



Grays Chapel Elementary School
School Improvement Plan
2022-2023

Comprehensive Progress Report

Mission:

Grays Chapel Elementary Mission

The mission of Grays Chapel Elementary School is to teach students to work independently and collaboratively in order to reach their goals and succeed as a learning community and in life. We're all in this TOGETHER!

Grays Chapel Elementary School Slogan

"We're all in this TOGETHER."

Grays Chapel Elementary School Motto

TOGETHER - We Can!

Grays Chapel Elementary School Vision Statement

Vision:

The vision of Grays Chapel Elementary is to create a professional learning community where the students, staff, faculty, family members, and community partners join TOGETHER to promote student success in education and in life.

Goals:

Students First in All We Do!

By the end of the 2022-2023 school year, the percentage of students in K-2 scoring on grade level in reading as measured by the DIBELS 8 Composite Score will increase from 35% to 65%. (A2.04, A3.01, A3.05)

By the end of the 2022-2023 school year, students in grades 3 -5 will increase grade level proficiency from 45.7% to 60.8% as evidenced by the End-of-Grade state reading assessment. (A1.04, A1.05, B2.03)

By the end of the 2023-2024 school year, data will be used to group students for academic intervention support in reading to increase student proficiency to 80% or greater as measured by reading pre- and post-Common Formative Assessments, mClass data in grade K-2, and Check-In data for grades 3-5. (A1.04, A1.05, A3.01, A4.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some teachers assess student progress more frequently than others, and some teachers use that data to drive instruction. However, all teachers need to develop lesson plans based on students' needs instead of just repeating lessons done in previous years.	Limited Development 10/25/2022		
<i>How it will look when fully met:</i>		When fully implemented all teachers give a pre-assessment to determine students' understanding of instructional standards. Based on that data, students are grouped according to their skills. Enrichment opportunities are provided for students who show mastery of the standard. Students needing remediation are provided small-group instruction to reteach and/or provide intensive interventions. A post-assessment is then given to reassess students' understanding. mClass progress monitoring data shows student growth and helps teachers determine which students are ready to move to the next skill level and which students need strategic or intensive instruction. Check-In data is analyzed at the end of each quarter to determine which standards need to be retaught and reassessed during classroom instruction. End-of-year assessments show increased grade-level proficiency and teachers use the performance data to help drive future instructional goals.		Lori Johnson	06/09/2023
Actions			0 of 2 (0%)		
	10/25/22	Teachers will create pre and post-common formative assessments to determine mastery of the identified essential standards.		Kristin Odom	06/09/2023
<i>Notes:</i>					

10/25/22	Working with the lead teacher, teachers will analyze data from the CFA's to determine who and what to reteach or enrich			Brandi Edmundson	06/09/2023	
<i>Notes:</i>						
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Some teachers assess student progress more frequently than others, and some teachers use that data to drive instruction. However, all teachers need to develop lesson plans based on students' needs instead of just repeating lessons done in previous years.	Limited Development 10/25/2022			
<i>How it will look when fully met:</i>		When fully implemented all teachers give a pre-assessment to determine students' understanding of instructional standards. Based on that data, students are then grouped according to their skills. Enrichment opportunities are provided for students who show mastery of the standard. Students needing remediation are provided small-group instruction to reteach and/or provide intensive interventions. A post-assessment is then given to reassess students' understanding. Check-In data and end-of-year assessments shows increased grade-level proficiency.		Lori Johnson	06/09/2023	
Actions			0 of 1 (0%)			
10/25/22	Title 1 funds will be utilized to provide substitutes for grade-level teachers to participate in quarterly planning days where data will be used to create instructional plans for the upcoming quarter and to create fluid groups for small group and Foundations instruction.			Corey Culp	06/09/2023	
<i>Notes:</i>						
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal met with each grade level during the first week of school to share school-wide expectations. Each classroom teacher has a classroom management system that reinforces the school-wide expectations in addition to individual expectations and procedures for the classroom. Teachers model and students practice expectations and procedures. Positive reinforcement is used to recognize desired behaviors. This management system gives clear expectations for appropriate school behavior and is shared with students and parents at	Limited Development 09/07/2021			

	the beginning of the school year. Teachers notify parents if a student is consistently not following the expectations and/or procedures of the classroom. Teachers involve the administration if the problem persists.			
How it will look when fully met:	Each classroom has its own expectations and procedures are taught during the first week of school. Teacher expectations and procedures are due to administration 10 days after school begins. The administration meets with each grade level within the first week of school to discuss school expectations. Twice a year, Grays Chapel selects a STAR3 Student who is recognized at the Board of Education. All teachers consistently complete the GC Behavior Intervention Google form to document behaviors. Data is consistently analyzed for problem areas in the school and possible times(s) when inappropriate behaviors occur. When teachers consistently communicate and reinforce those expectations, classroom discipline incidents decrease.		Lori Johnson	06/09/2023
Actions		1 of 3 (33%)		
10/26/22	A GC Behavior Intervention Google form will be used by teachers and/or administration to document discipline concerns/situations.		Corey Culp	06/09/2023
<i>Notes:</i>				
10/26/22	Data from the GC Behavior Intervention Google form will be analyzed to determine problem area(s) in the school and possibly certain times of the day where there is an increase.		Corey Culp	06/09/2023
<i>Notes:</i>				
9/14/22	Teachers will turn in their rules and expectations within the first 10 days of school.	Complete 09/13/2023	Lori Johnson	09/09/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Grade levels collaborate during common planning and during quarterly planning days (2nd, 3rd, and 4th quarters) to align lessons/assessments	Limited Development 09/09/2021		

	with standards. Grade levels use state standards and district pacing guides to plan their units of study. Some teachers/grade levels use pre- and post-assessments, but we need to work towards all teachers K-5 giving those assessments and analyzing the data to drive instruction and small groups.			
How it will look when fully met:	Quarterly planning days allow the lead teacher to assist grade-level teams in planning standards-aligned units of instruction that use pre- and post-assessments. Grade-level teams pre-assess each unit of standards-aligned instruction at least 1 week in advance and analyze the data to determine the instructional needs for the upcoming unit. Post-test data is collected, discussed, and reviewed to determine reteaching and reorganization of flexible grouping.		Christina Wilmoth	06/09/2023
Actions		0 of 1 (0%)		
10/25/22	Title 1 funds will be used to provide substitutes for teachers to attend and participate in quarterly (2nd, 3rd, and 4th) grade-level planning days to work on standards-aligned units of instruction.		Keri Swan	06/09/2023
<i>Notes:</i>				

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
Initial Assessment:		Teachers use mClass beginning-of-the-year assessments to determine a baseline. A data wall, sectioned off by grade level, was created in the professional development room. During Collaborative Team Time, teachers are looking at mClass progress monitoring data to fluidly group students based on skill deficits. Teachers are currently working on the first year of LETRS training. They have weekly modules and reading that is then discussed after every four sessions during LETRS PLC.	Limited Development 09/06/2021		

<p>How it will look when fully met:</p>	<p>During Collaborative Team Time, teachers analyze mClass data in order to fluidly group students. As a result of looking at the mClass progress monitoring and benchmark data, students are instructed in small groups using decodable texts that focus on skill deficits. Based on DIBELS Comparing Populations reports, students show growth by the end of the school year. Using decodable reading books, students are more confident in their reading ability and are able to decode words more easily which is evident in increased mClass scores. Improved mClass scores are also a result of the S.P.I.R.E. reading interventions implemented by the reading specialist.</p> <p>After completing the first year of LETRS, teachers are able to effectively implement LETRS strategies and instructional practices. Additionally, supplemental materials such as phoneme/grapheme cards and Letterland Flip-Flap Phonics and Letterland Sound cards that support The Science of Reading are used consistently to reinforce phonemic awareness. These skills are evidenced by an increase in students scoring on grade level in reading in mClass.</p>		<p>Christina Wilmoth</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>0 of 7 (0%)</p>		
<p>10/20/22</p>	<p>Grade levels will meet weekly with the lead teacher during Collaborative Team Time.</p>		<p>Brandi Edmundson</p>	<p>10/31/2022</p>
	<p><i>Notes:</i> During weekly Collaborative Team Time, an Interactive Panel purchased with Title 1 funds will allow data and resources to be displayed for the entire grade level to see.</p>			
<p>10/25/22</p>	<p>Title 1 Parent Engagement funds will be used to make copies of reading strategies teachers will present in the Make-n-Take session at the Title 1 Literacy Night.</p>		<p>Brandi Edmundson</p>	<p>10/31/2022</p>
	<p><i>Notes:</i> K-2 strategies will focus on the word recognition strand of Scarborough's rope. Third-fifth grade strategies will focus on the language comprehension strand.</p>			
<p>10/20/22</p>	<p>Title 1 Funds will be used to purchase decodable book sets for teachers in kindergarten through third grades.</p>		<p>Keri Swan</p>	<p>11/30/2022</p>
	<p><i>Notes:</i></p>			

10/25/22	Title 1 funds will be used to purchase S.P.I.R.E. Reading Intervention that the reading specialist will use with the lowest students in grades 1-5.		Keri Swan	11/30/2022	
<i>Notes:</i>					
10/20/22	Teachers will progress monitor all students using DIBELS mClass at least once a month.		Brandi Edmundson	06/09/2023	
<i>Notes:</i> Title 1 funds will be used to purchase an Interactive Panel for the professional development classroom. mClass data will be displayed for ease in analyzing the data. Title 1 funds will be used to purchase two Chromebook carts and Chromebooks that will help replace the 91 Chromebooks that are no longer able to update due to age. Chromebooks are used to progress monitor and complete benchmarks.					
10/24/22	Substitutes will be hired for a half-day for each teacher at mid-year and the end of the year to complete mClass assessments.		Keri Swan	06/09/2023	
<i>Notes:</i> Title 1 funds will be used to hire the substitutes.					
10/20/22	Teachers and other certified staff members will participate in LETRS Units 1-4 training in order to better gain understanding of the Science of Reading.		Lori Johnson	06/09/2023	
<i>Notes:</i> To support the LETRS curriculum, Title 1 funds will be used to purchase phoneme/grapheme cards. In addition, Letterland supports the Science of reading philosophy. Additional Letterland cards and Letterland Flip-Flap Phonics will be purchased with Title 1 funds to support LETRS. The Title 1 purchased Interactive Panel will also be used during LETRS PLC sessions to discuss the materials from the assigned lessons.					
	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		mClass beginning of the year assessments were given to determine a baseline. A data wall, sectioned off by grade level, has been created in the professional development room. The baseline data for grade K-3 has been added to the wall.	Limited Development 09/14/2022		
<i>How it will look when fully met:</i>		Based on beginning of the year, middle of the year, and end of the year benchmark assessments in mClass, students are fluidly grouped for small-group instruction. Strategic interventions are provided during the small-group instruction. If student growth is not obtained, students are brought to the MTSS team for discussions and suggestions for more intensive instruction.		Brandi Edmundson	06/09/2023

	Common formative assessment and NC Check-In data is analyzed to determine students' skill deficits. Standards are then taught and reassessed to ensure mastery of the standard.			
Actions		0 of 1 (0%)		
10/25/22	Teachers will analyze data to drive instruction and fluidly group students for small-group instruction.		Lori Johnson	06/09/2023
<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	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Teachers plan differentiated instruction for all lessons. Small groups address deficits in student learning. The school has an MTSS team that meets weekly to address students who need additional support. mClass and Check-In data are discussed during CTTs; however, we need to discuss CFA data to form decisions rather than looking only at benchmark data.	Limited Development 09/09/2021		
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<i>How it will look when fully met:</i>	All staff has an understanding of the MTSS tiered instructional system. Teachers bring students to the MTSS team for support and resources to assist in implementing evidence-based strategies to meet the needs of individual students across all tiers. Teachers implement Heggerty and Letterland interventions in small groups to help reduce the number of students who need strategic and intensive support. At full implementation, 80% of students demonstrate proficiency on grade-level standards. Teachers also have access to and understand how to implement evidence-based strategies and interventions across all tiers.		Brandi Edmundson	06/10/2023
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Actions		0 of 4 (0%)		
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10/23/22	Title 1 Funds will be used to purchase intervention materials (S.P.I.R.E, Letterland Intervention and Bridge the Gap) to address student deficits as determined by data (mClass, Check-Ins, CFAs).		Keri Swan	11/30/2022
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<i>Notes:</i>				
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10/23/22	Through the use of purchased materials, professional development, and data analysis, teachers will strengthen their intervention block (Foundations Time) to provide intervention, remediation and enrichment to students.		Lori Johnson	06/09/2023	
<i>Notes:</i>					
10/23/22	Teachers meeting with the MTSS problem-solving team will utilize streamlined paperwork to have a better understanding of the intervention instruction, goal, and measurement process for students at the strategic and intensive levels.		Brandi Edmundson	06/09/2023	
<i>Notes:</i>					
10/25/22	Title 1 funds will be used to pay for a tutor who will provide support for students who need strategic and intensive interventions.		Lori Johnson	06/09/2023	
<i>Notes:</i>					
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:		With the challenges of remote learning throughout the COVID pandemic, teachers and staff have to focus more on students' Social and Emotional Learning needs. As a result, all staff is completing SEL modules. The principal and survey coordinator have been given information about the Panorama SEL survey that staff and students will be taking. The guidance counselor meets with individual students to address SEL needs.	Limited Development 10/26/2020		
How it will look when fully met:		When fully implemented all teachers are more informed about the social-emotional learning needs of their students, and they are able to apply their learning in situations where action is needed. After completing the Panorama survey, staff has a better understanding of students who are in need of social-emotional learning support. The guidance counselor meets consistently with individuals or small groups to address social-emotional needs. Students have their social-emotional needs met and are able to perform better academically and socially. Additionally, teachers who are aware of their own social-emotional needs are better able to create a classroom culture that supports students' SEL needs because the teachers are better able to implement effective SEL instruction in their classrooms.		Lori Johnson	06/09/2023

Actions			0 of 3 (0%)		
10/28/20	Students and staff will complete the Panorams SEL survey			Brandi Edmundson	11/14/2022
<i>Notes:</i>					
10/28/20	All staff will complete assigned SEL modules.			Brandi Edmundson	06/09/2023
<i>Notes:</i>					
10/26/22	Data from the Panorama survey will be used to drive guidance Encore lessons and individual/small group instruction.			Kristle Nance	06/09/2023
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Nineteen incoming kindergarteners participated in the Kindergarten Summer Bridge Academy. This seven-day program helped those students become familiar with kindergarten routines and procedures and academic expectations.</p> <p>The elementary principals in the feeder pattern for Providence Grove High School have virtually met with Dr. David Cross, Director of CTE, to discuss Junior Achievement and the possibility of 5th-graders being exposed more to the elective options at both Northeastern Randolph Middle School and PGHS. Traditionally, the 6th-grade band from NERMS comes to Grays Chapel to perform for the 5th graders, NERMS counselors come and speak with 5th-grade students before they visit the middle school in the spring of the year.</p> <p>The School Improvement Team has approved a Transition Night for all K-5 students on Thursday, April 20, 2023.</p>	Limited Development 10/28/2020		
How it will look when fully met:		When fully implemented, students K-5 are more comfortable with moving to the next grade level for the upcoming school year. Transition Night and visits to the next grade level or school allow students and parents to hear both academic and behavioral expectations. Being aware of these expectations helps ease concerns students might have		Lori Johnson	06/09/2023

	about moving to the next grade level which is important in what could be a stressful situation for some students.			
Actions		0 of 2 (0%)		
10/26/22	Title I Parent and Family Engagement funds will be used to purchase books/resources for students attending Transition Night		Keri Swan	06/09/2023
	<i>Notes:</i>			
10/26/22	5th graders will visit NERMS.		Jenee Ford	06/09/2023
	<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>Cathy Waddell, Assistant Superintendent for Curriculum and Instruction</p> <p>Cathy Waddell, Secondary Education/ESL</p> <p>Larry Chappell, Director of Instructional Support Services/Title II</p> <p>Shenna Creech, Director of Digital Teaching and Learning</p> <p>Meredith Weipert, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Heather Cox, Director of Exceptional Children</p> <p>Tammie Abernethy, Director of Middle Schools and Continuous Improvement</p> <p>David Cross, Director of CTE</p> <p>Beth Davis, Director of Federal Programs</p>	Full Implementation 09/14/2022		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at	Implementation Status	Assigned To	Target Date

		least twice a month) to review implementation of effective practices.(5137)			
Initial Assessment:		The Grays Chapel School Leadership Team is chaired by Brandi Edmundson, lead teacher. Melissa Lydic, media specialist, is the process manager for NCStar. Mrs. Ford, 5th-grade teacher, keeps the minutes, and Kristin Odom, AIG teacher, is the timekeeper. SIT includes a teacher from each grade level, a teacher assistant, an EC teacher, an Encore teacher, a parent representative, the principal and assistant principal, and the secretary/treasurer. Since the principal joined the school on July 1, 2022, norms were created at the summer meeting and roles were voted on. The SIT chair and the principal have worked to better familiarize the SIT members with the school improvement process. During multiple meetings, the SIT has worked to identify areas of need within the school and to match those areas with NCStar Indicators. The SIT has also been actively involved in decisions concerning the spending of Title I money.	Limited Development 09/09/2021		
How it will look when fully met:		When fully implemented, all school stakeholders share the same mission, vision, and goals for the school and work collaboratively to carry out that mission and vision and to accomplish those goals. The SIT is facilitated by the SIT members who understand the school improvement process and are comfortable initiating positive change within the school. SIT members are assigned and responsible for reporting on the indicators addressed in the SIP. As a result of a more cohesive leadership committee, growth is shown in all content areas of the school.		Brandi Edmundson	06/09/2023
Actions			0 of 3 (0%)		
9/9/21	An agenda for each SIT meeting will be created and shared with the SIT members prior to the meeting.			Lori Johnson	06/09/2023
<i>Notes:</i>					
9/10/21	Minutes for the SIT meetings will be documented in NCStar and shared with the staff.			Melissa Lydic	06/09/2023
<i>Notes:</i>					
10/26/22	SIT members will be assigned indicators they will monitor, assess, and report on at SIT meetings.			Brandi Edmundson	06/09/2023
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade levels have scheduled daily common planning times during Encore classes. Teachers collaboratively plan standards-aligned units of instruction. They meet with the lead teacher in Collaborative Team Time once a week to review data. CTT norms have been established and agreed upon by grade levels. In some classrooms, post-assessments are used, but not a lot of teachers use pre-assessments to guide instruction and student groups. Title 1 funds will be used to pay for a tutor who will provide support for students who need strategic and intensive interventions.	Limited Development 09/10/2021		
<i>How it will look when fully met:</i>		When fully met, grade levels adhere to the norms established and agreed upon for Collaborative Team Time. Each member will understand their role and responsibility by operating purposefully and efficiently. Teachers unpack three essential standards and any subskills or understanding students need to fully show mastery of the standards. NC End-of-Grade state reading data is analyzed to assess the growth in grade-level proficiency.		Jenee Ford	06/09/2023
Actions			0 of 8 (0%)		
	10/20/22	Grade levels will meet weekly with the lead teacher during Collaborative Team Time. (A2.01)		Brandi Edmundson	10/31/2022
<i>Notes:</i>		Title 1 funds are used to pay for the lead teacher position. This position is vital to the growth of the school. The lead teacher consistently provided instructional support for grade-level teams.			
	10/19/22	Teachers will identify 3 essential reading standards for their grade level that students need to master by the end of the school year.		Misty Keller	10/31/2022
<i>Notes:</i>					
	10/19/22	Teachers will unpack the identified essential standards to determine subskills and understanding students need to know to master the standards.		Julie Richardson	11/18/2022

<i>Notes:</i>				
10/30/22	Teachers will create pre- and post-assessments based on the three identified essential standards.		Brandi Edmundson	06/09/2023
<i>Notes:</i>				
10/30/22	Teachers will analyze pre-assessment data based on the three identified skills in order to fluidly group students and drive instruction.		Jenee Ford	06/09/2023
<i>Notes:</i>				
10/30/22	Teachers will analyze post-assessment data of the three identified essential standards to determine reteaching needs and students who need more strategic or intensive interventions.		Misty Keller	06/09/2023
<i>Notes:</i>				
10/19/22	All grade-level PLCs will create and follow the established norms for Collaborative Team Time to ensure the effective use of time and resources.		Mandie Robbins	06/09/2023
<i>Notes:</i>				
10/19/22	Grade-level planning time will be protected in order for teachers to have sufficient time to plan instruction and analyze data		Jamie Bare	06/09/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The principal completes early morning walk-throughs after morning announcements to greet students and staff and to check on any needs that a student or teacher may have. Later in the morning the principal focuses on a grade level or two and conducts observational walk-throughs. Feedback is then emailed to the teachers.</p> <p>The principal also schedules formal observations with teachers and utilizes the NCEES teacher observation instrument to assist in conducting these observations. Teachers are observed two-four times during the school year depending on their status in their license renewal cycle.</p>	Limited Development 09/10/2021		

How it will look when fully met:	When in full implementation, all observations and post-conferences are completed in a timely manner that adheres to the deadlines established by the district. Thorough feedback is provided in the formal observation rubric with comments, suggestions, and/or questions provided for each standard. Data sources are the NCEES teacher observation tool, observation notes, teacher lesson plans, and email documentation.		Lori Johnson	06/09/2023
Actions		0 of 2 (0%)		
10/26/22	The principal will create an observation schedule that follows the deadlines established by the district.		Lori Johnson	06/09/2023
<i>Notes:</i>				
10/26/22	The principal will meet with a district HR representative who will monitor the timely completion of observations as outlined by the district's expectations.		Lori Johnson	06/09/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			A data wall was created in the professional development which displays mClass data for students in grades K-3 and EOG/Check-In data for grades 3-5. K-3 teachers have been instructed to progress monitor students by November 04 so the students can be rearranged on the wall based on growth so far this school year. Check-Ins for quarter one have started, and that portion of the data wall will be updated once scores are received.	Limited Development 10/28/2020		
How it will look when fully met:		When in full implementation, the administrative team consistently analyzes student data for improved areas of growth and areas of need. School and district walkthrough data are discussed to determine effective instructional practices and areas for improvement. A professional development plan is then created to address how to best			Brandi Edmundson	06/09/2023

	support teachers in improving classroom instructional practice in order to improve teaching and learning.			
Actions		1 of 5 (20%)		
10/26/22	A data wall will be created for easy visualization of students' strengths and areas of concern.	Complete 09/30/2022	Brandi Edmundson	09/30/2022
<i>Notes:</i>				
10/30/22	School and district walkthroughs will be completed to identify strengths and weaknesses in professional practice.		Lori Johnson	06/09/2023
<i>Notes:</i>				
10/28/20	Grade-level teams, along with the lead teacher, will review quarterly assessment/benchmark data during Collaborative Team Time and SIT meetings to better understand students' strengths and weaknesses in reading, math, writing and science.		Brandi Edmundson	06/09/2023
<i>Notes:</i>				
10/28/20	Professional development will be provided during Collaborative Team Time and after school that addresses weaknesses in instructional practice and students' skill deficits and how to help teachers address those areas of concern.		Brandi Edmundson	06/09/2023
<i>Notes:</i>				
10/26/22	Data analysis will be used during quarterly planning days to drive instruction and to fluidly group students.		Lori Johnson	06/09/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Recruiting <ul style="list-style-type: none"> Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). LEA administrators attend job fairs. 	Full Implementation 10/25/2022		

	<ul style="list-style-type: none"> • The LEA collaborates with universities, etc. • The LEA recruits student teachers within RCSS. • The LEA provides possible offers for early contracts. • The new graduate list is shared with principals. <p>Evaluating</p> <ul style="list-style-type: none"> • All BT and new employees are trained on the NC Teacher Evaluation Model. • School and District level walkthroughs occur throughout the school year. • The LEA follows district and state guidelines/laws. • HR meets with principals to review staffing plans. <p>Rewarding</p> <ul style="list-style-type: none"> • Pride Pins • Star 3 Recognitions • BT of the Year • Teacher of the Year • Distinguished Educator • Outstanding Employee • Retirement Banquet • Bus Driver of the Year • Custodian Award • Recognition on Social Media <p>Replacing</p> <ul style="list-style-type: none"> • Recruitment plan • Value/utilize retirees • HR interview/recommendation guidelines 			
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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
Initial Assessment:			Teachers consistently communicate with parents about academic and behavioral concerns through Class Dojo. The principal, at the minimum, sends a weekly announcement through School Messenger about events	Limited Development 09/10/2021		

for the week. School information is also posted on Class Dojo. Grays Chapel's Facebook page, and the school website.

How it will look when fully met:

When fully implemented, parents are more informed about their child's grade-level curriculum. Parents have access to resources, activities, and strategies they can use at home to support the academics in the classroom. Parent surveys provide feedback on the school's efforts to better inform them and provide them with ways to support their child's learning at home. Interim reports and report cards are sent home quarterly to inform parents about their child's progress on grade-level standards. Teachers hold parent-teacher conferences to address academic and behavioral concerns.

Lori Johnson

06/09/2023

Actions

0 of 1 (0%)

10/25/22 The school will hold 4 parent engagement nights throughout the 2022-2023 school year

Brandi Edmundson

06/09/2023

Notes: Title 1 Parent Engagement Funds will be used to provide resources, activities, strategies, and/or games for parents to use at home to support their child's learning.



NCStar/SIP Mandatory Components

School Name: Grays Chapel

School Year: 2022-2023

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Each classroom teacher is assigned a 30-minute lunch. Teachers are not required to sit with their students, but some choose to do so. If teachers do not want to sit with their students, a teacher table is provided in the middle of the cafeteria. Teachers are able to sit on both sides of the table so they are able to see their students. Once a month, the Parent Teacher Organization provides a duty-free lunch so teachers do not have to eat in the cafeteria.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All certified teaching staff is provided at least a 40-minute planning time every day. During that time students attend Encore classes, and teachers are able to collaboratively plan with their grade-level team. Once a week, teachers meet in Collaborative Team Time with the lead teacher to discuss data, fluidly group students, and plan instruction.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

The elementary principals in the feeder pattern for Providence Grove High School have virtually met with Dr. David Cross, Director of CTE, to discuss Junior Achievement and the possibility of 5th-graders being exposed more to the elective options at both Northeastern Randolph Middle School and PGHS. Traditionally, the 6th-grade band from NERMS comes to Grays Chapel to perform for the 5th graders, NERMS counselors come and speak with 5th-grade students before they visit the middle school in the spring of the year. The School Improvement Team has approved a Transition Night for all K-5 students on Thursday, April 20, 2023.