

What is Title 1?

Gibson Elementary School is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is a federal program designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement.

What is a School-Parent Compact?

The purpose of this Compact is to foster the development of a school-family relationship to help all children achieve the State's student academic achievement standards. It is Gibson's responsibility to provide a high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the State's student performance standards. As a part of that commitment, the school must address the importance of communication between parent/guardians and teachers on an ongoing basis through efforts such as parent teacher conferences, progress reports, reasonable access to staff, opportunities to volunteer, along with participating in the PTA.

Our Goals for Scholars Achievement

Winston Salem Forsyth County School Goals:

- Close achievement gaps between subgroups
- Increase growth, proficiency, and progress for all students across all subject
- Increase graduation rate.

Gibson Elementary School Goals:

- **Goal 1:** Gibson will increase proficiency in Kindergarten from 29% to 39%, First grade from 40% to 50%, Second grade from 26% to 36%, Third grade from 38% to 48% as measured by TRC Assessments. Gibson will increase Reading proficiency in Third grade from 29.8% to 50%, Fourth grade from 27.6% to 50% and Fifth grade from 27.4% to 50% as measured by EOG Testing. Our top priority is to increase reading proficiency in all grade levels with a focus on core instruction, differentiated professional development, intentional lesson planning and coaching as well as unpacking standards in PLTs. EOG Results from 2018 show a significant increase in Reading for grades 3-5. In addition to growth in all reading cohorts from 2017 to 2018

(Indicators: A2.02, A2.04, A4.01, A4.16, A2.03, B3.03, C2.01)

- **Goal 2:** Gibson will increase Math student proficiency from 44.2% to 66.2% in Third grade, 27.6% to 50% in Fourth grade and 31% to 51% in Fifth grade as measured by EOG testing. Our top priority is to increase math proficiency in all grade levels with a focus on core instruction, differentiated professional development, intentional lesson planning and coaching as well as unpacking standards in PLTs. EOG Results from 2018 show a significant increase in Math for Third and Fifth grades and a slight increase in Fourth grade Math. However, they show a decrease in cohort from Third grade Math 2017 to Fourth grade Math 2018. As a result, the Fifth grade Math 2019 cohort will have an intentional focus.

(Indicators: A2.02, A2.04, A4.01, A4.16, A2.03, B3.03, C2.01)

- **Goal 3:** Gibson will close the achievement gap in our cohort of Students with Disabilities (SWD) in both Reading and Math as measured by EOG testing. For Reading, students in Third through Fifth grade were 10% proficient in College and Career Ready (CCR) and our goal is to increase proficiency to 20% CCR. For Math, students in Third through Fifth grade were 12.3% proficient in CCR and our goal is to increase proficiency to 22% for CCR. An intentional focus will be placed in differentiated professional development (Scholar engagement and Rigor), intervention strategies, and targeted EC supports for Third through Fifth grade teachers.

(Indicators: A2.02, A2.04, A4.01, A4.16, A2.03, B3.03, C2.01)

- **Goal 4:** Gibson will increase daily average attendance from 93.9% (2017-2018 school year) to 95% for the 2018-2019 school year. An intentional focus on our scholars who have reached the 3 and 6-day absence mark along with our daily tardies will ensure this goal is met. During the 2016-2017 school year the yearly average daily attendance was 93.5%. Gibson will decrease the number of discipline infractions from 278 (2017-2018 school year) to 139 total infractions during the 2018-2019 school year. During the 2016-2017 school year there was a total of 300 infractions.

(Indicators: A1.07, A4.04, A4.06, C2.01, E1.06)

Strategies to Accomplish Goals

Big Rock #1:
High Quality Core Instruction

Big Rock #2:
Family-Community Engagement

Big Rock #3:
Differentiated Professional Development



2018-2019

School- Parent-Compact
Kindergarten through Fifth Grade
Focus for Student Success
Revised 10/22/2018



Julian Gibson Elementary School

G. Leonard Starnes II, Principal
glstarnes@wsfcs.k12.nc.us

Cynthia Russell, Assistant Principal
ccrussell@wsfcs.k12.nc.us

Kevin McRae, Assistant Principal
klmcray@wsfcs.k12.nc.us

<http://www.wsfcs.k12.nc.us/>
Domain/3917

School Responsibilities

As a School we will:

Encourage and support scholar's learning in this school by doing the following:

- Send home weekly communication with parents through a Wednesday folder, Connect Five messages, and bi-weekly teacher newsletters.
- Open the school doors promptly at 7:50 and maintain proper staffing to ensure efficient drop-off procedures to decrease tardies.
- Utilize the social worker and home school coordinator to work with families to eliminate chronic absences.
- Provide teachers with resources for differentiated reading instruction/homework.
- Provide parent information sessions on using i-Ready and supporting reading at home.
- Teach appropriate school procedures and behaviors through schoolwide PBIS model.
- Provide parent/guardian with schoolwide procedures.

As a Teacher I will:

Encourage and support scholar's learning by doing the following:

- Ensure all papers are placed in weekly communication folder and sent home on Wednesdays.
 - K: Daily communication sheet
 - 1-2: Daily behavior updates as needed in the planner
 - 3-5: Planner updated with homework and upcoming tests
- Be at my classroom door from 7:50 to 8:20 welcoming students.
- Take attendance daily and turn in notes by 10:00 am.
- Provide differentiated reading homework with written response and nightly math homework to reinforce skills taught Monday-Thursday.
 - K-2: 15-20 minutes of reading
 - 3-5: 20-30 minutes of reading
- Enforce school wide PBIS procedures and behavior guidelines.
- Communicate with parent/guardian regarding inappropriate scholar behaviors through the PBIS model.



Parent/Guardian Responsibilities

As a Parent/ Guardian, I will:

Encourage and support my child's learning by doing the following:

- Check and sign weekly communication folder with graded work and ensure student returns folder to school.
 - K-2: Check and sign daily communication sheet/planner
 - 3-5: Review planner daily
- Send my scholar to school well rested.
- Make sure my scholar is in their classroom by 8:20.
- Send notes for all absences and tardies the day my student returns to school.
- Provide my scholars with a quiet-distraction free environment to complete nightly assignments.
- Allow scholars 45 minutes a week to complete i-Ready instruction in both reading and math (if internet access is available at home).
- Provide accurate and updated addresses, phone numbers and email address.
- Talk with your child about appropriate behaviors in regards to conflict resolution as well as peer and adult communication using the PBIS model.
- Become involved in my child's learning by visiting their classroom, attending parent-teacher conferences and Parent Nights at school.

Communication about Scholar's Learning

Gibson Elementary is committed to two-way communication with families. Some of the ways you can expect us to reach you are:

- Weekly Wednesday folders
- Black Board phone calls
- Updates on the school website and current grades in PowerSchool
- Curriculum nights
- Parent-teacher conferences (to schedule call front office at 336-703-4212)
- Parent Workshops

Parents are welcome to contribute comments at any time.

If you would like to volunteer or participate in the classroom, please contact: Carlet McDonald at csmcdonald@wsfcs.k12.nc.us or Kevin Ingram at kingram@wsfcs.k12.nc.us or 336-703-4212

Scholar's Responsibilities

As a Scholar, I will:

Become an active partner in my own learning progress by doing the following:

- Work towards becoming an independent learner by setting academic goals with my teacher and parent/guardian.
- I will put forth my best effort when working in the classroom.
- I will give my parent my weekly communication folder on Wednesday and return it to school on Thursday.
 - K-5: Show communication sheet. Planner daily to parent/guardian.
- I will pack my book bag the night before and come to school well rested and ready to learn.
- I will complete and turn in all homework assignments on the appropriate due date.
- I will learn my i-Ready username and password and student ID number for breakfast and lunch.
- I will learn and follow PBIS expectations and classroom rules daily.
- I will show Gibson P.R.I.D.E. and model appropriate behaviors throughout the entire school.
- I will develop a positive relationship with my teachers.

Jointly Developed

The parent, scholar's and staff of Gibson Elementary will work jointly to develop the school-parent compact. All parents are invited to provide input on the school-parent compact through a variety of means: surveys, Annual Title 1 Meetings and workshops. Meetings are held each year to review the compact and make necessary changes based on the school's academic achievement goals and student needs.

