


# Gouge Elementary School Improvement Plan

2022-2023



# SIT Members

- Brandy English, Chairperson and 4th grade representative
- Ashley Silver, 3rd grade representative
- Mimi Rezzonico, 2nd grade representative
- Norma Helms, 1st grade representative
- Stephanie Dellinger, K representative
- Melissa Gortney, TA representative
- Adrian Stamey, EC representative
- Sheena Biddix, Support Staff representative
- Monica Hughes, Parent representative
- Colby Calhoun, Administrator

School  
Improvement  
Plan  
Goals

**Goal 1:** Students in grades 3 and 4 at Gouge Elementary will have a proficiency rate of 55% or above on standardized tests in Math and Reading by Spring 2023. 90% of all 3-4 population will show growth.

**Strategies to support this goal:**

- Teachers will utilize RTI, Benchmark, iReady, MClass, EOG and other assessment data to drive classroom instruction (small group)
- Resource teacher, curriculum specialist and grade-level teams will work together in PLC's to align a coordinated reading and math curriculum
- Share student status and progress with parents through parent/teacher conferences, planners, communication logs, Class Dojo and Powerschool parent access portal

**Steps that will be taken to support these strategies:**

- Coordinate data teams that will meet monthly to discuss student data and re-evaluate groups; All teachers will maintain data notebooks; Incorporate MTSS strategies to enhance core instruction to meet the needs of struggling learners
- Teachers will incorporate writing prompts in response to text; include learning targets and higher order questioning; integrate lessons that will focus on key ideas and details as well as craft and structure; students will also be exposed to a range of reading and level of text complexity
- Analyze student data from benchmark assessments and target specific students scoring below proficient for target intervention; create PEP's for any student scoring below Level III on EOG

**Goal 2:** Gouge Elementary students will increase by 10% the number of students proficient on Reading and Math assessments in grades K-2 by Spring 2023

**Strategies to support this goal:**

- Classroom and resource teachers in grades K-2 will work collaboratively to create target learning goals that specify skills students should be performing at various checkpoints throughout the school year
- Coordinate efforts with local area preschools and daycares to ensure that children enter kindergarten better prepared
- K-2 classrooms will schedule tier time within to reach individual student learning needs

**Steps that will be taken to support these strategies:**

- Vertical and Horizontal PLC meetings to establish grade level target goals and then begin implementation into K-2 classrooms
- Enlist help of retired teachers to visit and work with local daycare and preschool providers to implement readiness checklist; host a 1 week summer camp for incoming kindergarten students; kindergarten teachers will visit and work pre-k students in their existing classroom environment; create and send home surveys for parents of current and upcoming kindergarten children; collaborate with preschools to host a kindergarten readiness fair
- Classroom teachers, tutors, resource and specials teachers during reading blocks to meet with students to work on specific standards and discuss student progress.

**Goal 3:** Faculty and staff at Gouge Elementary will implement and practice interventions to close the academic and social-emotional gaps that are present as a result of Covid.

**Strategies to support this goal:**

- Teachers will personalize learning providing students with educational opportunities that are tailored to their needs without losing sight of big picture academic goals.
- Faculty and staff will provide comprehensive support for all students
- Faculty and staff at Gouge Elementary will provide a supportive school environment for all students

**Steps that will be taken to support these strategies:**

- Use varied, effective strategies to instruct diverse learners; Use test and other information on students' performance in instructional planning; Target literacy and math instruction, if needed; Safeguard instructional time; and use research and data to improve practice.
- Screen children early for medical/social services; Work with medical, social services, and community agencies; Identify students who need additional instructional support; and support students via mentors, tutoring, peer support networks, and role models.
- Make closing gaps a schoolwide responsibility; Set high expectations and provide rigorous, deep curricula; Focus on academics; Provide safe, orderly learning environments for students and educators; Use test data and other research on students' performance to inform instruction; Identify strategies and programs to increase achievement; Develop effective school wide leadership teams; and provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps.

**Goal 4:** Faculty and staff at Gouge Elementary will encourage and promote parents to become actively engaged in student success.

**Strategies to support this goal:**

- Outreach to Students' Families
- Enhanced Cultural Competence
- Implementation of Collaborative Homework

**Steps that will be taken to support these strategies:**

- Make sure the main office is family friendly; Engage/reach out to students' families; Establish family centers at schools and other community locations; Hire staff from the community who speak families' home languages; Provide transportation to and from school events; and conduct adult education and parenting courses at local schools.
- Consider students' diversity to be an asset; Increase faculty's cultural competence; Be sensitive to students' home cultures; and understand and capitalize on students' culture, abilities, resilience, and effort.
- Subject-specific homework that requires student-parent interaction; provide information regarding the importance of parents working with their child on homework; Professional development on designing collaborative homework.