

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									
<p>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 personnel, 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."</p>									
<b>Committee Positions</b>		<b>Name</b>		<b>Email Address</b>			<b>Date Elected</b>		
Principal		Jaime Wallace		jawallace@gaston.k12.nc.us			8/1/2014		
Assistant Principal		Renee Woody		rwwoody@gaston.k12.nc.us			8/1/2016		
Teacher Representative		Heather Blake (SIT Chair)		hcblake@gaston.k12.nc.us			8/1/2015		
Teacher Representative		Susan Moser (Kindergarten)		semoser@gaston.k12.nc.us			8/1/2016		
Teacher Representative		Shelby Faulkner (First)		slfaulkner@gaston.k12.nc.us			8/1/2016		
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		Jayme Craig (Fourth)		jdcraig@gaston.k12.nc.us			8/1/2014		
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 Support Representative		Joyce Miller		jkmiller@gaston.k12.nc.us			8/1/2015		
Instructional Assistant		Cheryl Welle		clwelle@gaston.k12.nc.us			8/1/2015		
Parent Representative		Diana Vivas		dyanacali13@gmail.com			9/7/2016		
Parent Representative		Teddy Sharber		gardnerparkpto@gmail.com			9/7/2016		
Principal Signature: _____				Date: _____		Date Prepared: _____			
GCS Board Approval Signature: _____				Date: _____					

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			
	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,					
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
	Strategies and Measures:			Strategies and Measures:			Strategies and Measures:		
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			
	Strategies and Measures:			Strategies and Measures:					

Assessments Fourth Grade	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,					
Assessments Fourth Grade EC	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:					
Assessments Fifth Grade	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	GCS Strategic Plan Goal	School's 2016-2017 Goal
	48	65.8	62.75	53.9	65.8	65.8	67.6	70.1	70.1
	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:		

Assessments Fifth Grade EC	Math			Reading			Science		
	Rank:			Rank:			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	GCS Strategic Plan Goal	School's 2016- 2017 Goal
	NA			NA			NA		
	Strategies and Measures:			Strategies and Measures:			Strategies and Measures:		
Retentions	Retentions			Notes:					
	Rank:								
	School Current Status	GCS Strategic Plan Goal	School's 2016- 2017 Goal						
	Strategies and Measures:								

## Gaston County Schools Strategic Goals

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

Focus Area	1.1 Increase the graduation rate
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	1.2 Increase students completing Career and Technical Education courses and opportunities
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	1.3 Increase the number of students who graduate from high school with post-secondary credit
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Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

Focus Area	2.1 Increase the percentage of students reading on or above grade level by the end of the third grade
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	2.2 Increase the strategies and tools available to ensure success of all students
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	2.3 Increase opportunities for a wide variety of academic choices
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Goal 3: Every employee is capable and committed to the education of the whole child.

Focus Area	3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.
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	3.2 Provide employees increased access to quality, research-based professional development
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	3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate
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Goal 4: Every school has up-to-date technology to support teaching and learning.

Focus Area	4.1 Ensure all schools have sufficient wireless coverage
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	4.2 Increase the use of technology as a communication tool for all stakeholders
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	4.3 Increase the number of teachers and students who effectively use digital learning tools
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Goal 5: Every student has the opportunity to learn in a safe school environment.

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

## 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 st	
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



## 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.

**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. This is a change from the one day a week they have had in the past. 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.

## Title I Statewide Project Summary: Needs Assessment

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 was 48, our growth score was 79.8, and our overall school performance was 55. Gardner Park received a grade of C overall with a growth status of 'met'.

Reading EOG for 2015-2016 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 for 2015-2016 shows 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 2015-2016 shows that 68% of fifth grade students are proficient. Gardner Park's overall reading proficiency was 50.76% while math was 47.13%.

MClass EOY data for 2015-2016 shows Kindergarten with 71% proficient on DIBELS and 66% proficient on TRC. First grade students were 72% proficient on DIBELS and 38% proficient on TRC. Second grade students scored 64% proficient on DIBELS and 25% on TRC. Third grade students were 58% proficient on DIBELS and 41% on TRC. Fourth grade students scored 47% proficient on DIBELS and 32% proficient on TRC.

Gardner Park has an Economically Disadvantaged population that exceeds 75%. There are subgroups of White, Black, and Hispanic students. The 75% ED number 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.

### 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. We will work in PLCs to ensure that teachers are planning guided reading lessons and reading strategy groups based on relevant data that supports struggling readers. Our full time bilingual parent Involvement specialist is working to create a functional Parent Resource room. Information to all parents is being sent home in Spanish and in English. Electronic messages sent home are sent in Spanish and in English. A cohort of teachers have been trained in the strategies associated with the SIOP model for the Hispanic children we serve. This team of staff members will again be leading site-based training for the staff this year in SIOP strategies to improve performance in math and reading. The STEM Resource room has been upgraded for teachers. The school adheres to the state requirement for use of Reading 3DMClass in grades K-3, and in an effort to more effectively diagnose reading problems in the upper grades has added MClass Reading 3D to grades 4 and 5, where students with the greatest need will be assessed with this tool. We will continue with professional development with effectively incorporating Compass Learning in grade 1-5. Gardner Park also has a focus on implementing the use of student data notebooks this year in which all students will learn about goal setting and tracking their progress towards proficiency.

### 3. Instruction by a highly qualified professional staff

Every teacher at Gardner Park Elementary is highly qualified. 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 Compass Learning team for both beginners and intermediate teachers. Our focus is to increase the number of students in each class logging into Compass as well as the number of completed assignments to increase. Our Instructional Facilitator, along with our Curriculum Facilitator, will be hosting differentiated PD in both reading strategies and how to effectively use Developing Number Concepts materials within small group math instruction.

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

Teachers at Gardner Park are supported with common planning time, an iPad, grade level chromebook carts, wireless connections, an Instructional Facilitator, a Literacy Specialist, a full time bilingual social worker, a full time bilingual Parent Involvement specialist, a family atmosphere within the school and an active PTO. Utilization of teacher input during the interview process for new hires. A computer lab person is paid with Title One funds. Title One funds were used to reduce classroom size in grades 3 and 4. Title One funds support new teachers as they set up classrooms and provide classroom library books. Title One funds provided 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 partnership between the Title One office and the ESL services and recognize that the last two years it 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 begin using 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. Our itinerant team does a great job notifying parents of upcoming performances and recognitions.

7. Preschool 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 STAR data in reading and in math for grades 3-5 and AMC Math data for grades K-2. 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, STAR, 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 M-Class, STAR, 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 are implementing the usage 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 continue to use Compass Learning 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. 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. Title One funds have allowed the school to secure additional time to have our school social worker in the building. This has already proved beneficial to our students.