



Grays Chapel Elementary School
School Improvement Plan
2023-2024

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 2023-2024 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 37% to 80%. (A2.04, A3.01, A3.05)

By the end of the 2023-2024 school year, students in grades 3 -5 will increase reading grade level proficiency from 49.5% to 58.8% 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)

By the end of the 2023-2024 school year, students in grades 3-5 will increase grade level proficiency in math from 65.6% to 77.4% as evidenced by the End-of-Grade state math assessment. (A2.04, 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
Initial Assessment:		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		
How it will look when fully met:		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 reading 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	06/11/2024
Actions			0 of 3 (0%)		
	10/25/22	Teachers will create pre and post-common formative assessments to determine mastery of the identified essential standards.		Kristin Odom	06/11/2024

Notes:				
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		Ashley Cox	06/11/2024
Notes:				
10/13/23	Teachers will create skill-based groups for math in order to address skill deficits as evidenced by math data.		Jenee Ford	06/11/2024
Notes: Title I funds will be used to purchase needed math resources, manipulatives, etc. to support students in learning the grade-level math curriculum.				
	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
Initial Assessment:		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	
How it will look when fully met:		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 show increased grade-level proficiency.		Lori Johnson 06/11/2024
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.		Abby Fuentes	06/11/2024
Notes:				

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 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.	Limited Development 09/09/2021		
How it will look when fully met:			All teachers K-5 identify essential standards that focus on foundational reading skills standards and/or ELA standards. Kindergarten and first-grade teachers focus on reading foundation standards 1, 2, and 3. Kindergarten also addresses ELA standards RL.K.2, RL.K.6, and RI.K.5. First grade focuses on RL and RI.1.1 and RL.1.2. Second through fifth grades address ELA standards RL and RI 1, RL and RI 2, and RL and RI 4. The identified essential standards are unpacked to identify any subskills students need to know in order to master the standards. 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 aligned with these essential standards. 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.		Ashley Cox	06/11/2024
Actions				0 of 5 (0%)		
	10/26/23	Teachers identify and unpack reading foundational skills standards and/or ELA standards.			Ashley Cox	10/30/2023
Notes:						
	10/26/23	Teachers will create pre- and post-assessments to identify student learning needs and then to assess what they have learned.			Ashley Cox	06/11/2024
Notes:						
	10/26/23	Teachers will analyze pre- and post-assessment data in order to fluidly group students and to alter instructional plans as needed.			Ashley Cox	06/11/2024
Notes:						

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.		Abby Fuentes	06/11/2024
<i>Notes:</i>				
9/24/23	The county office will provide two planning days each semester which will allow selected grade levels additional time for planning.		Lori Johnson	06/11/2024
<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
<i>Initial Assessment:</i>			<p>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.</p> <p>Teachers are currently working on the second year of LETRS training. They have weekly modules and reading that is then discussed after every three sessions during LETRS PLC.</p>	Limited Development 09/06/2021		
<i>How it will look when fully met:</i>			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.		Ashley Cox	06/11/2024

	Through LETRS training, 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.			
Actions		6 of 8 (75%)		
10/25/22	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. Strategies are identified from analysis of grade-level reading data.	Complete 10/06/2022	Brandi Edmundson	10/31/2022
<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.				
10/20/22	Title 1 Funds will be used to purchase decodable book sets for teachers in kindergarten through third grades in order to address phonics skill deficits based on data analysis.	Complete 11/22/2022	Brandi Edmundson	11/30/2022
<i>Notes:</i>				
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 as identified through analysis of reading data.	Complete 02/14/2023	Brandi Edmundson	02/17/2023
<i>Notes:</i>				
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. Analysis of the mClass data will allow teachers to fluidly group students based on reading skill deficits, plan reading instruction, and determine reading growth.	Complete 06/09/2023	Lori Johnson	06/09/2023
<i>Notes:</i> Title 1 funds will be used to hire the substitutes.				
10/20/22	Grade levels will meet weekly with the lead teacher during Collaborative Team Time in order to analyze reading data, fluidly group students, and revise instructional plans as needed.	Complete 06/09/2023	Brandi Edmundson	06/09/2023
<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.				
10/20/22	Teachers and other certified staff members will participate in LETRS Units 1-4 training to gain a better understanding of the Science of	Complete 06/09/2023	Lori Johnson	06/09/2023

	Reading in order to address phonics skills deficits identified through analysis of reading data.				
	<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.				
10/20/22	Teachers will progress monitor all students using DIBELS mClass at least once a month and then fluidly group students based on analysis of the mClass data.			Ashley Cox	06/11/2024
	<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 be updated due to age. Chromebooks are used to progress monitor and complete benchmarks. Title 1 funds will also be used to purchase MS Office for 17 new laptop computers teachers will be receiving. This program will allow teachers to use and create content through Word, PowerPoint, and Excel. Word and PowerPoint will be used to create lessons and presentations as well as create content for families. Excel will be used to analyze data using the formulas embedded in the program. (2022-2023 Title I funds)				
9/24/23	Teachers and other certified staff members will participate in LETRS 2 Units 5-8 training to gain a better understanding of language comprehension in order to address comprehension deficits based on reading pre-assessments.			Ashley Cox	06/11/2024
	<i>Notes:</i>				
	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 the beginning of the year, middle of the year, and end of the year benchmark assessments in mClass, students are fluidly grouped		Ashley Cox	06/11/2024

	for small-group, reading instruction. Strategic interventions are provided during the small-group, reading instruction. If student growth is not obtained, students are brought to the Problem-Solving team for discussions and suggestions for more intensive instruction.			
	Teachers in grades 3rd-5th analyze NC Check-In reading data to determine students' reading skill deficits. Reading standards are then taught and reassessed to ensure mastery of the reading standard.			
Actions		0 of 2 (0%)		
10/25/22	Teachers in grade K-3 will analyze mClass data to drive reading instruction and fluidly group students for small-group, skill-based reading instruction.		Ashley Cox	06/11/2024
<i>Notes:</i>				
10/26/23	Teachers in grades 3rd-5th will analyze Check-In data to drive reading instruction and fluidly group students for small-group, skill-based reading instruction.		Ashley Cox	06/11/2024
<i>Notes:</i>				

Core Function:			Dimension A - Instructional Excellence and Alignment		
Effective Practice:			Student support services		
	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
Initial Assessment:			Teachers plan differentiated instruction for all lessons. Small groups address deficits in student learning. The school has a Problem-Solving 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	
How it will look when fully met:			All staff has an understanding of the MTSS tiered instructional system. Teachers bring students to the Problem-Solving 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, and 80% of students demonstrate proficiency on grade-level standards.		Ashley Cox
					06/11/2024

			Teachers also have access to and understand how to implement evidence-based strategies and interventions across all tiers.			
Actions				1 of 4 (25%)		
	10/23/22		Title 1 Funds will be used to purchase reading 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).	Complete 11/22/2022	Lori Johnson	11/30/2022
<i>Notes:</i>						
	10/23/22		Through the use of purchased reading materials and reading professional development teachers will strengthen their reading intervention block (Foundations Time) to provide reading intervention, remediation, and enrichment to students.		Lori Johnson	06/11/2024
<i>Notes:</i>						
	10/23/22		Teachers meeting with the Problem-Solving team will utilize the GC Intervention Log to have a better understanding of the reading and math intervention instruction, goal, and measurement process for students at the strategic and intensive levels.		Ashley Cox	06/11/2024
<i>Notes:</i>						
	10/26/23		Through analysis of reading data (mClass, NC Reading Check-Ins, pre-and post-assessments), teachers will strengthen their reading intervention block (Foundations Time) to provide reading intervention, remediation and enrichment to students.		Lori Johnson	06/11/2024
<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
<i>Initial Assessment:</i>			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 guidance counselor meets with individual students to address SEL needs.	Limited Development 10/26/2020		
How it will look when fully met:			All teachers are informed about the social-emotional learning needs of their students, and they are able to apply their learning in situations where action is needed. 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		Brandi Edmundson	06/11/2024

	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.			
Actions		1 of 3 (33%)		
10/28/20	All staff will complete assigned SEL modules.	Complete 04/25/2023	Brandi Edmundson	06/09/2023
<i>Notes:</i>				
10/10/23	The school counselor will meet weekly with grade-level classes for SEL lessons.		April Wood	06/11/2024
<i>Notes:</i>				
10/10/23	The school counselor will meet with individuals or small groups for targeted counseling.		Kara Kivett	06/11/2024
<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
Initial Assessment:			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.	Limited Development 09/10/2021		
How it will look when fully met:			Grade levels adhere to the norms established and agreed upon for Collaborative Team Time. Each member understands his/her role and responsibility by operating purposefully and efficiently. Teachers		Lori Johnson	06/11/2024

	unpack three essential reading 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.			
Actions		2 of 8 (25%)		
10/20/22	Grade levels will meet weekly with the lead teacher during Collaborative Team Time. (A2.01)	Complete 06/09/2023	Brandi Edmundson	06/09/2022
	<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.	Complete 10/31/2022	Lori Johnson	11/22/2022
	<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.		Lori Johnson	11/30/2023
	<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.		Ashley Cox	06/11/2024
	<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		Lisa Taylor	06/11/2024
	<i>Notes:</i>			
10/30/22	Teachers will create pre- and post-assessments based on the three identified essential standards.		Ashley Cox	06/11/2024
	<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.		Christina Wilmoth	06/11/2024
	<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	06/11/2024
	<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:			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 support teachers in improving classroom instructional practice in order to improve teaching and learning.		Ashley Cox	06/11/2024
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
Notes:						
	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.			Ashley Cox	06/11/2024
Notes:						
	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.			Ashley Cox	06/11/2024

Notes:				
10/26/22	Data analysis will be used during quarterly planning days to drive instruction and to fluidly group students.		Ashley Cox	06/11/2024
Notes:				
10/30/22	School and district walkthroughs will be completed to identify strengths and weaknesses in professional practice.		Lori Johnson	06/11/2024
Notes:				

[illegible]



NCStar/SIP Mandatory Components

School Name: Grays Chapel Elementary

School Year: 2023-2024

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 45-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.

Dr. David Cross, Director of CTE, has expressed to principals the priority of establishing a Kindergarten to Career Track for all K-12 students. 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. NERMS also holds a transition night from rising 6th graders so parents are able to visit the school as well. Our last Title I night in the spring is Transition Night. A counselor from NERMS will be on campus to answer parents' questions that night as well.