

## 2016 - 2018 Gardner Park School Improvement Plan

### Gardner Park Elementary School Contact Information

<b>School</b>	Gardner Park Elementary School	<b>Courier Number</b>	360400
<b>Address</b>	738 Armstrong Park Rd	Phone Number	704-866-6082
	Gastonia, NC 28054	Fax Number	704-396-6879
School Website	<a href="http://www.gaston.k12.nc.us/Domain/24">http://www.gaston.k12.nc.us/Domain/24</a>	Principal	Jaime Wallace

### Gardner Park Elementary School: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personal, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Jaime Wallace	jawallace@gaston.k12.nc.us	8/1/2014
Assistant Principal	Dan Barber	dabarber@gaston.k12.nc.us	8/1/2016
Teacher Representative	Heather Blake (SIT Chair)	hcblake@gaston.k12.nc.us	8/1/2017
Teacher Representative	Susan Moser (Kindergarten)	semoser@gaston.k12.nc.us	8/1/2016
Teacher Representative	Kathy Prevetie (First)	kjprevette@gaston.k12.nc.us	8/1/2017
Teacher Representative	Heather Albright (Second)	hlalbright@gaston.k12.nc.us	8/1/2016
Teacher Representative	Amy Moore (Third)	awmoore@gaston.k12.nc.us	8/1/2016
Teacher Representative	Barbara Hartsell (Fourth)	bhhartsell@gaston.k12.nc.us	8/1/2017
Teacher Representative	Lauren Spencer (Fifth)	lspencer@gaston.k12.nc.us	8/1/2015
Teacher Representative	Shelley Campbell (Art)	slcampbell@gaston.k12.nc.us	8/1/2016
Instructional Suport Representative	Joyce Miller	jkmillier@gaston.k12.nc.us	8/1/2015
Instructional Assistant	Karon Mackins-Armstrong	klmackinsarmstrong@gaston.k12.nc.us	9/25/2017
Parent Representative	Terra Gutkowski	gardnerparkpto@gmail.com	9/7/2017
Parent Representative	Teddy Sharber	gardnerparkpto@gmail.com	9/7/2016
Parent Representative	Margo Newman	mlrnewman@gmail.com	9/28/2017

Principal Signature: Jaime A Wallace

Date: 9/29/2017

Date Prepared: 9/29/2017

GCS Board Approval Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Gaston County School's Values

Beliefs	Four C's
Safety	Commitment
Diversity	Community
Innovation	Communication
Collaboration	Choice
Excellence	

### Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

### Gardner Park Elementary School's Mission and Vision Statement

Vision: The vision of Gardner Park is to provide relevant instruction in a safe learning environment where every student is expected to work toward his or her highest level of achievement in order to be prepared for life-long learning.

Mission: Gardner Park Elementary will provide a safe and nurturing environment where every child will receive a quality education aligned to 21st century goals.

### Gardner Park Elementary School SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

**1. Goal #1 from Self-Assessment: Decrease the percent of students who are not proficient in reading in the All subgroup by 10%**

**2. Goal #2 from Self-Assessment: Decrease the percent of students who are not proficient in math in the All subgroup by 10%**

## Elementary School level Strategies and Monitoring

Assessments Third Grade	Math			Reading			Notes:
	Rank: 3			Rank: 7			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	51.6	66.2	65.5	53.2	66.8	62.8	
<b>Strategies and Measures:</b> student data notebooks, teachers will have 1 PDP goal related to math, math PD from CF's - math small groups, increase Compass time/activities, Compass PD, math small group observations/lesson plans, more pre and post assessments/CFA's, differentiated PD for math			<b>Strategies and Measures:</b> student data notebooks, increased time in Compass, Compass PD, differentiated PD for reading,				

Assessments Third Grade Reading Sub- groups	LEP			SWD			EDS		
	Rank: 10			Rank: 4			Rank: 11		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	40	48.8	42	15.4	45.7	16.4	46.1	58.4	48.4
<b>Strategies and Measures:</b>			<b>Strategies and Measures:</b>			<b>Strategies and Measures:</b>			

Assessments Third Grade Reading Sub- groups	Black			Hispanic			Notes:
	Rank: 9			Rank: 12			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	36.4	55.7	38	59.1	58.8	62	
<b>Strategies and Measures:</b>			<b>Strategies and Measures:</b>				

Math			Reading			Notes:
Rank: 1			Rank: 6			
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
40.4	67.3	50.47	46.8	67.1	61.68	
Strategies and Measures: student data notebooks, teachers will have 1 PDP goal related to math, math PD from CF's - math small groups, increase Compass time/activities, Compass PD, math small group observations/lesson plans, more pre and post assessments/CFA's, differentiated PD for math			Strategies and Measures: student data notebooks, increased time in Compass, Compass PD, differentiated PD for reading,			
Math			Reading			Notes:
Rank: 5			Rank:			
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
10	NA	12	15	NA	17	
Strategies and Measures: student data notebooks, teachers will have 1 PDP goal related to math, math PD from CF's - math small groups, increase Compass time/activities, Compass PD, math small group observations/lesson plans, more pre and post assessments/CFA's, differentiated PD for math			Strategies and Measures:			
Math			Reading			Science
Rank: 2			Rank: 8			Rank:
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status
48	65.8	62.75	53.9	65.8	65.8	67.6
Strategies and Measures: EC inclusion/co-teaching introduced into 5th grade math classes.			Strategies and Measures: student data notebooks, increased time in Compass, Compass PD. differentiated PD for reading.			Strategies and Measures:

Classes,

Compass PD, differentiated PD for reading,

Assessments  
Fifth Grade  
EC

Math		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
<b>Strategies and Measures:</b>		

Reading		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
<b>Strategies and Measures:</b>		

Science		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
NA		
<b>Strategies and Measures:</b>		

Retentions

Retentions		
Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
<b>Strategies and Measures:</b>		

**Notes:**

## Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

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|------------|--|
| Focus Area | 1.1 Increase the graduation rate   |
|            | 1.2 Increase students completing Career and Technical Education courses and opportunities    |
|            | 1.3 Increase the number of students who graduate from high school with post-secondary credit |

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

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|------------|---|
| Focus Area | 2.1 Increase the percentage of students reading on or above grade level by the end of the third grade |
|            | 2.2 Increase the strategies and tools available to ensure success of all students                     |
|            | 2.3 Increase opportunities for a wide variety of academic choices                                     |

Goal 3: Every employee is capable and committed to the education of the whole child.

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|------------|---|
| Focus Area | 3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.                                     |
|            | 3.2 Provide employees increased access to quality, research-based professional development  |
|            | 3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate |

Goal 4: Every school has up-to-date technology to support teaching and learning.

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|------------|---|
| Focus Area | 4.1 Ensure all schools have sufficient wireless coverage                                    |
|            | 4.2 Increase the use of technology as a communication tool for all stakeholders             |
|            | 4.3 Increase the number of teachers and students who effectively use digital learning tools |

Goal 5: Every student has the opportunity to learn in a safe school environment.

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|------------|--|
| Focus Area | 5.1 Increase facility safety features                                |
|            | 5.2 Increase anti-bullying efforts at every school                   |
|            | 5.3 Increase community resources to maximize student support systems |

## 2016 - 2018 Gardner Park Elementary School Improvement Plan

Smart Goal # 1	Increase the percent of students who are proficient in reading in the All subgroup by 17%		
Strategic Plan Goal: Goal 2	Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.		
Strategic Plan Goal focus area:	2.2 Increase the strategies and tools available to ensure success of all students		
Current Status: 51.30%			
School Interim (Year 1) Goal 2016-2017: 57.61%			
School (Year 2) Goal 2016-2018: 68.36%			
Data Used: Gardner Park Elementary Two Year SPG Improvement Plan			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Gardner Park will introduce the use of Student Data Notebooks this year for students in all grades. For each student, teachers will determine at least two areas that students need to focus on collecting and charting their own data. Students will set individual goals for increasing their proficiency.	Teachers, support staff (classroom buddies), administration, students, parents	Students will track data that most impacts them personally. It will be differentiated based on the needs of the individual. Areas of data can include the following: mClass, STAR NCE levels, Accelerated Reader, AMC, attendance, behavior	Teachers are to confer with students biweekly to assess progress and look at goal setting.  Administrators and classroom buddies will do weekly check-ins with students who are considered a high priority.
Implementation of the Lucey Caulkins Units of Study in Reading in two targeted classrooms in 1st grade and two targeted classrooms and 4th grade. We will participate in the GCS Reading Units of Study Cohort this year to provided these teachers with additional support.	Instructional Facilitator, Greene, Abernethy, Wells and Hartsell, Curriculum Facilitator, Cohort team	mClass data will the analyzed, STAR (except for 1st grade), Common Formative Assessments, reading report card grades	Instructional Facilitator will meet with teachers once a month for a planning session  Co-Teaching as needed  Observations ongoing throughout the year
Differentiated PD for reading ~ teacher specific targeted PD based on surveys and data for individual teachers and grade levels	Administration, Instructional Facilitator, Teachers, Support Staff, Curriculum Facilitator	Pre and post surveys, PD evaluations, reading assessments to see how the strategies learned impact student learning	Ongoing monitoring will occur throughout the year  Initial survey to gauge areas of need will be given by October 1st with PD beginning in October
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Teachers and Support Staff	Differentiated Reading PD	Instructional Facilitator & Curriculum Facilitator	TBD
1st and 4th grade participating teachers	Lucey Caulkins Reading Units of Study	Instructional Facilitator	Monthly Meetings

<b>Total Number of Staff Members:</b>	53		
<b>Number of Staff Members Approving Plan:</b>	53	<b>% of Staff Members Approving Plan:</b>	100%
<b>District Level Approval of School Improvement Plan</b>			
<b>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</b>			
<b>Assistant Superintendent for Administration Signature/Date /Comments:</b>			
<b>Chief Accountability Officer Signature/Date/Comments:</b>			
<b>Title I Director Signature/Date/Comments(Title I Schools Only):</b>			
<b>Monitoring Date 1:</b>			
<b>What did the data tell you? List your data and be specific.</b>			
<p>NCE in reading 53.83% (STAR B District Projections vs Potential vs Actual: January )  Reading NCE Growth: 27 of 30 teachers showed growth in NCE  NCE Reading grew in each grade level (+6.1 2nd, +6.9 3rd, +4.9 4th, +5.1 5th)  Mclass TRC is up for the school 2%, K 33% to 25%, 1st 64% to 36%, 2nd 18% to 41%, 3rd 39% to 52%, 4th 35% to 46 % (fifth grade only tests the bottom 50%, they are also showing growth)  Mclass Composite scores are down 2%, K 53%to 54%, 1st 54% to 58%, 2nd 65% to 66%, 3rd 65% to 66%, 4th 60% to 46% (fifth grade only tests the bottom 50%, they are down 2%)</p> <p>According to our STAR Proficiency Tracking, we have made inconsistent growth each month for an average of -0.14 points. While this is somewhat disappointing, it is important to note that, in January, we are still up 2.53 over our proficiency from last year's EOG. We are 7 points away from meeting our school goal and 4.39 points away from meeting the district's B goal. In order to reach our potential, we need a total of 14 more students to meet NCE proficiency (2 in 3rd grade, and 6 in both 4th and 5th). We have added tutors in all 3 of these grades.</p>			
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>			

Student Data Notebooks: Students love it and are engaged when they increase, some are not getting excited about growth. They do get a little disappointed to go down. It is establishing a foundation of support for upper grade. Consistency is important. Teachers are meeting with students on a monthly basis to look at their growth and administration is targeting certain students to meet with as well. We believe that this level of support is encouraging students to take STAR tests more seriously because there is a higher level of accountability.

Lucy Caulkins Classrooms: this goal only addresses four total classroom (2 in 1st grade and 2 in fourth grade). Teachers in these classes are excited about the new curriculum and have seen growth in mClass and STAR (in the 4th grade room).

PD: we are working closely with our Curriculum Facilitator to tailor PD in the areas that each grade level needs most. Went haven't gotten to the point of individualizing for specific teachers but we have added PD, based on survey data, for grade levels during PLCs.

**Are the strategies being faithfully implemented? How do you know? What will you do if they're not?**

All students are tracking meaningful reading data in their Student Data Notebooks. Select students meet with the principal and assistant principal to discuss their data. Teachers meet regularly to conference about this data. This is evident during walkthroughs, and informal checks of these note books. For those teachers not fully implementing Student data notebooks, the Principal will discuss this with them to determine the challenges that keep them from using the notebooks. Then a plan will be create to begin their use and a date set for this to occur. Followups with the principal will ensure that they are being used. At this time there is only one teacher who is not using the notebooks with fidelity.

The teachers using the Units of Study in Reading meet weekly with the IF to unpack standards, discuss alignment and actual instructional practices. They plan through the unit and use data to determine reteach and acceleration planning. This is evident in the agenda and notes from these additional PLC's. Also the IF observes within these classrooms for specific items of instruction they discussed. The teachers are improving with this new curriculum.

Differentiated PD is planned for February. We have allowed several interested teachers to attend the Reading Foundations Workshop. Although it is not specific PD, our PLC's consist of unpacking standards at least every other week and data discussions once a week. These discussions have enhanced instruction.

**Do the strategies need to be changed? If so, describe your process.**

At this time the strategies are working. We need to continue with fidelity of the implementation.

**Chief Accountability Officer Signature/Date/Comments:**

<b>Peer Signature/Comments:</b>	
<b>Monitoring Date # 2:</b>	
<b>What did the data tell you? List your data and be specific.</b>	
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>	
<b>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</b>	
<b>Do the strategies need to be changed? If so, describe your process.</b>	
<b>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</b>	
<b>Assistant Superintendent for Administration Signature/Date /Comments:</b>	
<b>Chief Accountability Officer Signature/Date/Comments:</b>	

Section I. Goal # 1:			
15-16 (Current Status)	51.30%	2016-17 Target	57.61%
		2017-18 Target	68.36%
Status as of June/July 2017	48.83%	Year one target met? (Yes or No)	No
Section II Year One Target Met			
Adjusted Target			
**** Please add your new strategies below			
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Section III Year One Target Not Met			
Adjusted Target for 2017-18	57.61%	**** Please add your new strategies below	
Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
iReady will be effectively implemented in grades K-5	iReady consultant, Instructional Facilitator and Curriculum Facilitators	We will assess students at the benchmarks and determine if they are showing growth as well as meeting their grade level standards.	BOY, MOY and EOY
Implementation of Words Their Way school wide - specifically we are adding K-2	Instructional Facilitator and Curriculum Facilitators	Spelling Inventories, mClass data should improve based on the introduction of Words Their Way	BOY, MOY and EOY
Section IV. What Professional Development is needed for year two?			
Core Instruction (MTSS) K-2 conferencing with a focus on student conversation Words Their Way (K-2)			

**Section V. Reviewed by**

**Assistant Superintendent for Elementary & Secondary Schools**

**Assistant Superintendent for Administration**

**Assistant Superintendent for Curriculum & Instruction**

**Chief Accountability Officer**

**Goal # 1**

**Monitoring Date 1:**

**What did the data tell you? List your data and be specific.**

**Did the strategie(s) lead you toward your goal? How do you know?**

**Are the strategies being faithfully implemented? How do you know? What will you do if they're not?**

**Do the strategies need to be changed? If so, describe your process.**

**Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:**

**Assistant Superintendent for Administration Signature/Date /Comments:**

**Assistant Superintendent for Curriculum and Instruction Signature/Date/Comments:**

**Executive Director Signature/Date/Comments:**

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## 2016 - 2018 Gardner Park School Improvement Plan

Smart Goal # 2:	Increase the percent of students who are proficient in math in the All subgroup by 20%
Strategic Plan Goal:	Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.
Strategic Plan Goal focus area:	2.2 Increase the strategies and tools available to ensure success of all stud

Current Status: 46.90%
School Interim (Year 1) Goal 2016-2017: 55.82%
School (Year 2) Goal 2016-2018: 66.57%

Data Used: Gardner Park Elementary Two Year SPG Improvement Plan

Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Gardner Park will introduce the use of Student Data Notebooks this year for students in all grades. For each student, teachers will determine at least two areas that students need to focus on collecting and charting their own data. Students will set individual goals for increasing their proficiency.	Administration, Instructional Facilitator, Teachers, Support Staff,	Classroom walkthroughs, PLC Notes/conversations, lesson plans, increased observations during math small group	Ongoing with classroom walkthroughs and PLC notes  quarterly check-up with PLC's and Instructional Facilitator  PD will occur bimonthly
Providing teachers with professional development regarding the use of Developing Number Concepts materials in K-2. Teachers will gain a better understanding of how to utilize these materials in math small group activities in order to increase student proficiency. We will also explore resources and strategies that 3-5 teachers can utilize in their math small groups.	Teachers, students, Instructional Facilitator, Compass Learning Team	We will monitor the number of students in each grade level who are completing Compass assignments. We are looking for the number of students in each class as well as the number of competed assignments to increase.	Reports from Compass Learning will be sent to the principal and instructional facilitator weekly.
Students at Gardner Park will increase the amount of time they access and complete lessons on Compass Learning. Teachers will monitor students' learning paths and adjust their time on Compass accordingly.	Teachers, support staff (classroom buddies), administration, students, parents	Students will track data that most impacts them personally. It will be differentiated based on the needs of the individual. Areas of data can include the following: mClass, STAR NCE levels, Accelerated Reader, AMC, attendance, behavior	Teachers are to confer with students biweekly to assess progress and look at goal setting.  Administrators and classroom buddies will do weekly check-ins with students who are considered a high priority.

Professional Development - Identify the professional development required to successfully implement the strategies listed above

Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Teachers and Support Staff	Math Small Group/Developing Number Concepts PD	Instructional Facilitator & Curriculum Facilitator	Scheduled for every other month
Teachers and Support Staff	Compass Learning : Basic and Refresher sessions, how STAR and Compass work together, and assigning single-standard assignments	Rob Thatcher and trainers from Compass Learning	Scheduled for September 21, 2016 and February 15, 2017

<b>Total Number of Staff Members:</b>	53		
<b>Number of Staff Members Approving Plan:</b>	53	<b>% of Staff Members Approving Plan:</b>	100%
<b>District Level Approval of School Improvement Plan</b>			
<b>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</b>			
<b>Assistant Superintendent for Administration Signature/Date /Comments:</b>			
<b>Chief Accountability Officer Signature/Date/Comments:</b>			
<b>Title I Director Signature/Date/Comments(Title I Schools Only):</b>			
<b>Monitoring Date 1:</b>			
<b>What did the data tell you? List your data and be specific.</b>			
<p>NCE in math 55.22% (STAR B District Projections vs Potential vs Actual )  NCE Math grew in each grade level (+8.3 1st, +6.1 2nd, +2.4 3rd, +3 4th, +6.5 5th)  Math NCE Growth: 23 out of 26 teachers in grades 1-5 made growth in STAR Math</p> <p>According to our STAR Proficiency Tracking, we have made consistent growth each month in math for an average of +1.08 points. In January, we were almost 9 points up from our proficiency from last year's EOG. We are only 1.16 points away from meeting our final school goal and only 4 points away from meeting the district's B goal.  In order to reach our potential, we need 8 more 4th grade students to meet their NCE proficiency (3rd and 5th have their projected proficient)</p>			
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>			

Student Data Notebooks: Students love it and are engaged when they increase, some are not getting excited about growth. They do get a little disappointed to go down. It is establishing a foundation of support for upper grade. Consistency is important. Teachers are meeting with students on a monthly basis to look at their growth and administration is targeting certain students to meet with as well.

Compass: In the lower grades It seems like there are certain students that do not really get into this yet, and have problems with getting to the lessons. We have trouble with students not logging off correctly, 30 min per week in math. We will have to adjust because of the computer lab restrictions in Feb due to testing. In upper grades teachers are having fewer issues with logging off correctly and are consistently getting students on Compass for 30-45 minutes in each content area

PD in Math: will be coming up in February focusing on math small group and using the data to drive instruction as well as good questioning to grow skills. We have already received grade level specific training in Math Talks and Math Journals.

**Are the strategies being faithfully implemented? How do you know? What will you do if they're not?**

All students are tracking meaningful reading data in their Student Data Notebooks. Select students meet with the principal and assistant principal to discuss their data. Teachers meet regularly to conference about this data. This is evident during walkthroughs, and informal checks of these note books. For those teachers not fully implementing Student data notebooks, the Principal will discuss this with them to determine the challenges that keep them from using the notebooks. Then a plan will be create to begin their use and a date set for this to occur. Followups with the principal will ensure that they are being used. At this time there is only one teacher who is not using the notebooks with fidelity.

We have worked with CF to provide grade specific professional development. We have focused on Math Talks and Math journals, in February we will be having sessions on small group math instruction. These sessions will be followed up with walkthroughs and observations including peer observations to assist in the implementation of the strategies taught.

Our use of Compass Learning in Math has improved through the year. Teachers are provided with additional computer lab time for this as well as having access to chromebooks on each grade level.

**Do the strategies need to be changed? If so, describe your process.**

They do not need to be changed. We are witnessing growth in math each month.

**Chief Accountability Officer Signature/Date/Comments:**

**Peer Signature/Comments:**

<b>Monitoring Date 2:</b>	
<b>What did the data tell you? List your data and be specific.</b>	
<b>Did the strategie(s) lead you toward your goal? How do you know?</b>	
<b>Are the strategies being faithfully implemented? How do you know? What will you do if they're not?</b>	
<b>Do the strategies need to be changed? If so, describe your process.</b>	
<b>Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:</b>	
<b>Assistant Superintendent for Administration Signature/Date /Comments:</b>	
<b>Chief Accountability Officer Signature/Date/Comments:</b>	

<b>Section I. Goal # 2:</b>			
15-16 (Current Status)	46.90%	2016-17 Target	55.82%
		2017-18 Target	66.57%
Status as of June/July 2017	49.50%	Year one target met? (Yes or No)	No

**Section II Year One Target Met**

Adjusted Target

**\*\*\*\* Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?

**Section III Year One Target Not Met**

Adjusted Target for 2017-18      55.82%      **\*\*\*\* Please add your new strategies below**

Strategies(Action Steps)	Implementation Team	What data will you collect	When will you monitor?
Gardner Park is one of the ten Math Labsite cohorts in the district this year. We will work closely with the other labsite schools as well as our Curriculum Facilitators to bring this training to our staff. The main focus will be delivery of instruction.	Administration, Instructional Facilitator, Curriculum Facilitator	AMC, marks analysis and benchmark data to determine if math proficiency is increasing	Quarterly
Implementation of new Math Investigations edition with a focus on teacher conferencing and attaching Standards to instruction	Instructional Facilitator and Curriculum Facilitator	AMC, marks analysis and benchmark data to determine if math proficiency is increasing	Quarterly

**Section IV. What Professional Development is needed for year two?**

Math Investigations

Labsite

**Section V. Reviewed by**

**Assistant Superintendent for Elementary & Secondary Schools**

**Assistant Superintendent for Administration**

**Assistant Superintendent for Curriculum & Instruction**

**Chief Accountability Officer**

**Goal # 2**

**Monitoring Date 1:**

**What did the data tell you? List your data and be specific.**

**Did the strategie(s) lead you toward your goal? How do you know?**

**Are the strategies being faithfully implemented? How do you know? What will you do if they're not?**

**Do the strategies need to be changed? If so, describe your process.**

**Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:**

**Assistant Superintendent for Administration Signature/Date /Comments:**

**Assistant Superintendent for Curriculum and Instruction Signature/Date/Comments:**

**Executive Director Signature/Date/Comments:**

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## Compliance Statements

**1. Describe your plan to provide duty-free lunch to all teachers:** At this time, Gardner Park Elementary is unable to provide duty free lunch. We do not have the personnel to be able to provide coverage for teachers to have duty free lunch. Some grade levels do work together to cover each other's classes periodically so that each teacher doesn't have to stay in the cafeteria.

**2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week. :** Teachers at Gardner Park have common planning time two times per week. Teachers have a total of 2 1/2 hours planning time for the week during the instructional day. Students are dismissed at 2:30 and teachers have additional planning time after school from 2:45 until 3:15 each day. We continue to work toward the goal of 5 hours per week.

**3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only) :** The staff handbook at Gardner Park Elementary explains that students are not to be denied physical activity. Teachers are reminded of this expectation.

**4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only).** Students at this school have physical education one day per week. Students also have either outside play or inside physical activity that equals 30 minutes per day.

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

#### 1. Summary of Comprehensive Needs Summary:

Gardner Park Elementary is an elementary K-5 school, in Gaston County Schools. There are approximately 616 students served by 30 state teachers in regular classrooms. We have two Title One purchased teachers to reduce class sizes in third and fourth grades. We also have five classroom assistants who provide support for Kindergarten and a floater who serves the entire school with an emphasis on small group remediation in first grade. Gardner Park has two ESL teachers, one .80 AIG teacher, one full time literacy teacher, and one full time Instructional Facilitator. Utilizing Title I funds, Gardner Park employs a computer assistant to provide instructional technology class for all students. We are also blessed to have on our team a full-time bilingual parent involvement specialist.

The NC School Report Card indicates that Gardner Park's achievement score for 2016-17 was 48, our growth score was 17.24, and our overall school performance was 58 (an increase of 3 from the previous year). Gardner Park received a grade of C overall with a growth status of 'exceeded'. Reading EOG data for 2016-17 shows that in third grade 52% of students are proficient, in fourth grade 46% of students are proficient, and in fifth grade 54% of students are proficient.

Math EOG data for 2016-17 indicates that in third grade 52% of the students are proficient, in fourth grade 41% of students are proficient and in fifth grade 48% of students are proficient.

Science EOG for 2016-17 shows that 68% of fifth grade students are proficient.

Gardner Park's overall proficiency for 2016-17 was 51.60% which is a 0.53% drop from the 2015-16 school year.

MClass EOY data for 2016-17 shows Kindergarten with 66% proficient on DIBELS and 67% proficient on TRC. First grade students were 54% proficient on DIBELS and 41% proficient on TRC. Second grade students scored 57% proficient on DIBELS and 63% on TRC. Third grade students were 61% proficient on DIBELS and 67% on TRC. Fourth grade students scored 46% proficient on DIBELS and 46% proficient on TRC.

Gardner Park has an Economically Disadvantaged population that exceeds 53%. There are subgroups of White, Black, and Hispanic students. The number of students who are economically disadvantaged is fairly consistent among all 3 subgroups. The Black subgroup is not achieving as the White subgroup in reading or in math. The Hispanic subgroup is not achieving as the White subgroup in Reading. We also continue to see deficits in our Exceptional Children's subgroup.

Strengths: By far, Gardner Park's greatest strength is the family atmosphere we welcome students, parents and staff with every day. All staff members are compassionate, empathetic and have a true servant's heart when it comes to meeting the needs of our students. We go above and beyond to welcome parents and family members into the school and encourage them to be involved. At Gardner Park, we look at the whole child and ensure that they are happy, healthy and successful both academically and personally.

Weaknesses: As a school, we need to focus on vertical alignment more. Our grade level teams work beautifully during PLCs but need structured access to other grade levels. Our desire is that, as a math focus school this year, we will collaborate more in vertical teams.

## 2. School wide Reform Strategies:

In addition to the structure for Balanced Literacy and the requirements for math mandated by the district, Gardner Park has implemented strategies to support parent, teacher, and student growth. As a math focus school, we will work in PLCs to ensure that teachers are planning engaging math lessons from the new edition of Math Investigations. We are excited about implementing math labsites as well and are planning activities. Our full time bilingual parent Involvement specialist has created a functional Parent Resource room and is working on various ways to invite more families to visit it. Information to all parents is sent home in Spanish and in English. Electronic messages sent home are sent in Spanish and in English. The school adheres to the state requirement for use of Reading 3DMClass in grades K-3 and with transitional 4th grade students. We will conduct professional development to effectively incorporate iReady in grade K-5. Gardner Park will continue to implement the use of student data notebooks this year in which all students will learn about goal setting and tracking their progress towards proficiency. Teachers determine at least 2 data sources for each students to track in their student data notebook (SDN). For each student, this may be something different depending on the skill on which they need to focus. Examples of data sources can include mClass, iReady, grades, Accelerated Reading, attendance, behavior, AMC, etc. Teacher meet with students at least once monthly to help them track their specific data and record it in their notebook appropriately. Students also learn how to goal set and make necessary changes once their goals have been met. Administrators confer with students from each class throughout the year and follow up as needed for bubble students.

## 3. Instruction by qualified professional staff

All teachers are certified or are working on certification in the areas in which they teach. We have a couple of teachers who were hired as Lateral Entry and are in the midst of that process. Every paraprofessional at Gardner Park Elementary meets the expected qualifications for highly qualified paraprofessionals.

## 4. High quality and ongoing professional development

We plan to have ongoing training this year by the iReady team for all teachers. Our focus is to maintain student engagement and complete relevant tasks that align with their areas of need. Teachers will also be utilizing iReady this year as a progress monitoring tool. Our Technology Instructional Facilitator will be hosting differentiated PD for all staff members that align with the Digital Learning Competencies. Our Instructional Facilitator, with the help of our School Psychologist, will be focusing on MTSS and Core Instruction. Along with that, we are bringing Words Their Way into all grade levels this year. As a math focus school, the bulk of our PD this year will be centered around Labsites and the new Math Investigations edition. Administrators will evaluate the impact of the professional development as we conduct informal walkthroughs, formal observations as well as the new Eliot Walkthroughs.

## 5. Strategies to attract high quality teachers to high needs schools

Teachers at Gardner Park are supported with common planning time, readily accessible technology, grade level chromebook carts, wireless connections, an Instructional Facilitator, a Literacy Specialist, a bilingual social worker, a full time bilingual Parent Involvement specialist, a family atmosphere within the school and an active PTO. An additional floating teacher assistant is paid with Title One funds. Title One funds were also used to reduce classroom size in 4th grade. Title One funds support new teachers as they set up classrooms and provide classroom library books. Title One funds provided the resources in a book room and STEM resource room. Teachers are given access to unlimited copies, button maker, two laminators, book binder machine, and other resources.

#### 6. Strategies to increase parent involvement

Gardner Park Elementary will continue to employ a full time Parent Involvement specialist who is bilingual. We are thankful for this position as it has resulted in increased parent involvement from our Hispanic community. Attendance from our Hispanic parents at school events has increased exponentially. The concern for us has been authentic parent engagement that supports increased student achievement. Our Parent Involvement specialist works closely with administration, the Instructional Facilitator and teachers to plan engaging events focused on curriculum. Our goal this year is to incorporate more grade-specific events to increase parental attendance. Gardner Park Elementary will utilize Gaston County Schools provided communication app as well as the district website to keep parents informed and up to date on school news and events. We will also continue to utilize Sign-up Genius as a method for parents to sign-up to volunteer for various events based on their availability. Parents also have access to our school's Facebook and Twitter sites. Communication via social networking sites has increased dramatically in the past year. Our itinerant team does a great job notifying parents of upcoming performances and recognitions.

#### 7. Transition strategies

In the last month of school, Pre-school children will eat in the cafeteria with the K-5 students for a week. The pre-K students will also visit the Kindergarten classrooms for a half day to experience Kindergarten in the last month of school. We also host daycare pre-k programs to come and visit in a Kindergarten classroom in the spring.

#### 8. Including teachers in decisions regarding the use of assessment

Teachers in grades K-5 are developing common formative assessments during their PLC and evaluating the assessment tool. Data collected from these assessments are used to drive instruction and develop targeted interventions. ESL, EC and AIG teachers are a part of these discussions. PLC's work with a variety of data in reading and in math for grades 3-5 and AMC Math data for grades K-2. Our contact from the Accountability department comes out monthly to disaggregate data in all PLCs. Teachers in all grades will work with Reading 3D M-Class data in the PLC. A focus for Gardner Park is to have increased accountability from teachers about how data is used to create instructional small groups and to provide differentiation. Alignment between formative classroom data, marks analysis, MClass, iReady, and teacher observation will also be a focus at each PLC.

#### 9. Activities for children experiencing difficulty

Children at Gardner Park who are experiencing difficulty in the academics will be supported by MTSS. Teachers will provide research based interventions in literacy and math based on mClass, iReady, AMC and Common Formative Assessments data. These assessment resources, as well as state testing results, will provide teachers with the necessary data to integrate research-based interventions during Math Small Group. This year we will continue the implementation of data notebooks for students and teachers to track students' individual academic and/or behavioral progress. These data notebooks will be beneficial to the students and teachers as they will provide opportunities for students to take ownership of their learning and feel successful when reaching goals. Our school will transition to the use of iReady as a tool to differentiate learning in the areas of Math and Reading.

Gardner Park has seen a rise in the number of students who are experiencing difficulty due to home situations. A mental health clinician, provided by Gaston County Schools, was assigned to our school and the number of referrals have increased. Obstacles to learning that are created by family situations (death of a sibling, death of a parent, divorce, etc.) will be referred to the clinician. We have seen a tremendous amount of success with this resource.

Our Title I Literacy Teacher is a great resource for our 1st and 2nd grade students who are experiencing problems with reading. Her program helps struggling students feel more confident with their reading and comprehension.

At Gardner Park, we also use Title I funds for an additional teacher assistant as well as tutors to work with small groups of students who are not proficient on grade level standards. These valuable staff members work closely with the Instructional Facilitator and grade level teachers to identify areas of weaknesses and access appropriate resources to use with their groups.

Additionally, we have used Title I funds to fund a class reduction teacher in fourth grade this year. Class size reduction is beneficial to all students in that grade because teachers are able to better manage and provide students with more individualized instruction.

10. Coordination and Integration of Federal, State, and Local Services

At Gardner Park, we use federal, state and local funds to ensure that we are meeting the needs of all learners and providing teachers with resources for instruction. The Exceptional Children's department uses funds they receive to assist with direct instruction of students in their program. Our ESL teachers receive a portion of money from our Title I funds to order instructional supplies for the students they serve. Some of the teachers on staff write grants to local agencies to fund specific projects within their classroom.

How Assessment Results are Reported to Parents: Explain how assessment results will be reported to parents.

Parent receive notification of classroom assessments immediately through the Parent PowerSchool app. As for benchmarks and other CFAs, parents obtain the results of these assessments at parent teacher conferences. mClass assessment results are provided with either interims or report cards depending on the time of year.

## Strategic Plan K-2 Level Strategies and Monitoring

<b>Assessments Kindergarten</b>	<b>Math - Kindergarten Math Assessment</b>			<b>OR</b>	<b>Math - AMC Anywhere</b>			<b>Notes:</b>			
	Rank:				Rank:						
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal				
	Strategies and Measures:				Strategies and Measures:						
<b>Assessments Kindergarten</b>	<b>Reading - mClass TRC Levels</b>			<b>AND</b>	<b>Reading - DIBELS Composite Score</b>			<b>Notes:</b>			
	Rank:				Rank:						
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal				
	Strategies and Measures:				Strategies and Measures:						
<b>Assessments First Grade</b>	<b>Math - STAR Math</b>			<b>AND</b>	<b>Math - AMC Anywhere</b>			<b>OR</b>	<b>Math - 1st Gr Math Assessment</b>		
	Rank:				Rank:				Rank:		
	School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal		School Current Status		School's 2016-2017 Goal
	Strategies and Measures:				Strategies and Measures:				Strategies and Measures:		

<b>Assessments First Grade</b>	<b>Reading - mClass TRC Levels</b>		<b>AND</b>	<b>Reading - DIBELS Composite Score</b>		<b>Notes:</b>
	<b>Rank:</b>			<b>Rank:</b>		
	<b>School Current Status</b>	<b>School's 2016-2017 Goal</b>		<b>School Current Status</b>	<b>School's 2016-2017 Goal</b>	
<b>Strategies and Measures:</b>			<b>Strategies and Measures:</b>			

<b>Assessments Second Grade</b>	<b>Math - STAR Math</b>		<b>AND</b>	<b>Math - AMC Anywhere</b>		<b>OR</b>	<b>Math - 2nd Gr Math Assessment</b>	
	<b>Rank:</b>			<b>Rank:</b>			<b>Rank:</b>	
	<b>School Current Status</b>	<b>School's 2016-2017 Goal</b>		<b>School Current Status</b>	<b>School's 2016-2017 Goal</b>		<b>School Current Status</b>	<b>School's 2016-2017 Goal</b>
<b>Strategies and Measures:</b>			<b>Strategies and Measures:</b>			<b>Strategies and Measures:</b>		

<b>Assessments Second Grade</b>	<b>Reading - STAR Reading</b>		<b>AND</b>	<b>Reading - mClass TRC Levels</b>		<b>AND</b>	<b>Reading - DIBELS Composite Score</b>	
	<b>Rank:</b>			<b>Rank:</b>			<b>Rank:</b>	
	<b>School Current Status</b>	<b>School's 2016-2017 Goal</b>		<b>School Current Status</b>	<b>School's 2016-2017 Goal</b>		<b>School Current Status</b>	<b>School's 2016-2017 Goal</b>
<b>Strategies and Measures:</b>			<b>Strategies and Measures:</b>			<b>Strategies and Measures:</b>		

<b>Retentions</b>	<b>Retentions</b>		<b>Notes:</b>
	<b>Rank:</b>		

Retentions	School Current Status		School's 2015-2016 Goal
	Strategies and Measures:		

## School Improvement Team Approval of School Improvement Plan

Committee Positions	Name	Signature	Date
Principal	Jaime Wallace	<i>Jaime A Wallace</i>	10/3/2017
Assistant Principal	Dan Barber	<i>Dan Barber</i>	10.4.17
Teacher Representative	Heather Blake (SIT Chair)	<i>Heather C. Blake</i>	10-3-17
Teacher Representative	Susan Moser (Kindergarten)	<i>Susan Moser</i>	10/6/2017
Teacher Representative	Kathy Prevette (First)	<i>Katherine J. Prewette</i>	10/4/2017
Teacher Representative	Heather Albright (Second)	<i>Heather L. Albright</i>	10/4/2017
Teacher Representative	Amy Moore (Third)	<i>Amy Moore</i>	10/4/17
Teacher Representative	Barbara Hartsell (Fourth)	<i>Barbara H. Hartsell</i>	10/3/17
Teacher Representative	Lauren Spencer (Fifth)	<i>Lauren Spencer</i>	10/4/2017
Teacher Representative	Shelley Campbell (Art)	<i>Shelley Campbell</i>	10/4/2017
Instructional Support Representative	Joyce Miller	<i>Joyce Miller</i>	10/4/2017
Instructional Assistant	Karon Mackins-Armstrong	<i>Karon Mackins-Armstrong</i>	10/4/2017
Parent Representative	Tara Gutkowski	<i>Tara Gutowski</i>	10/3/2017
Parent Representative	Teddy Sharber	<i>Teddy Scharber</i>	10/3/2017
Parent Representative	Margo Newman	<i>Margo Richards-Newman</i>	10/03/2017