

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement. Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

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Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the School Info Mission Vision tab, and if the formulas remain in place, the District Name, School Name, School Code, and School Year will populate to all the following tabs.

On the Goals tab, each goal entered will populate to its corresponding tab.

To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.

To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Mitchell County Schools	Gouge Elementary	610320	2015/2016
<b>Principal Name (or Designee)</b>	Colby Calhoun	<b>Principal Name (or Designee) Email</b>	<a href="mailto:ccalhoun@mcsnc.org">ccalhoun@mcsnc.org</a>
<b>School Mission</b>	*To provide a safe and nurturing environment, where students develop positive self-concepts, empathy, respect, and problem-solving/critical thinking skills. *To inspire students to produce quality performances and products by incorporating basic skills, technology, and the arts, thus empowering students to contribute positively within our global society.		
<b>School Vision</b>	*Gouge Elementary is part of Mitchell County Schools in which every student will graduate, locally and globally competitive and college/career ready.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p><b><i>Gouge Elementary School is a K-4 building with 15 classroom teachers, 1 severe and profound special education classroom and 2 exceptional children's teachers. During the past 4 years Gouge has undergone a significant transformation in that after the closing of 2 smaller rural K-8 schools our elementary school had to absorb those K-4 students as well as displaced faculty members. Two very disconnected populations were asked to merge together as one. It is only recently that the division of these students and faculty has begun to disappear and we are functioning as one common unit. We are also unique in the fact that we only house two tested grades in our building, third and fourth, which makes a notable impact on our standardized test scores. We do not have a very diverse population at our school. We have a total enrollment of 257 students, of which 240 are caucasian. Gouge also has a very high rate of students with a low socio-economic status, 61% of our students receive free and reduced lunch. Many students are not raised in a traditional family setting.</i></b></p>			
<p><b><i>Gouge School has just recently formed a DATA team to gather and interpret the data that is needed to make this plan meaningful and successful. We have determined the following goals to be our most problematic areas of concern. As we are in the beginning phases of a data team we have not yet been able to put our data together into documents that would be suitable in this plan. This will be an ongoing process for our school and team.</i></b></p>			

District Name:	School Name:	School Code:	Year:
Mitchell County Schools	Gouge Elementary School	610320	2015/2016
<b>GOAL #1:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Increase Reading Scores At Gouge Elementary to 55% or above passing at Grades 3 and 4 by Spring 2017</i></b>		
	SBE Goal Alignment:		
	LEA Goal Alignment:		
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:		
<b>GOAL #2:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Increase Math Scores At Gouge Elementary to 55% passing or above at Grades 3 and 4 by Spring 2017</i></b>		
	SBE Goal Alignment:		
	LEA Goal Alignment:		
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:		
<b>GOAL #3:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>We will increase by 10% the number of students proficient on reading assessments (Reading 3D) in grades K-2 by June 2016</i></b>		
	SBE Goal Alignment:		
	LEA Goal Alignment:		
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:		

<b>GOAL #4:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i><b>We will decrease the number of student tardies and early dismissals by 20% by June 2016</b></i>	
	SBE Goal Alignment:	
	LEA Goal Alignment:	
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	

	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Mitchell County Schools	Gouge Elementary	610320	2015/2016
<b>GOAL #1:</b>	<b><i>Increase Reading Scores At Gouge Elementary to 55% or above passing at Grades 3 and 4 by Spring 2017</i></b>		
<b>Strategy #1: Describe the strategy that will support this goal</b>	<b><i>Individualized student instruction will be data driven</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	EOG scores will be compared yearly; benchmark and pathdriver screening results will be reviewed beginning of the year, middle of the year and end of the year; classroom assessments will be compared monthly	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>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</i></b>		
	Evidence: (Identify documents and artifacts)	Data from MClass and benchmark screenings; STARR test results; Probe results and EOG scores; Data notebooks; Progress monitoring; Classroom grades; EVAAS data	
	Person(s) Responsible:	Teachers, administrator, Data team	
	Timeline:	August 2015- June 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that will support this goal</b>	<b><i>Resource teacher, curriculum specialist and grade-level teams will work together in PLC's to align a coordinated reading curriculum</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Monthly meetings to review student progress; Weekly PLC meetings between grade level teams	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>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</i></b>		
	Evidence: (Identify documents and artifacts)	PLC logs; Data notebooks	
	Person(s) Responsible:	Resource teacher, curriculum specialist and grade level teams	
	Timeline:	August 2015- June 2016	

	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A
<b>Strategy #3: Describe the strategy that will support this goal</b>	<b><i>Share student status and progress with parents through parent/teacher conferences, planners, communication logs and Powerschool parent access portal</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Parent/teacher conferences are held quarterly; planners and communication logs are sent home nightly with students; all 3rd and 4th grade parents have access to Powerschool at any given time		
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>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</i></b>			
	Evidence: (Identify documents and artifacts)	Sample student reports, parent conference logs, student Personalized Education Plans, benchmark data		
	Person(s) Responsible:	Classroom teachers; parents		
	Timeline:	August 2015- June 2016		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A
<b>Strategy #4: Describe the strategy that will support this goal</b>	<b><i>I</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	I		
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>				
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Mitchell County Schools	Gouge Elementary	610320	2015/2016
<b>GOAL #2:</b>	<b><i>Increase Math Scores At Gouge Elementary to 55% passing or above at Grades 3 and 4 by Spring 2017</i></b>		
<b>Strategy #1: Describe the strategy that will support this goal</b>	<b><i>Math blocks will be extended from 60 to a minimum of 75 minutes daily</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	daily math blocks; quarterly benchmarking	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Differentiated quality classroom instruction focusing on problem solving skills. Students will work to learn how to solve math problems using a variety of strategies across content areas. Students will learn to work to explain and defend their answer as well as how they reach that answer.</i></b>		
	Evidence: (Identify documents and artifacts)	Benchmark Progress Monitoring reports; classroom work; Data notebooks; Chapter tests	
	Person(s) Responsible:	classroom teachers; administration	
	Timeline:	August 2015 - June 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that will support this goal</b>	<b><i>Staff will implement GO Math Curriculum and use support programs</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	daily; quarterly benchmarking; weekly PLC meetings	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Breakdown of math essential skills for EOG testing; Purchase of instructional and supplemental materials; Improve students academic vocabulary in math curriculum; breakdown of state common core standards required for 3rd and 4th grade math.</i></b>		
	Evidence: (Identify documents and artifacts)	3rd Grade Math Probe, data from 3rd and 4th grade EOG's; benchmark data; pathdriver screening data; Data notebooks	
	Person(s) Responsible:	Classroom teachers; administration	
	Timeline:	August 2015 - June 2016	

	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A
<b>Strategy #3: Describe the strategy that will support this goal</b>	<i>Resource teacher, curriculum specialist and grade-level teams will work together in PLC's to align a coordinated math curriculum</i>			
<b>Progress:</b>	Progress Monitoring Status:	Monthly meetings to review student progress; Weekly PLC meetings between grade level teams		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>PLC teams will meet twice weekly with curriculum specialist to breakdown common core math standards and come up with lessons that align to each standard. The team will also determine support needed, professional development or supplemental resources</i>			
	Evidence: (Identify documents and artifacts)	PLC logs; Data Notebooks		
	Person(s) Responsible:	Resource teacher, curriculum specialist and grade level teams		
	Timeline:	August 2015 - June 2016		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A
<b>Strategy #4: Describe the strategy that will support this goal</b>				
<b>Progress:</b>	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.				
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	



<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Mitchell County Schools	Gouge Elementary	610320	2015/2016
<b>GOAL #3:</b>	<b><i>We will increase by 10% the number of students proficient on reading assessments (Reading 3D) in grades K-2 by June 2016</i></b>		
<b>Strategy #1: Describe the strategy that will support this goal</b>	<b><i>Classroom and resource teachers in grades K-4 will work collaboratively to create target learning goals that specify skills students should be performing at various checkpoints throughout the school year</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	K-2 students will be evaluated on a quarterly basis	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Vertical and Horizontal PLC meetings to establish grade level target goals and then begin implementation into K-2 classrooms</i></b>		
	Evidence: (Identify documents and artifacts)	DATA notebooks, teacher observation, classroom work, mclass reports, benchmark data	
	Person(s) Responsible:	Classroom teachers, administration	
	Timeline:	August 2015-June 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that will support this goal</b>	<b><i>Coordinate efforts with local area preschools and daycares to ensure that children enter kindergarten better prepared</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Will begin January 2016	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>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</i></b>		
	Evidence: (Identify documents and artifacts)	Data from the above resources, Pre-school student portfolios	
	Person(s) Responsible:	Pre-school teachers, Daycare providers, Kindergarten teachers, administration	
	Timeline:	January 2016 - June 2016	

	Budget Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3: Describe the strategy that will support this goal</b>	<i>K-2 classrooms will schedule time within the class to conference with students</i>			
<b>Progress:</b>	Progress Monitoring Status:	Conferences will be held weekly		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Classroom teachers, tutors, resource and specials teachers during reading blocks to meet with students to work on specific standards and discuss student progress.</i>			
	Evidence: (Identify documents and artifacts)	Data binders, MClass reports, teacher observations		
	Person(s) Responsible:	Classroom teachers, tutors, assistants, EC teacher, special classes teachers		
	Timeline:	August 2015 - June 2016		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A
<b>Strategy #4: Describe the strategy that will support this goal</b>				
<b>Progress:</b>	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.				
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Mitchell County Schools	Gouge Elementary	610320	2015/2016
<b>GOAL 4:</b>	<b><i>We will decrease the number of student tardies and early dismissals by 20% from by June 2016</i></b>		
<b>Strategy #1: Describe the strategy that will support this goal</b>	<b><i>Implementation of policy requiring students to make up time for excessive tardies and early checkouts</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Policy was put into effect October 2015; Make-up sessions are held on a weekly basis; attendance data is reviewed weekly	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Weekly after school make up sessions for students who have exceeded the allowed number of tardies and early dismissals per quarter, letters home to parents, collaboration with guidance counselor</i></b>		
	Evidence: (Identify documents and artifacts)	Powerschool data showing attendance/tardies	
	Person(s) Responsible:	Principal, classroom teachers, parents, school guidance counselor	
	Timeline:	October 2015 - June 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that will support this goal</b>	<b><i>Establish strong connections with parents and community stakeholders as well as increase their involvement</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Monthly events held at school; daily communication through planners; access to Gouge Website at any given time	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Communicate about events /activities using a variety of methods (Gouge website, School Messenger phone call/text, student planners, parent letters); Schedule a monthly event to encourage parental involvement (Art show, Christmas program, open house, fall festival, color run, National School Lunch Week, etc)</i></b>		
	Evidence: (Identify documents and artifacts)	Invitations to parents, School Reach communication log, ongoing maintenance of school website, student planners	
	Person(s) Responsible:	Classroom teachers, principal, parents, community stakeholders	
	Timeline:	2015 - Spring 2017	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
<b>Strategy #3: Describe the strategy that will support this goal</b>	<b><i>Faculty and staff members will consistently improve the knowledge and use of PBIS Matrix</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	In beginning phases, waiting for county to implement further and provide professional development	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>PBIS team will be established and trained to provide coaching to staff on classroom interventions, attendance, behavior modifications, classroom structure and student engagement; collect data on problem behaviors, attendance, tardies, and early dismissals which impact instruction;</i></b>		
	Evidence: (Identify documents and artifacts)	Discipline reports, attendance roster, behavioral data	
	Person(s) Responsible:	All school personnel	
	Timeline:	August 2015 - June 2016	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)