.1	155.2/159
1st Grade Reading	16.8	156.3	173.1/175
2nd Grade Reading	14	165.5	179.5/182
3rd Grade Reading	10.3	180	190.3/195

Action	Parties Responsible (positions and titles, no names)	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
<ul style="list-style-type: none"> Students will know their RIT scores and set goals for their learning. 	Classroom Teachers	2016-17 school year					
<ul style="list-style-type: none"> Reading coaching will be provided on the implementation of Reading Workshop. Staff will be encouraged to initiate contact with the Reading coach for further strategy or instructional support for Tier II instruction in Reading. 	Building Reading Coach Administration Classroom Teachers	2016-17 school year					
<ul style="list-style-type: none"> Analyze and interpret data to inform instruction through bi-weekly collaborative grade level meetings and quarterly data retreats by grade level. 	Classroom Teachers Administration Reading Specialist	On-going beginning in Sept'15	Grade level teams met weekly and discussed reading data and how to use this information to inform instruction.		X		
<ul style="list-style-type: none"> Providing a resource for Tier 3 support in reading 	Reading Interventionist Reading Specialist	2016-17 school year					
<ul style="list-style-type: none"> Student progress will be monitored 3 times throughout the year using BAS A 'Reading Workshop approach will be implemented in all K-3 classrooms. Teachers will have a 90 minute block of instruction (60 minutes of Core instruction; 30 minutes of Intervention instruction). 	Classroom Teachers Building Reading Coach	2016-17 school year					
<ul style="list-style-type: none"> SIT Meetings to identify students struggling with reading growth as determined by data analysis at collaborative grade level meetings. 	Student Services Team Classroom Teachers Support/Intervention Staff Administration	September through June, Weekly					

Goal 2: 80% of the students at Gaston Elementary School will meet or exceed NWEA Fall to Spring Growth Norms as measured by Fall to Spring grade level mean RIT scores or will continue to meet or exceed the national norm level.

Grade Level	Student National Growth Norm	% of students at or above Spring national growth norm measured by NWEA	% of students at or above national norm FALL	% of students at or above national norm SPRING
Kindergarten	19		20/60=33%	
1	18		32/63=51%	
2	15		31/80=39%	
3	13		26/90=29%	

Action	Parties Responsible	Timeline	Evaluation	Budget Source (✓ one or more)		
				Site	Title 1	Other (<i>Specify</i>)
<ul style="list-style-type: none"> Guided Math will be fully implemented in all classrooms for Universal Math instruction. 	Classroom Teachers District Math Coach Building Principal	2016- 2017 school year	Use of Fidelity of Implementation (FOI) document to monitor implementation by grade levels and individual teachers			
<ul style="list-style-type: none"> Fact fluency instruction will be implemented to meet district expectations: K: Level 0 Addition & Level 0 Subtraction Grade 1: Level 1 Addition & Level 1 Subtraction Grade 2: Level 2 Addition & Level 2 Subtraction Grade 3: Multiplication 	Classroom Teachers District Math Coach Building Principal	201-2017 School Year	District Math Coach and Building Principal will ensure Fact Fluency data is consistently collected by referring to teacher data grids			
<ul style="list-style-type: none"> Analyze and interpret data (MAP, unit assessments, Fact Fluency, and DreamBox) to inform instruction through bi-weekly 	Classroom Teachers District Math Coach Building Principal	2016-2017 school year (ongoing;	PLC notes will be shared with Building Principal and District Math Coach to ensure current and			

collaborative grade level meetings and quarterly school data team meetings.		weekly and quarterly)	relevant data is being analyzed; District Math Coach and Building Principal will ensure unit assessment and Fact Fluency data is consistently collected by referring to teacher data grids			
<ul style="list-style-type: none"> Allocate time for collaborative interactions among math teachers to study best practices and strategy implementation for at, above, and below the intended grade level by meeting in grade level teams. 	Classroom Teachers District Math Coach Building Principal	Vertical teams (1 time during 2nd, 3rd, and 4th quarters) This will be done during staff meeting time	Vertical team notes will be shared with Building Principal and District Math Coach to ensure best practices and strategy implementation are discussed and put into practice: Math Coach will suggest videotaping as a strategy to reflect and collaborate			
<ul style="list-style-type: none"> Teachers will have a 90 minute block of instruction (60 minutes of Core instruction; 30 minutes of Intervention instruction). 	Classroom Teachers Building Principal	2016-2017 school year	Ensure classroom schedules are compliant with time requirements; Walk throughs to ensure set schedule and time requirements are being followed			
<ul style="list-style-type: none"> Providing a resource for Tier 2 support in Math 	Math Interventionist District Math Coach	2016-2017 school year				

Goal 3: Gaston School will welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and school decision-making.

Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	Other(<i>Specify</i>)	NA
<ul style="list-style-type: none"> Family and community members participate in programs offered and become effective 	All Staff						

educational advocates for students' attendance.							
<ul style="list-style-type: none"> Communication sent from the school to the homes of students is multilingual and recognizes cultural competencies. 	All Staff						

Objective 4:							
SMART Goal to increase parent/ family/ community engagement :							
Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Sit	Title 1	Other (Specify)	NA
<ul style="list-style-type: none"> Gaston Staff will engage with staff, parents and community members about the concerns and issues that impact our diverse population. 	All Staff		Parent Teacher Association Conferences SIT				

<ul style="list-style-type: none"> Continue to provide multi-lingual various print and electronic communication tools in including: Newsletters, Honeywell calling system, and website as well as submissions to local news media, will continue to feature news and photos about all students to show the diversity within our school. 	ELL Para Reading Specialist						
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Section 6: School-wide Professional Development Plan Summary

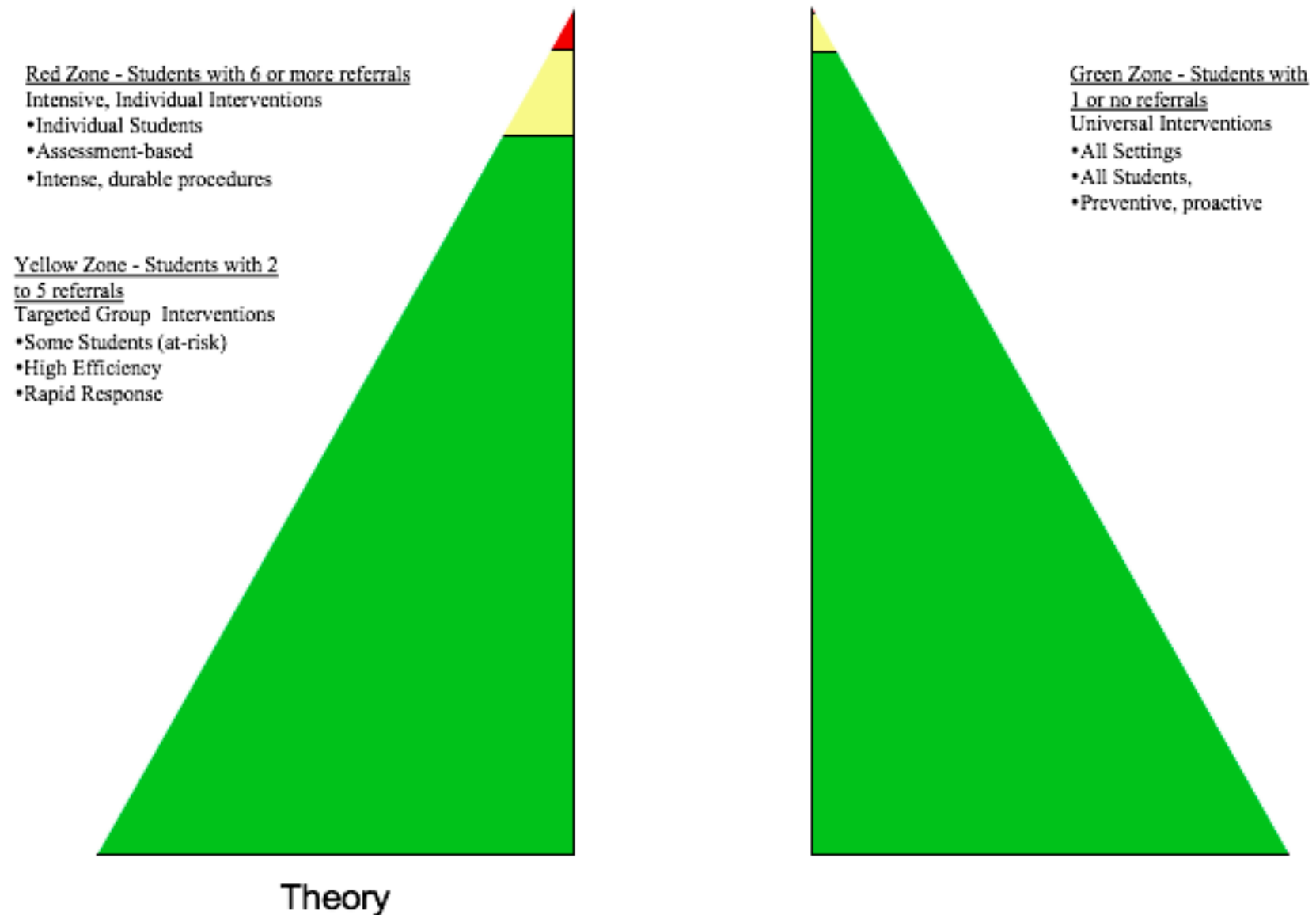
Professional Development	Attendees	Monitor and Support
Lucy Calkins Reading Workshop	K-2	Coaching with Reading Specialist District Professional Development Literacy Walkthrough(RS and Principal) Data Retreats(Oct., Feb., April)
Professional Learning Communities- PDSA	3rd grade PLC	District Math Coach PLC Leader Principal
Guided Math	K-3	Math FOI Walkthroughs PLC with Math Coach

Gaston Elementary School's 2015-16 Professional Development Plan includes focusing on weekly and monthly Professional Learning Community collaborative time as well as Professional Development provided by district and outside staff throughout the year.

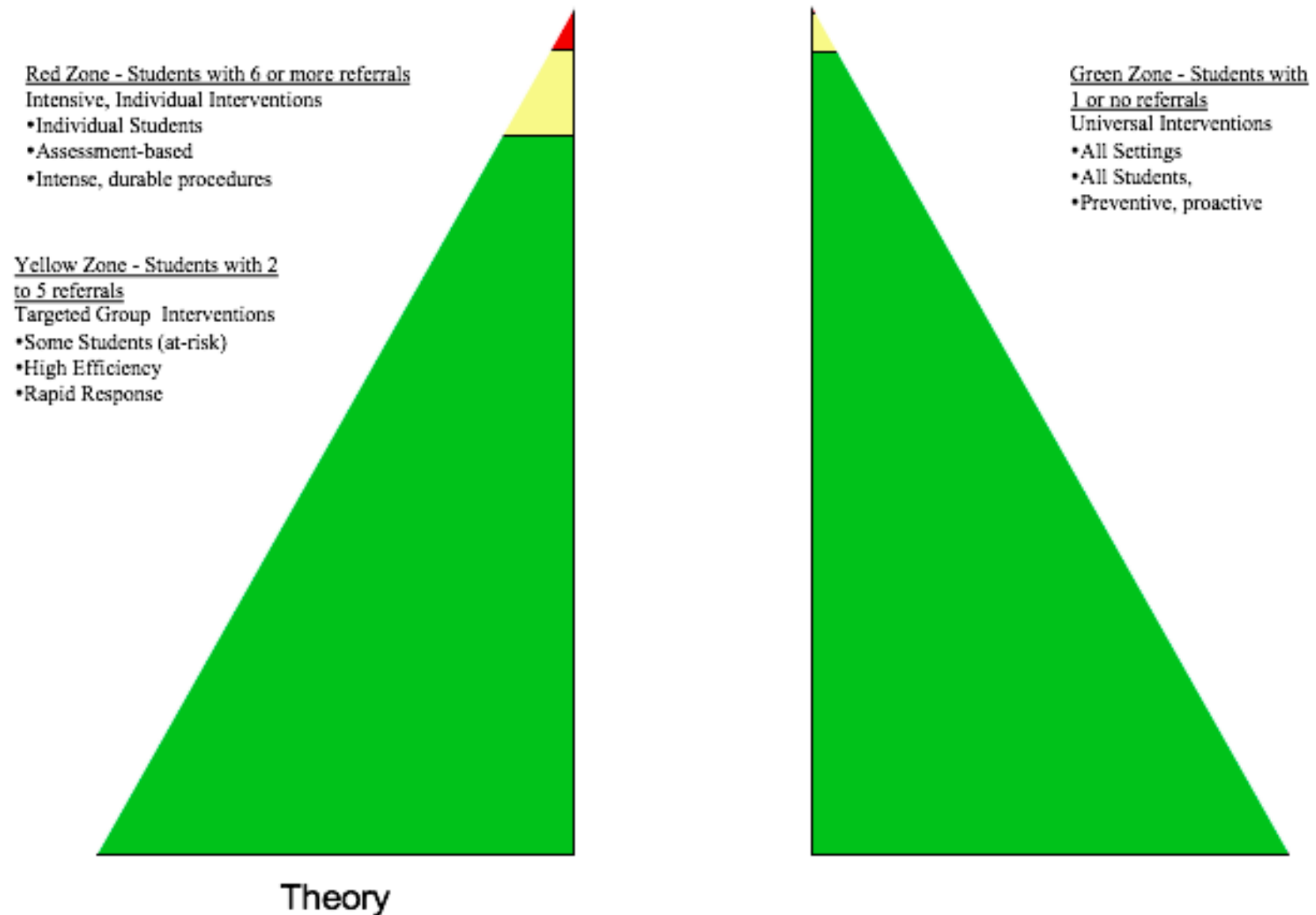
The above items are the areas we will be working on this year with an emphasis on Responsive teaching, restorative practices and trauma informed classrooms. We believe those areas will most directly help increase student achievement.

Section 6: Discipline Data

YTD Gaston Student Referrals as of 12/15/16



YTD Gaston Student Referrals as of 12/15/16



SMART Goal 4: Decrease number of office referrals in the yellow zone by 10%							
Action	Parties Responsible	Timeline	Evaluation	Budget Source (✓ one or more)			
				Sit	Title 1	Other (Specify)	NA
Students with recurring level two or above office referrals will be scheduled for a SIT team discussion	Pupil Services Classroom Teachers Support Staff						
Teachers will facilitate Bandit Huddle circles every morning and teach behavior strategies.	All Staff		Morning Announcements PBIS Deadlines/Calendar				

Section 7: Parent Involvement Policy

Parent Involvement Policy Gaston Elementary

In acknowledgement of the research and multiple forms of documentation, proving parental involvement raises the academic achievement of students; Gaston Elementary School encourages involvement of parents through an active PTO and weekly communications with parents from teachers, monthly Gaston Gazette newsletters, and monthly family nights to encourage positive connections with the curriculum for their children. Parents are encourage to assist in such activities as: The Gaston Carnival, Pizza/Bingo Night, Suess on the Loose Night, S.T.R.E.A.M. Night and family workshops. Parent Volunteers will be solicited to tutor children. A “joint” calendar that includes activities of all of the school’s extracurricular groups is in the office for anyone to schedule their activity and to provide information to parents interested in getting involved in the activity.

In order to build an effective home-school partnership, Gaston Elementary will provide the following;

1. An annual orientation meeting where parents will meet their child’s teacher and be reassured of their right and responsibility to be involved in their child’s education.
2. A flexible number of meeting and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child’s progress in order to improve student achievement.
3. A varied schedule for meetings and conferences will be provided in order to accommodate the needs of parents.
4. A minimum of two scheduled parent conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information, and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through the Gaston Gazette, Gaston Facebook page, Gaston School Report Card, Gaston Parent Compact, School District of Beloit Family Handbook, handouts, emails, mailings and student achievement reports. Invitations will be sent in a timely manner with an additional follow up reminder via the Skyalert message system.
6. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
7. Families are provided individual reports of their students’ progress on the State assessment in Math, Language Arts and Reading. Benchmark progress and assessments are also shared with families.