Gilmer County Schools (022) Public District - FY 2023 - Gilmer County Elementary School (022-206) Public School - School Strategic Plan - Rev 1

* Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.

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* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.

All students at Gilmer County Elementary School deserve a high quality instruction, and opportunities to achieve at their highest potential. We believe that all students can learn, and that we must recognize achievements in a positive way. Gilmer County Elementary School will act as an integral component within the community, bringing stakeholders to the table to improve student learning opportunities.

Gilmer County Schools (022) Public District - FY 2023 - Gilmer County Elementary School (022-206) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Demographic Data

Student Groups	State (2021-22) % of Students	County (2021-22) % of Students	School (2021-22) % of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	49.98	46.56	45.33
English Learners	0.75	--	--
Foster Care	1.46	2.75	2.55
Homeless	3.18	0.75	0.57
Military Connected	0.29	0.13	--
Students with Disabilities	19.28	20.65	22.95
Race			
American Indian or Alaska Native	0.08	--	--
Asian	0.63	--	--
Black or African American	4.05	0.63	0.28
Hispanic or Latino Native	2.10	0.50	--

Multi-Racial	4.06	1.38	1.13
Native Hawaiian or Other Pacific Islander	0.04	--	--
White	89.05	97.50	98.58
Gender			
Female	48.32	47.43	47.31
Male	51.68	52.57	52.69

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

As a part of our annual collection of student information, we seek to identify students that would qualify as homeless under the McKinney Vento act, and we relay this information to the attendance department. These surveys typically do not identify a large number of students, which could be as a result of numerous factors. These include a potential unwillingness to complete the survey honestly, or that perhaps our homeless situation within our county is not substantial.

We have many students being raised by grandparents, which can be attributed to numerous factors.

There are many families within our school and community that are economically disadvantaged, this proportion is reaching the majority.

GCES supports a considerable special education population.

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Using the Healthy Grandfamilies Program supported by the district, and by listening to their stories of how they came to be the caregiver of their grandchildren, we have come to learn the impact that the opioid crisis has had on our region. We have experienced an influx of drug-exposed youth entering the school system under the care of a grandparent.
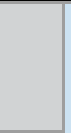
As a predominantly economically disadvantaged community, we rely heavily on Title 1 resources to support education and opportunity for parent engagement. Reasons to consider as to why we have so many families identified as economically disadvantaged include a lack of employment opportunity within the Gilmer County Community. Many of the employment opportunities for our parents that are not skilled trades, or within the medical, legal, or education field, do not pay enough to keep their families above the poverty line.

The special education population at GCES has many contributing factors. Our responsibility in accordance to Child Find obligates us to identify students with disabilities, and afford them a Free and Appropriate Education.

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School Strategic Plan - Academic Data

Color Reference Guide

	Exceeds Standard
	Meets Standard
	Partially Meets Standard
	Does Not Meet Standard
	Below Cell Size
	Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	44.14	46.29	48.44	48.44	50.59	52.73	54.88	57.03	59.18	61.33	63.48	65.62	67.77	69.92	72.07

NOTE: To review subgroup target information, please visit ZoomWV for Educators

ELA Proficiency

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All	34.50	--	27.68	🟥	39.23	39.97
Status						
Economically Disadvantaged	37.36	--	22.55	🟥	28.97	28.71
English Learners	--	--	--	⬜	--	26.48
Foster Care	0.00	--	20.00	🟥	40.00	22.66
Homeless	0.00	--	0.00	🟥	0.00	24.12
Military Connected	--	--	--	⬜	100.00	54.71
Students with Disabilities	4.88	--	14.04	🟥	12.09	9.86
Race						
American Indian or Alaska Native	--	--	--	⬜	0.00	31.46
Asian	100.00	--	--	⬜	--	71.90
Black or African American	--	--	0.00	🟥	33.33	25.34
Hispanic or Latino Native	25.00	--	0.00	🟥	50.00	34.50
Multi-Racial	50.00	--	50.00	🟨	60.00	34.60

Native Hawaiian or Other Pacific Islander	50.00	--	--	--
White	40.69	39.10	27.75	34.09
Gender				
Female	44.65	47.67	29.27	48.60
Male	35.54	31.82	26.32	22.13

ELA Academic Progress

Student Groups	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Students with Disabilities				
Race				
American Indian or Alaska Native				
Asian				

| Black or African American |
| Hispanic or Latino Native |
| Multi-Racial |
| Native Hawaiian or Other Pacific Islander |
| White |
| **Gender** |
| Female |
| Male |

Reading Lexile Distribution - School (2020-21)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	--	--	--	--	--
4	--	--	--	--	--
5	--	--	--	--	--
6					
7					
8					
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care,

Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

GCES has performed below benchmark in all subgroup categories. We have correlated this GSA data with benchmark and progress monitoring data that include Star and IMA.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Starting for the 22-23 school year, GCES will implement a school wide phonics initiative using Reading Horizons, which utilizes current research into the science of reading.	
GCES will departmentalize grades 2 through 5 starting with the 22-23 school year. This will allow ELA teachers to focus on their subject, increase the quality of instruction, and raise student proficiency.	

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The past two years of school have been difficult for staff, students, and community due to COVID. While many factors contribute to the underperformance of these subgroups, the uncertainty we experienced with the pandemic certainly has played a part.

Phonics instruction within the school has been disjointed, and without a cohesive approach. Classroom instruction, and

Title 1 intervention were utilizing professional tools, however the lack of cohesion has proved difficult in identifying and remediating specific skill gaps.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	32.88	35.46	38.04	38.04	40.62	43.21	45.79	48.37	50.95	53.53	56.11	58.70	61.28	63.86	66.44

NOTE: To review subgroup target information, please visit <u>ZoomWV for Educators</u>

Mathematics Proficiency

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All	40.17	--	24.86	▮	24.94	28.08
Status						
Economically Disadvantaged	36.26	--	15.69	▮	14.95	17.91
English Learners	--	--	--	▮	--	22.65
Foster Care	0.00	--	20.00	▮	26.67	14.03
Homeless	0.00	--	0.00	▮	0.00	14.83
Military Connected	--	--	--	▮	100.00	45.13
Students with Disabilities	19.51	--	15.79	▮	12.09	8.03

Race

American Indian or Alaska Native	--	--		0.00	18.68
Asian	100.00	--		--	68.14
Black or African American	--	0.00		0.00	13.55
Hispanic or Latino Native	0.00	0.00		0.00	21.02
Multi-Racial	50.00	50.00		40.00	22.05
Native Hawaiian or Other Pacific Islander	--	--		--	40.00
White	40.45	24.86		25.31	28.80

Gender

Female	44.86	21.95		26.42	26.75
Male	36.07	27.37		23.64	29.33

Math Academic Progress

Student Groups	School (2020-21)	2020-21 Scorecard Rating	County (2020-21)	State (2020-21)
	% of Students		% of Students	% of Students
All				
Status				
Economically Disadvantaged				

English Learners	
Foster Care	
Homeless	
Students with Disabilities	
Race	
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino Native	
Multi-Racial	
Native Hawaiian or Other Pacific Islander	
White	
Gender	
Female	
Male	

Mathematics Performance Distribution - School (2020-21)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	--	--	--	--	--

4	--	--	--	--
5	--	--	--	--
6				
7				
8				
11				

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

GCES has performed below benchmark in all subgroup categories. We have correlated this GSA data with benchmark and progress monitoring data that include Star and IMA.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	**Updated Implementation Results**
Starting the 22-23 school year, GCES will departmentalize grades 2 through 5. This will allow math teachers focus on their subject, and increase the quality of instruction. We expect this to increase proficiency within the school.	

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The past two years of school have been difficult for staff, students, and community due to COVID. While many factors contribute to the underperformance of these subgroups, the uncertainty we experienced with the pandemic certainly has played a part.

English Language Proficiency Assessment Results (ELPA21)

	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	--	--	--	--	30.85

Detailed data by domain is available at <u>ZoomWV for Educators</u>

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 1	--	--	--	--	382
Level 2	--	--	--	--	257
Level 3	--	--	--	--	530
Level 4	--	--	--	--	169
Level 5	--	--	--	--	160

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 1	--	--	--	--	384
Level 2	--	--	--	--	268
Level 3	--	--	--	--	612
Level 4	--	--	--	--	120
Level 5	--	--	--	--	114

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 1	--	--	--	--	265
Level 2	--	--	--	--	229
Level 3	--	--	--	--	424
Level 4	--	--	--	--	291
Level 5	--	--	--	--	289

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 1	--	--	--	--	126
Level 2	--	--	--	--	132
Level 3	--	--	--	--	451

Level 4	--	--	--	--	444
Level 5	--	--	--	--	345

☑ **Not Applicable if EL cell size is 0**

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EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success

EL Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Gilmer County Schools (022) Public District - FY 2023 - Gilmer County Elementary School (022-206) Public School - School Strategic Plan - Rev 1

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

	Exceeds Standard
	Meets Standard
	Partially Meets Standard
	Does Not Meet Standard
	Below Cell Size

Not Applicable (Elementary and Middle Schools)

On Track

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All						
Status						

10th Graders with Twelve Earned Credits

Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					

Female	
Male	

10th Graders with two or more credits in English, Math, Science, and Social Studies

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					

Multi-Racial	
Native Hawaiian or Other Pacific Islander	
White	
Gender	
Female	
Male	

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030

Graduation 4-Year Cohort

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						

Student Groups						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						

Graduation 5-Year Cohort

Student Groups	School (2018-19)	School (2019-20)	School (2020-21)	2020-21 Scorecard Rating	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students		% of Students	% of Students

All							
Status							
Economically Disadvantaged							
English Learners							
Foster Care							
Homeless							
Military Connected							
Students with Disabilities							
Race							
American Indian or Alaska Native							
Asian							
Black or African American							
Hispanic or Latino Native							
Multi-Racial							
Native Hawaiian or Other Pacific Islander							
White							
Gender							
Female							
Male							

Post-Secondary Achievement Data

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						

Native Hawaiian or Other Pacific Islander				
White				
Gender				
Female				
Male				

College Readiness (AP/IB)

Student Groups	School (2018-19)	School (2019-20)	School (2020-21)	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					

Asian						
Black or African American						
Hispanic or Latino Native						
Multi-Racial						
Native Hawaiian or Other Pacific Islander						
White						
Gender						
Female						
Male						

College Readiness (Dual Credit)

Student Groups	School (2018-19)	School (2019-20)	School (2020-21)	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					

Military Connected	
Students with Disabilities	
Race	
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino Native	
Multi-Racial	
Native Hawaiian or Other Pacific Islander	
White	
Gender	
Female	
Male	

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	School (2018-19)	School (2019-20)	School (2020-21)	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					

Economically Disadvantaged		
English Learners		
Foster Care		
Homeless		
Military Connected		
Students with Disabilities		
Race		
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic or Latino Native		
Multi-Racial		
Native Hawaiian or Other Pacific Islander		
White		
Gender		
Female		
Male		

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed

and will be part of decision making (i.e. intervention data, sub group performance, current graduation rates, supplemental programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Gilmer County Schools (022) Public District - FY 2023 - Gilmer County Elementary School (022-206) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Attendance - Percent of students chronically absent

Student Groups	School (2018-19)	School (2019-20)	School (2020-21)	2020-21 Scorecard Rating	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	10.38	12.75	14.15		18.94	12.90
Status						
Economically Disadvantaged	15.79	16.67	18.83		26.26	19.25

				Status	
English Learners	--	--	--	--	11.60
Foster Care	0.00	0.00	37.50	38.10	21.49
Homeless	0.00	0.00	50.00	57.14	21.54
Military Connected	--	--	--	0.00	4.97
Students with Disabilities	15.38	18.57	22.50	24.50	17.37
Race					
American Indian or Alaska Native	--	--	--	50.00	13.64
Asian	0.00	--	--	--	3.86
Black or African American	0.00	0.00	0.00	0.00	21.13
Hispanic or Latino Native	25.00	0.00	0.00	0.00	13.80
Multi-Racial	12.50	0.00	40.00	33.33	17.52
Native Hawaiian or Other Pacific Islander	--	--	--	--	9.26
White	10.24	13.09	13.82	18.91	12.37
Gender					
Female	10.81	14.97	15.00	19.34	12.50
Male	10.00	10.69	13.45	18.60	13.27

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All	94.94	96.41	95.50		95.50	98.57
Status						
Economically Disadvantaged	92.98	93.59	92.21		92.21	98.04
English Learners	--	--	--		--	99.52
Foster Care	100.00	100.00	100.00		100.00	96.35
Homeless	100.00	100.00	100.00		100.00	97.93
Military Connected	--	--	--		--	99.82
Students with Disabilities	93.59	92.86	95.00		95.00	97.52
Race						
American Indian or Alaska Native	--	--	--		--	98.97
Asian	100.00	--	--		--	99.68
Black or African American	100.00	100.00	100.00		100.00	97.16
Hispanic or Latino Native	100.00	100.00	100.00		100.00	98.98
Multi-Racial	100.00	100.00	80.00		80.00	98.17
Native Hawaiian or Other Pacific Islander	--	--	--		--	98.55

White	94.75	96.31	95.72		95.72	98.63
Gender						
Female	98.92	99.32	98.57		98.57	99.28
Male	91.43	93.71	92.98		92.98	97.90

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Attendance data for the 2021-2022 school year highlight the protocols that were in place due to COVID19. As a school systems, it was stressed that if students feel sick, or exhibit symptoms of the illness, that their guardians are to keep them home. Also, for the first semester of the school year, students were sometimes sent home to quarantine. As a result, the attendance for GCES has not been as good as what it would typically be. This statement applies to all qualifying sub-groups.

Our behavior as a school, and as broken down into subgroups, reflects a lot of positive behavior. Male data reflects a higher incident rate of inappropriate behaviors as documented in the WVEIS discipline system, as does economically disadvantaged. Multi-racial data shows a slight increase as well.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results

Positive behavior supports are in place for students who achieve a 90% or better on their conduct grade as communicated by report cards each 9 weeks.

Attendance is recognized monthly by awarding the "traveling wildcat" to the homeroom with the best attendance for the month. Faithful and perfect attendance are recognized with certificates, and those students who qualify each 9 weeks have their names entered into a drawing for a bicycle, which take place our awards assemblies.

A full day ALC program will be available for students who have been unsuccessful in the classroom due to inappropriate behaviors. We aim to support these students before they accumulate an extreme amount of discipline referrals, and by providing these students with a more appropriate learning space, increase the quality of instruction in the regular classroom as a result.

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

We anticipate that attendance data will improve due to the lifted restrictions and guidelines for COVID 19. We will continue to incentivize attendance and recognize students who attend regularly.

Discipline data seems reflective of normal behaviors, with support in place for the few that do not respond to positive behavior interventions and supports.

School Strategic Plan - Educator Effectiveness Data

Gilmer County Schools (022) Public District - FY 2023 - Gilmer County Elementary School (022-206) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Educator Effectiveness Data

Evaluation Data

Performance Level	School (2020-21) % of Teachers	County (2020-21) % of Teachers	State (2020-21) % of Teachers
Distinguished	21.21	10.13	13.24
Accomplished	72.73	84.81	83.32
Emerging	6.06	2.53	3.32
Unsatisfactory	-	2.53	0.12

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Teacher evaluation data is utilized in the decision making process for professional development, and to identify areas of support within the district.

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

GCES has experience some faculty changes over the past few years resulting in an increase of novice teachers. This would explain the reduction in distinguished ratings, as this is typically a designation that an experienced teacher achieves.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.

The district recently moved to offer professional development using SafeSchools.com through Vector Solutions. This will allow for a faster response to professional development needs within the school, and provide ongoing supports for teacher improvement.

The professional development council reflects on this data and considers it when making the professional development plan for each school year.

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Plan Items

1 Leadership

Description:

100% of staff and students will engage in leadership opportunities.

PM 1.1 ME1.Leadership Opportunities for Staff and Students

Description:

Professional development agendas, minutes, meeting notes, elections, surveys, and evaluations

S 1.1.1 Wildcat Pack (Student Council)

Description:

Each grade level, grades K-5, elects a member from each homeroom to be the voice for their students. There are 3 Wildcat Pack members per grade that meet at least once per month with Mr. Price and or Mr. Fox to discuss problems and successes, plan activities, and evaluate programs.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program
	Provide an enriched and accelerated curriculum

AS 1.1.1.1 Elect Wildcat Pack Members

Description:

Each homeroom, grades K-5, will nominate and elect a classroom representative for the Wildcat Pack. These members will set goals as well as lead their grades in school wide initiatives.

Person Responsible:

Tyson Price

Estimated Begin Date:

5/18/2022

Estimated Completion Date:

6/1/2023

AS 1.1.1.2 Wildcat Pack Meetings

Description:

The Wildcat Pack (Student Council) will meet monthly with the principal. During meetings students will discuss and follow up on status of goals.

Person Responsible:

Tyson Price

Estimated Begin Date:

5/27/2022

Estimated Completion Date:

6/1/2022

S 1.1.2 Professional Learning Communities (PLC)

Description:

Grade level PLCs take place twice-monthly. Early release days are built into the county calendar to facilitate PLC meetings. PLCs are agenda and data driven and are used to make instructional decisions for student learning.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 1.1.2.1 Facilitate quality PLC meetings

Description:

Teachers will participate twice monthly in grade level PLCs. After school PLC opportunities will also be facilitated for teams such as PBIS, Leadership, Technology, etc.

Person Responsible:

Teachers/Staff

Estimated Begin Date:

5/19/2020

Estimated Completion Date:

5/27/2022

2 Academics

Description:

100% of staff and students will improve Math and ELA proficiency by 5%.

PM 2.1 ME4.Math and ELA Proficiency Improvement

Description:

Star assessments, General Summative Assessment (GSA) for grades 3-5.

S 2.1.1 Instructional and Engagement Strategies.

Description:

Teachers at GCES will implement a variety of research based instructional strategies with purpose to maximize student learning. Teachers will use APL engagement strategies to increase student engagement to maximize the effectiveness of the implemented instructional strategies.

AS 2.1.1.1 Provide APL training for teachers. Provide accountability by including selected strategies in walk-through.

Description:

Include APL strategies in data talks with teachers, and include the strategies as an expectation in the school's walk through.

Person Responsible:

Tyson Price

Estimated Begin Date:

5/30/2022

Estimated Completion Date:

5/27/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A		$7,500.00

AS 2.1.1.2 STEAM and Engaged Learners

Description:

STEAM activities will be incorporated in all grades. Engaging learners is a priority for all of our teachers. Students will be exposed to standard based curriculum using STEAM activities.

Person Responsible:

Teachers/Staff

Estimated Begin Date:

5/30/2022

Estimated Completion Date:

6/1/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Stipends and materials	$2,000.00

AS 2.1.1.3 Writing Staircase

Description:

GCES will continue utilizing the Writing Staircase to implement strategies to increase writing techniques. These strategies include 4 square, thinking maps, SRSD TIDE

Person Responsible:

Cherri West

Estimated Begin Date:

8/14/2019

Estimated Completion Date:

6/1/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Professional Development - stipends	$500.00

AS 2.1.1.4 PALS Assessment

Description:

Title I and Academic coaches will use the PALS Assessment as a benchmark assessment as well as use the assessment for progress monitoring. The data will be used to develop standards based interventions.

Person Responsible:

Tyson Price

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

AS 2.1.1.5 Secret Stories - Phonics

Description:

Increase Phonics Instructional Quality and Consistency through use of Secret Stories.

Person Responsible:

Amanda Poole

Estimated Begin Date:

8/18/2021

Estimated Completion Date:

6/1/2023

S 2.1.2 Professional Strategies

Description:

PLCs will be held twice monthly. PLCs will also take place on scheduled early release days. Meetings are agenda driven with norms established at the beginning of the year. Minutes and agendas are submitted using TEAMS. Professional development will be selected as areas of needs are requested or noted.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 2.1.2.1 Facilitate teacher led PLC meetings.

Description:

Teachers will lead twice monthly PLC meetings to analyze data and group students to drive instructional changes.

Person Responsible:

Teachers/Staff

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

AS 2.1.2.2 Professional Development

Description:

Professional Development is selected primarily using data, and also to include staff input while taking into consideration previous teacher evaluations and self-reflections. Continued support will be given in areas of research based instructional strategies and high quality engagement strategies like that delivered through APL professional development.

Person Responsible:

Teachers/Staff, Administration

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

Funding Application	Grant	Notes
Consolidated	Title I Part A	Stipends and materials

	Amount
	$5,000.00

[s] 2.1.3 Interventions/School Assistance Teams (SAT)

Description:

Teachers or parents will refer students to the School Assistance Team. Meetings will be held to develop plans of action/interventions. Regular evaluation and reconvening of the team will be done to monitor progress and restructure interventions if needed. The SAT chairperson, principal, teachers (including Title I and academic coaches along with the regular educators) and parents will comprise the team.

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners

[AS] 2.1.3.1 Scheduling of SAT meetings

Description:

SAT meetings will be scheduled through the chairperson. These will take place regularly according to Policy 2419. During SAT meetings, the team will goal set and discuss a plan of action for each student.

Person Responsible:

SAT Coordinators

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

[S] 2.1.4 Progress Monitoring and Response

Description:

Regular education teachers, Title I teachers, academic coaches, and administration will review Star Assessment and other progress monitoring tool results to place students in appropriate levels of intervention and to monitor progress. Review of the data will take place during PLCs and at progress report periods through data talks with teachers and administrators.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

[AS] 2.1.4.1 PLC meetings and Parent/Teacher conferences

Description:

Teachers will share student data during PLC meetings and before parent/teacher conferences to communicate progress accordingly.

Person Responsible:

Teachers

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

[S] 2.1.5 Early intervention and before school aged child and family support.

Description:

GCES will provide Birthstart opportunities to get parents with young children in the school and to provide resources, support, and education to parents. Early identification of potential developmental or learning issues will be referred to the School Assistance Team (SAT) for a meeting with teachers and parents. If needed, evaluation by a psychologist will be provided as well as recommended interventions and trainings. . The school, in partnership with Save the Children (STC), will employ an Early Steps to Student Success coordinator to support bridging the gap between families of before school aged children and when they start school. This coordinator will provide families with support to implement brain building curriculum, access to resources within the community, and engage the families in school readiness activities.

Component	Item Name
	Activities that strengthen a well-rounded educational program
Title I Schoolwide	Address the needs of at-risk learners

AS 2.1.5.1 Early intervention for identification and assistance

Description:

PK and K teachers and specialists will report special needs to the School Assistance Team coordinator and/or Special Education department. The SAT coordinator will schedule a SAT meeting with the teacher(s) and parent to identify the problem area(s) and form interventions. Regular review is necessary (at least every 6-9 weeks). Birthstart (Birth to age 3) will be provided monthly in the Preschool classroom. Parents will be provided resources, ideas for intervention and activities, and assistance from the teachers and aides. The Early Steps to Student Success coordinator will support efforts in supporting families of before school aged children.

Person Responsible:

Teachers, administration, Cherri West,

Estimated Begin Date:

8/19/2020

Estimated Completion Date:
6/1/2023

Funding Application	Grant	Notes
Consolidated	Title I Part A	Materials
		Amount
		$1,000.00

3 Collaboration/Community Engagement

Description:

GCES will engage stakeholders to feel welcomed, and target their strengths to enhance the school/community relationship.

PM 3.1 ME2.Collaboration of Staff, Students, and Community to Provide School Unity

Description:

Staff, student and parent surveys, PLC conversations, LSIC (Local School Improvement Council).

S 3.1.1 Professional Learning Communities (PLC)

Description:

Teachers will collaborate at a minimum of twice monthly to analyze student data and respond with instruction focused on student needs.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 3.1.1.1 Attend PLC meetings

Description:

Teachers will lead agenda driven PLC meetings that focus on student learning.

Person Responsible:

Teachers/Staff

Estimated Begin Date:

5/19/2020

Estimated Completion Date:

5/27/2022

S 3.1.2 PTO Meetings

Description:

PTO meetings will be held monthly to coordinate efforts between the parents, teachers, and community

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program
	Parent and family engagement

AS 3.1.2.1 Schedule monthly PTO meetings

Description:

Meetings will involve community members, administration, and staff. PTO will provide unity opportunities for the school community.

Person Responsible:

PTO President

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

5/27/2022

[s] 3.1.3 LSIC

Description:

LSIC meetings will be scheduled and held in accordance to WV Code -18-5A-1. Representatives of the council will include teachers, aide, bus driver, parents, community members, and principals. The LSIC will be a vital team in the improvement of GCES, and will be an active part of the school improvement process.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program
	Parent and family engagement

[AS] 3.1.3.1 LSIC Organization and Structure

Description:

The LSIC will meet prior to Sept. 15th, then at least 3 other times throughout the year. A schedule will be made at the first meeting and minutes will be kept.

Person Responsible:

LSIC Members

Estimated Begin Date:

8/18/2022

Estimated Completion Date:

6/1/2023

S 3.1.4 PTO Activities

Description:

To be determined at the beginning of each school year for planning and budget purposes, and to also set fundraising goals.

Component	Item Name
Title I Schoolwide	Parent and family engagement

AS 3.1.4.1 Schedule PTO Activities

Description:

During the first PTO meetings of the school year, a schedule will be developed to list the activities/fundraisers the PTO would like to accomplish.

Person Responsible:

PTO Officers and Members

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

S 3.1.5 Unity Day - October

Description:

Students will wear orange and participate in Unity Day activities (October) such as gathering in the bottom hallway to state the Pledge of Allegiance

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups

AS 3.1.5.1 Organization/Planning of Unity Day

Description:

The school counselor, Teresa Goodnight, will provide a list of activities for Unity Day. This will take place in October of 2023. Students gather in the hallway to recite the "Pledge of Allegiance" in unison, then there are a few activities throughout the day. Students also wear a certain color (usually orange). The purpose of this activity is to show school wide acceptance and tolerance for everyone.

Person Responsible:

Teresa Goodnight, Counselor

Estimated Begin Date:

10/1/2020

Estimated Completion Date:

6/1/2023

S 3.1.6 Communities in Schools

Description:

With support from a Communities in Schools coordinator, GCES will strengthen community engagement and support by maintaining a caseload of students based on demographic data and a needs assessment.

AS 3.1.6.1 The CIS coordinator will develop goals in cooperation with the school administration to identify areas of need, and create a plan to execute supports.

Description:

None

Person Responsible:

Julie Busby

Estimated Begin Date:

8/11/2022

Estimated Completion Date:

6/1/2023

4 Technology

Description:

90% or more of staff and students will incorporate creative uses of technologies to promote learning.

PM 4.1 ME3.Technology Integration for Creative, Engaging Learning Experiences

Description:

PLC meeting notes, OneDrive notes and lesson plans, surveys

s 4.1.1 Office 365

Description:

All staff and students who who are developmentally ready will utilize various programs offered in Office 365.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 4.1.1.1 Use of Office 365

Description:

All staff and students who who are developmentally ready will utilize various programs offered in Office 365. Areas of focus will be using TEAMS as a collaborative tool for teachers, and programs that offer students the opportunity to create authentic work.

Person Responsible:

Staff and Students

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

S 4.1.2 Technology Professional Development and Trainings

Description:

TIS and Tech. Integration specialists will instruct, review, and introduce technologies to keep staff abreast of the newest and best forms of technology to use.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 4.1.2.1 Professional Development and Trainings

Description:

Staff will receive professional development on newest and best technological tools and sites to use in the teaching field. Review of Office 365, TEAMS, OneDrive, then introduction to interactive websites will be given at the beginning of the school year. Remediation/review will continue every nine weeks throughout the year. Traci DeWall will provide Traci on Tour monthly.

Person Responsible:

TIS, teachers, administration

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

AS 4.1.2.2 PD and improvement of tech use.

Description:

Through sustained professional development, and open communication, administrators and TIS will continually focus on high quality uses of technology to support student learning.

Person Responsible:

Admin/TIS

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

S 4.1.3 PLC trainings/sharing

Description:

Staff will share best technological practices at PLC meetings, to include Smart Panels, Smart Tables, Star assessment, Livegrades, Kindles, Mirroring 360, Discovery Education, MobyMax, Khan Academy, Piktochart, Emaze, Animoto, etc.

Component	Item Name
Title I	Activities that strengthen a well-rounded educational program

Schoolwide

AS 4.1.3.1 PLC trainings/sharing of best practices

Description:

Staff will share best technological practices at PLC meetings, to include resources found on the county Teacher Symbaloo. This ensures that most up-to-date initiatives are easily accessible.

Person Responsible:

Teachers, TIS

Estimated Begin Date:

8/19/2020

Estimated Completion Date:

6/1/2023

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☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	Component Met
1) **Opportunities for all children including subgroups** Address strategies to create opportunities for all children including subgroups **Explanation** GCES has a Wildcat Pack that has representatives from each grade level to be the voice for their grade. These members are elected every school year through a student ballot process. All children are included in all special programs (music, band, etc.) and all field trips. We provide intervention and enrichment to students. Data is analyzed 3 times throughout the years to place students in the appropriate levels of intervention. 3 Collaboration/Community Engagement PM 3.1 ME2.Collaboration of Staff, Students, and Community to Provide School Unity S 3.1.5 Unity Day - October	☑
2) **Activities that strengthen a well-rounded educational program**	☑

Address strategies that strengthen a well-rounded educational program

Explanation
Lead teachers have been chosen for PK/K, 1/2, 3/4, and 5. Those are the Professional Learning Communities (PLCs). Staff receives Professional Development annually through the Board of Education and school wide professional development, and have in-house professional development regarding intervention, extensions, and strategies to address needs. Each summer, we have a Teacher Summer Academy where schedules, committees, procedures, etc. are planned for the upcoming year. We also have a student council called the Wildcat Pack that consists of students at each grade level, 1-5.

1 Leadership

PM 1.1 ME1.Leadership Opportunities for Staff and Students

S 1.1.1 Wildcat Pack (Student Council)

S 1.1.2 Professional Learning Communities (PLC)

2 Academics

PM 2.1 ME4.Math and ELA Proficiency Improvement

S 2.1.2 Professional Strategies

S 2.1.4 Progress Monitoring and Response

s 2.1.5 Early intervention and before school aged child and family support.

3 Collaboration/Community Engagement

PM 3.1 ME2.Collaboration of Staff, Students, and Community to Provide School Unity

s 3.1.1 Professional Learning Communities (PLC)

s 3.1.2 PTO Meetings

s 3.1.3 LSIC

4 Technology

PM 4.1 ME3.Technology Integration for Creative, Engaging Learning Experiences

s 4.1.1 Office 365

s 4.1.2 Technology Professional Development and Trainings

s 4.1.3 PLC trainings/sharing

3) **Increase the quality and amount of learning time**

Address strategies that increase the quality and amount of learning time

Explanation
Our vision/core beliefs at GCES are: We believe students will be engaged in a safe, successful learning environment with high expectations involving all teachers, students, families, and communities in order to promote lifelong learning. It is our mission to educate the whole child and all children to be lifelong learners. We utilize all areas that are possible: professional development, small group learning, technology, specialists such as Sp. Ed., Title I, interventionists, and academic coaches.

4) **Provide an enriched and accelerated curriculum**
Address strategies that provide an enriched and accelerated curriculum

Explanation
GCES has a Gifted program with a Gifted Instruction teacher and academic coaches to assist the regular education teachers with enrichment. Every classroom enriches and there are students at one level who go into another higher level classroom to receive their instruction in reading and/or math. We also have double promoted students when and where it was appropriate and necessary.

1 Leadership

PM 1.1 ME1.Leadership Opportunities for Staff and Students

S 1.1.1 Wildcat Pack (Student Council)

5) **Address the needs of at-risk learners**
Address strategies that address the needs of at-risk learners that may include the following:
- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS

- Professional development and teacher recruitment
- Preschool transition

Explanation
We have 3 full-time Special Education teachers, 3 full time Title I teachers, and 2 academic coaches. These personnel serve children based upon data analysis that includes benchmark testing on Star Reading and Math, classroom performances, and School Assistance Team (SAT) recommendations. Positive Behavior Interventions and Supports (PBIS) are an integral part of our school.

2 Academics

PM 2.1 ME4.Math and ELA Proficiency Improvement

S 2.1.3 Interventions/School Assistance Teams (SAT)

S 2.1.5 Early intervention and before school aged child and family support.

6) **Parent and family engagement**
Address strategies that increase the parent and family engagement

Explanation
Each Professional Learning Community (PLC) has a family involvement night where grade level specific activities are provided for parents and students. We also have the following opportunities for parents to attend school events:

*Open House
*Parent/Teacher Conferences(3 per year, 2 hours each)
*Music and Band Programs
*Veterans' Day Assembly

*Awards Programs
*Heritage Day
*Title 1 parent involvement and trainings
*

We also send correspondences home with students such as monthly calendars, newsletters, etc. and have a Parent Resource Center located at our county office which is 1 mile away. Parents may also access Livegrades to communicate with their child's teacher and check on grades. Social media is used as a communication tool.

3 Collaboration/Community Engagement

PM 3.1 ME2.Collaboration of Staff, Students, and Community to Provide School Unity

S 3.1.2 PTO Meetings

S 3.1.3 LSIC

S 3.1.4 PTO Activities

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☐ **Not Applicable**

	Required Items [Expand All] [Collapse All]	Component Met
1)	**Identify students to be served** Address strategies to identify students to be served **Explanation** Strategies include: 1. SAT meetings: Identification, referral, meeting, interventions, follow-up 2. Interventionists (2) 3. Title I teachers (3) 4. Special Education Teachers (4) 5. Academic Coaches (2) 6. STAR benchmark tests and progress monitoring 7. Professional Development to address centers in the classroom, writing, co-teaching, students with needs (i.e. Autism)	↩
2)	**Opportunities for all children including subgroups** Address strategies to create opportunities for all children including subgroups **Explanation**	↩

All students will be included for all field trips, special activities, heritage day/farm show, talent show, high tunnel assistance, etc. This is consistent throughout all activities and programs through the year.

3) **Activities that strengthen a well-rounded educational program**
Address strategies that strengthen a well-rounded educational program

Explanation
We have a Summer Academy for teachers and aides to create a calendar of events, to reflect on activities and strategies that have worked or those that have not benefited our school, and to plan for the next year. This academy is held the week after school is released for the summer. Participation rates are extremely high and staff receives waivers or the days are counted as professional learning days. During our Summer Academy, we review our vision, mission, and goals. Continuous professional development is provided throughout the year and summer.

4) **Increase the quality and amount of learning time**
Address strategies that increase the quality and amount of learning time

Explanation
Student engagement is important, therefore we focus on activities that address our standards and those that keep the children active and engaged. Professional development is provided throughout the year, mentor teachers are hired, and extra teachers in the classroom (Title I, Sp. Ed., interventionists, Academic coaches) provide support in areas of weaknesses so that time is focused on what is important and needed.

5) **Provide an enriched and accelerated curriculum**
Address strategies that provide an enriched and accelerated curriculum

Explanation
We have a Gifted Program at GCES and teachers provide enrichment in the classroom. There are a few students that have been through the SAT process and enrichment for certain subjects, such as ELA, is provided in a higher grade level.

6) **Address the needs of at-risk learners**

Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation

The School Assistance Team (SAT) is utilized to refer students who are at-risk. We have a full-time counselor. We are beginning PBIS this year and providing the training for a team of 6.

7) **Parent and family engagement**

Address strategies that increase the parent and family engagement

Explanation

The following represent some of the parent and family involvement activities:

1. Volunteer Program and Policy: We have several parents on our volunteer list.
2. Open House
3. Parent/Teacher Conferences
4. Music Programs (Each grade level and band/choir)
5. Programs at school that are open to the public: awards assemblies, Veterans' Day Assembly, Christmas Program, Heritage Day/Farm Show, Art Show, Costume Parade to the Nursing Home (dressing children), Santa's Secret Shop
6. Data Folders: Data folders are sent home during mid-term grades and at the end of every 9 weeks. The folders contain reports, student work, Star ELA and Math benchmark results, report cards/progress reports. The parents review the folders, sign, and return to school
7. Livegrades: Parents and teachers may communicate via Livegrades through messages
8. School website for information and the rolling marquee on the sign at the entrance of the school
9. Monthly calendars are sent home with each student.
10. Parent Messenger System: A phone system where every parent/guardian can be contacted

regarding announcements

11. PTO and LSIC: Parent and community membership and involvement

8) **Coordination of program**
Address strategies that coordinate program services

Explanation
Coordination of program:

1. Title I meetings monthly meetings
2. Monitoring of student progress data.
3. Star and PALS data for SAT meetings
4. Parent Involvement planning
5. Professional Learning Communities (PLCs)

9) **Minimize pull-out instruction**
Address strategies that minimize pull-out instruction

Explanation
Pull-out instruction is minimized by the Title I teachers going into the classroom to provide instruction which is usually in small group break out instruction. Sometimes, where applicable, the Title I teacher teaches the whole group instruction, while most times the teachers are responsible for small group work. There are also times students are pulled individually or a few at a time to the back of the room to work.

10) **Review progress of children served under the program**
Address strategies to review the progress of children served under the program

Explanation

Progress is reviewed through the Professional Learning Communities, teacher one-on-one collaboration, Title I progress meetings every quarter with teachers, and SAT meetings.

Gilmer County Schools (022) Public District - FY 2023 - Gilmer County Elementary School (022-206) Public School - School Strategic Plan - Rev 1

Required Documents

This page is currently not accepting Related Documents.

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Checklist Description (Collapse All Expand All)