


Comprehensive Progress Report

Mission: Our mission is to build a solid academic foundation in a safe and caring environment.

Vision: Gamewell Elementary School aspires to prepare our students to be educationally competitive and to become self-sufficient citizens of the 21st century.

Goals:

- By June 2020, Gamewell Elementary will increase our overall reading proficiency by 5% from 45% to 50%.
- By June 2020, Gamewell Elementary will increase our overall math proficiency by 5% from 44.23% to 49.23%.
- By June 2020, Gamewell Elementary will increase our overall science proficiency by 5% from 68.4% to 73.4%.

 Activity in the last 1 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Gamewell Elementary has been designated as a low performing school by the North Carolina State Board of Education. Although our school met expected growth, we received a D performance grade. The school uses the MTSS process to identify learning gaps in core instruction. The leadership team has also identified students whose classroom performance and assessment results indicate that they are not performing at the same level as their peers in reading and/or math. The team analyzes data to determine the effectiveness of interventions in order to prevent significant learning gaps in the future. Consistency is a concern. Different expectations and implementation of interventions between classes, grade levels, and schools.</p>	Limited Development 09/21/2018		
<i>How it will look when fully met:</i>		<p>This indicator will be fully implemented when student performance data is disaggregated by subgroups and classroom observation and walkthrough data are analyzed to show patterns of professional practice. The Leadership Team will use these data sources to plan professional development and to drive decision making about school improvement. Documentation of students' progress on these interventions will be kept by the tutors and shared with teachers, the instructional facilitator, and administration. Tutors will conduct pre- and post-assessments to monitor progress and confirm growth. Tutors will also track weekly attendance for all of their students participating in tutoring to ensure students are receiving instruction on a consistent basis. Administration will also track weekly attendance for tutors and conduct weekly fidelity checks through classroom observations and walkthroughs.</p>		Adrienne Dula	06/30/2020
<i>Actions</i>			15 of 21 (71%)		
	10/3/19	Employ tutors that will facilitate research-based interventions and enrichment aligned to the skill		Adrienne Dula	12/31/2019
<i>Notes:</i>					

10/3/19	Provide online math tool for grades Kindergarten through 5th grade to reinforce core instruction and provide repetition and practice		Adrienne Dula	06/30/2020
<i>Notes:</i>				
10/3/19	Provide substitutes for Kindergarten Teachers to conduct transition activities with students at local child care centers.		Adrienne Dula	06/30/2020
<i>Notes:</i>				
10/3/19	Provide Grade Level Teams with substitutes for MTSS Meetings		Adrienne Dula	06/30/2020
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, Gamewell Elementary implements Positive Behavior System (PBIS) as a schoolwide behavior system.	Limited Development 10/12/2016		
How it will look when fully met:		This indicator will be fully implemented when administration, faculty, staff, and families are prepared to recognize student emotions and equipped with strategies to guide them to manage those emotions. Students are taught self-regulating skills to manage their emotions.		Jennifer Brown	06/30/2020
Actions			4 of 7 (57%)		
10/3/19		Provide faculty and staff with professional development opportunity related to referral process for alternative placement.		Katie Richards	12/31/2019
<i>Notes:</i>					
10/3/19		Facilitate school-wide guidance project to build sense of team and community		Katie Richards	12/31/2019
<i>Notes:</i>					

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Currently, Gamewell Elementary School hosts Rising Stars in the summer for rising Kindergarten students. Rising Stars is a transitional summer program just for children who will be starting Kindergarten. It is designed for students identified at Kindergarten screening that may need support with transition to kindergarten or had no pre-school involvement.</p> <p>In August of each year, the school hosts a Parent Orientation. Families meet their child's teacher and receive curriculum information for their child's grade level. Kindergarten parent/teacher conferences are held the first day of school with all kinder students before their first staggered entry day .</p> <p>DIAL assessment is conducted at Kindergarten screening in the spring to pre-assess for academic strengths and areas of improvement . Kindergarten transition night is held for parents of rising Kinders . Transition meetings from Pre-K to Kindergarten for EC and regular ed Pre-K students are also scheduled as needed.</p> <p>We collaborate with Gamewell Middle to coordinate a Transition Visit for our 5th graders. We also arrange a file exchange and transition meetings of EC students to the middle school . Our Child Family Support Team also coordinates meetings to transition all 5th grade students from elementary team to middle school team. Referrals are made to Communities In Schools for identified 5th graders transitioning to middle school to provide anticipatory support .</p>	Limited Development 01/24/2019		
<i>How it will look when fully met:</i>			Our school will develop and implement an intentional plan that describe our approach to fostering students' grade-to-grade, as well as level-to-level transitions.	Objective Met 09/11/19	Kathryn Bujard	06/30/2020
<i>Actions</i>						
	2/18/19	Host 2nd Grade Transition Night for families		Complete 02/26/2019	Angie Wesson	03/31/2019
<i>Notes:</i>						

2/18/19	Host Kindergarten Screening	Complete 04/30/2019	Trisha Sigmon	05/30/2019
	<i>Notes:</i>			
2/18/19	Provide substitutes for Kindergarten Teachers to administer the DIAL Assessment during Kindergarten Screening.	Complete 04/30/2019	Trisha Sigmon	05/30/2019
	<i>Notes:</i>			
2/18/19	Provide substitutes for Kindergarten Teachers to conduct transition activities with students at local child care centers.	Complete 05/30/2019	Trisha Sigmon	05/30/2019
	<i>Notes:</i>			
6/13/19	Host Rising Stars Program for rising Kindergarten students	Complete 08/14/2019	Michelle Holder	08/30/2019
	<i>Notes:</i>			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Planners Class Dojo Student Success Letter Conferences Webpages Family Reading/Math Nights PTO Class Newsletters Remind Blackboard Connect	Limited Development 09/07/2016		
<i>How it will look when fully met:</i>		<p>This indicator will be fully implemented when the communication between school and home is consistent in assisting all parents to fully engage in the learning of their children. Communication efforts will increase the parents' knowledge of their children's progress in school and their personal growth.</p> <p>Task 1: Our goal is to improve regular communication with parents/guardians focusing on the importance of curriculum and home support. Our goal is to achieve 100% participation for fall conferences via telephone conference or face to face meeting. To increase conference participation we will select a conference week and then advise parents of the conferences via Blackboard Connect, school website, newsletters, Class Dojo, Remind App., School Planners, and School Sign. Task 2: Improve parent/guardian communication focusing on the importance of curriculum and home support. Our current participation in fall Family Reading Night is approximately 30%. Our goal is to increase our Reading Night Participation to 50%. To encourage participation we will hold Family Reading Night in conjunction with the Book Fair and distribute book vouchers to be used to purchase books.</p> <p>Sign-in sheets will serve as evidence of parent-teacher conferences and attendance at parent events.</p>		Tracey Harris	06/30/2020
<i>Actions</i>			13 of 18 (72%)		
	3/29/17	Family Reading Night	Complete 10/12/2016	Teresa Larson	10/11/2016

	<i>Notes:</i> Reading Night was held in October 11, 2016. 157 vouchers were given out to families at Reading Night for book purchases.			
3/29/17	Family Math Night	Complete 02/22/2017	Teresa Larson	02/21/2017
	<i>Notes:</i> Students in grades Pre K to 5th grade participated in Family Math Night. We had a total of participants.			
3/29/17	Share MClass and STAR assessment data/information with parents at the beginning, middle, and end of the year.	Complete 06/08/2017	Teresa Larson	06/09/2017
	<i>Notes:</i> MClass reports are sent to parents following benchmark assessments. STAR assessment data was sent at the beginning and middle of the year. End of Year STAR will be sent with last report card.			
9/16/18	Host Title I Annual Public Meeting	Complete 09/20/2018	Adrienne Dula	09/30/2018
	<i>Notes:</i>			
9/21/18	Create Title I Video to share with parents and the community	Complete 09/20/2018	Allison Brown	09/30/2018
	<i>Notes:</i>			
9/16/18	Host Fall Title I Family Reading Night	Complete 10/09/2018	Allison Brown	10/30/2018
	<i>Notes:</i>			
10/3/18	Host Fall Parent Conferences	Complete 11/30/2018	Adrienne Dula	11/30/2018
	<i>Notes:</i>			
1/17/19	Host 2nd Grade Transition Night for families	Complete 02/26/2019	Angie Wesson	03/31/2019
	<i>Notes:</i> 2nd and 3rd grade team will collaborate to host a parent night for 2nd grade families to introduce them to Read to Achieve legislation and requirements.			
1/15/19	Host Spring Title I Family Math Night	Complete 03/19/2019	Tonya Ward	04/30/2019
	<i>Notes:</i>			
1/15/19	Host Spring Title I Family Reading Event	Complete 02/28/2019	Allison Brown	04/30/2019
	<i>Notes:</i>			
5/6/19	Distribute and collect completed Title I Parent Surveys	Complete 05/30/2019	Adrienne Dula	05/31/2019
	<i>Notes:</i>			
6/13/19	Host Open House Event	Complete 08/22/2019	Tracey Harris	08/30/2019
	<i>Notes:</i>			
10/4/19	Host Fall Parent Conferences		Adrienne Dula	12/31/2019
	<i>Notes:</i>			
6/13/19	Host Title I Family Math Activity/Event	Complete 09/24/2019	Adrienne Dula	12/31/2019

<i>Notes:</i>			
10/4/19	Invite student representatives to participate in School Improvement Team meetings		Adrienne Dula 12/31/2019
<i>Notes:</i>			
6/13/19	Host Title I Family Reading Night		Tracey Harris 06/05/2020
<i>Notes:</i>			
10/4/19	Host a series of parent workshops focused on advocacy and personal development		Michele Gibbs 06/30/2020
<i>Notes:</i>			
10/4/19	Administer student perception survey		Katie Richards 06/30/2020
<i>Notes:</i>			