

# School Improvement Plan



**2015-2016**

**2015-2016 *through* 2016-2017**

*School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.*

<b>Draft Due: September 28, 2015</b>	<b>Final Copy Due: October 26, 2015</b>
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## 2015-2016 Greenway Park Elementary School Improvement Plan Report

### Greenway Park ES Contact Information

<b>School:</b>	Greenway Park Elementary School	<b>Courier Number:</b>	398
<b>Address:</b>	8301 Monroe Road	<b>Phone Number:</b>	980.343.5060
	Charlotte, NC 28216	<b>Fax Number:</b>	980.343.5064
<b>Learning Community</b>	Central	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/greenwayparkES/Pages/Default.aspx">http://schools.cms.k12.nc.us/greenwayparkES/Pages/Default.aspx</a>

<b>Principal:</b>	Anna Kuykendal Rusconi
<b>Learning Community Superintendent:</b>	Taralynn Sullivan

### Greenway Park Elementary School Improvement Team Membership

*From GS §115C-105.27: "The principal of 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."*

Committee Position	Name	Email Address	Date Elected
Principal	<b>Anna Rusconi</b>	<a href="mailto:annam.kuykendal@cms.k12.nc.us">annam.kuykendal@cms.k12.nc.us</a>	8/1/2014
Assistant Principal Representative	<b>Hennie Driggers</b>	<a href="mailto:h.driggers@cms.k12.nc.us">h.driggers@cms.k12.nc.us</a>	8/1/2014
PreKindergarten Teacher Representative	<b>Joyce Oliver</b>	<a href="mailto:joyce.oliver@cms.k12.nc.us">joyce.oliver@cms.k12.nc.us</a>	8/1/2014
Kindergarten Teacher Representative	<b>Jada Goodwin</b>	<a href="mailto:jada.goodwin@cms.k12.nc.us">jada.goodwin@cms.k12.nc.us</a>	8/1/2014
1 <sup>st</sup> Grade Teacher Representative	<b>Naomi Scheiperpeter</b>	<a href="mailto:Naomi1scheiperpeter@cms.k12.nc.us">Naomi1scheiperpeter@cms.k12.nc.us</a>	8/1/2015
2 <sup>nd</sup> Grade Teacher Representative	<b>Cally Parke</b>	<a href="mailto:cally.parke@cms.k12.nc.us">cally.parke@cms.k12.nc.us</a>	8/1/2014
3 <sup>rd</sup> Grade Teacher Representative	<b>Veronica Bradshaw</b>	<a href="mailto:veronica.bradshaw@cms.k12.nc.us">veronica.bradshaw@cms.k12.nc.us</a>	8/1/2014
4 <sup>th</sup> Grade Teacher Representative	<b>Tanya Watson</b>	<a href="mailto:tanyas.veyhrauch@cms.k12.nc.us">tanyas.veyhrauch@cms.k12.nc.us</a>	8/1/2015
5 <sup>th</sup> Grade Teacher Representative	<b>Robin Tench</b>	<a href="mailto:robinm.tench@cms.k12.nc.us">robinm.tench@cms.k12.nc.us</a>	8/1/2015
Essentials Area Representative	<b>Susan Riggs</b>	<a href="mailto:Susan.riggs@cms.k12.nc.us">Susan.riggs@cms.k12.nc.us</a>	8/1/2014

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## 2015-2016 Greenway Park Elementary School Improvement Plan Report

Support Staff Representative	<b>Lisa Carden-Smith</b>	<i>lisak.smith@cms.k12.nc.us</i>	8/1/2014
ESL Team Representative	<b>Leslie Pruce</b>	<i>Leslie.pruce@cms.k12.nc.us</i>	8/1/2015
Counselor	<b>Elizabeth Terrell</b>	<i>elizabeth1.terrell@cms.k12.nc.us</i>	8/1/2014
Facilitator, S. Kensicki, Literacy (K-5)	<b>Sarah Shields</b>	<i>sarah.shields@cms.k12.nc.us</i>	8/1/2014
Facilitator, S. Kensicki, MTSS	<b>Erin Shoemaker</b>	<i>erin.labore@cms.k12.nc.us</i>	8/21/2013
Teacher Assistant Representative	<b>Sally Treveiler</b>	<i>sally.treveiler@cms.k12.nc.us</i>	9/8/2015
Parent Representative	<b>Tessie Dodrill</b>		9/8/2015
Parent Representative	<b>Kristy Burke</b>		9/8/2015
Community Representative	<b>Catherine Knuckles</b>		8/21/2014



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

### Vision Statement

**District:** CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**School:** Greenway Park strives to be a nurturing and safe learning community, where creativity enhances academic achievement and fosters unique learning experiences. Our school is led by a dedicated, professional staff whose emphasis is on instilling positive character traits, while encouraging lifelong learning for all students.

### Mission Statement

**District:** The mission of CMS is to maximize academic achievement by every student in every school.

**School:** We are building a community of lifelong learners where everyone succeeds.

### Greenway Park Elementary School Shared Beliefs

- A warm, supportive structured environment that will enable students to take responsibility for their behavior and learning.
- Increasing student accountability in academic and character development.
- Engaging all students in appropriate instructional activities to enhance their academic achievement.
- Creating life-long learners



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

### Greenway Park Elementary School SMART Goals

1. Provide a duty-free lunch period for every teacher on a daily basis.
2. Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
3. Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
4. Grade 3-5 Hispanic Reading: From BOY to EOY 2014-15, grade 3-5 Hispanic students will grow at least 1 year as measured by TRC data, common assessments, or MAP RIT scores
5. Grade K-5 SWD Reading: From BOY to EOY 2015-16, K-5 students with disabilities will grow at least 1 year as measured by TRC data, common assessments, MAP RIT, or EOG scores.
6. Grade K-5 Literacy: By the end of 2015-16 school year, grade K-5 students will grow at least 1 year as measured by TRC data, common assessments, or MAP RIT scores.
7. Grade 2-5 Math: From BOY to EOY 2015-16, students will grow at least 1 year as measured by math MAP RIT scores, common assessments, and EOG scores.
8. Grade 3- 5 Reading: By the end of the 2015-16 school year, Greenway Park Elementary School composite EOG reading score will increase by at least 15 percentage points.
9. Grade 3-5 Math: By the end of the 2015-16 school year, Greenway Park Elementary School composite EOG math score will increase by at least 15 percentage points.
10. Grade 5 Science: By the end of the 2015-16 school year, Greenway Park Elementary School grade 5 EOG science score will increase by at least 15 percentage points.
11. Grade K-5: By the end of the 2015-16 school year, office referrals will decrease by 25% from the previous year.



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# 2015-2016 Greenway Park Elementary School Improvement Plan Report

## Greenway Park Elementary School Assessment Data Snapshot

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	300	2	1	151	93	12	40	176	46	35	9
Participation Percent	100	0	0	100	100	0	100	100	100	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Insuf.
Proficiency Denominator	256	2	1	126	82	10	34	148	37	33	9
Proficiency Percent	30.5	0	0	29.4	20.7	0	58.8	23.6	8.1	12.1	0
Goal Percent	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Met/CI	Not Met	Not Met	Not Met	Insuf.
Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	300	2	1	151	93	12	40	176	46	35	9
Participation Percent	100	0	0	100	100	0	100	100	100	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Insuf.
Proficiency Denominator	256	2	1	126	82	10	34	148	37	33	9
Proficiency Percent	38.7	0	0	32.5	41.5	0	55.9	30.4	18.9	15.2	0
Goal Percent	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	Insuf.	Insuf.	Met/CI	Met/CI	Insuf.	Met/CI	Not Met	Met/CI	Not Met	Insuf.

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Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	78	1	0	42	18	7	10	48	4	10	2
Participation Percent	100	0	0	100	0	0	0	100	0	0	0
Participation Status	Met	Insuf.	~	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.
Proficiency Denominator	65	1	0	35	16	6	7	36	3	10	2
Proficiency Percent	49.2	0	0	54.3	0	0	0	44.4	0	0	0
Goal Percent	61.8	51.9	0	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Proficiency Status	Not Met	Insuf.	~	Met	Insuf.	Insuf.	Insuf.	Met/CI	Insuf.	Insuf.	Insuf.
Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Rate	99.5	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~

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## 2015-2016 Greenway Park Elementary School Improvement Plan Report

### Greenway Park Elementary School Profile

Greenway Park Elementary is a Prekindergarten-Fifth Grade elementary school. It draws the majority of its students from the southeastern part of Mecklenburg County. Within this area are approximately ten apartment complexes; therefore, the numbers of students we serve often fluctuates due to the high mobility rate. We have approximately 39 students in our Prekindergarten program, 10 students in the Prekindergarten EC program, and 559 in K-5. The student make-up is socially and ethnically diverse and consists of 11.8% white, 51.5% African-American, 30.5% Hispanic, 2.0% Asian, 4.0% two or more races and 1% American Indian. Over 82% of our students are economically disadvantaged and our school is a Title I School.

Our faculty consists of 49 certified teachers. 29.5% of staff members have earned advanced degrees. 25% of staff has over 20 years of experience. The support staff includes: full-time art, music, media, and PE specialists, a part-time TD catalyst teacher, one assistant principal, two EC teachers, one Prekindergarten EC teacher, three EC assistants, three Title I Prekindergarten (Bright Beginnings) teachers, one and a half speech pathologist, two ESL teachers, one school counselor, an itinerant school psychologist, an itinerant therapist, one parent advocate, one translator, one academic Facilitator, a MTSS Facilitator, one reading tutor, four Instructional Assistants, an itinerant physical therapist, and an itinerant occupational therapist.

In reading proficiency, the overall score was 30.5%. In math proficiency, the overall score was 38.7% in the 2014-2015 school year. In science the overall score was 49.2% in the 2014-2015 school year. Greenway Park Elementary School's proficiency status was "Not Met."



# 2015-2016 Greenway Park Elementary School Improvement Plan Report

## Strategic Plan 2018: For a Better Tomorrow

<p><b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. College- and career-readiness</li> <li>II. Academic growth/high academic achievement</li> <li>III. Access to rigor</li> <li>IV. Closing achievement gaps</li> </ul>	<p><b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Proactive recruitment</li> <li>II. Individualized professional development</li> <li>III. Retention/quality appraisals</li> <li>IV. Multiple career pathways</li> <li>V. Leadership development</li> </ul>
<p><b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p><b>Three focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Family engagement</li> <li>II. Communication and outreach</li> <li>III. Partnership development</li> </ul>	<p><b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Physical safety</li> <li>II. Social and emotional health</li> <li>III. High engagement</li> <li>IV. Cultural competency</li> <li>V. Customer service</li> </ul>
<p><b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Effective and efficient processes and systems</li> <li>II. Strategic use of district resources</li> <li>III. Data integrity and use</li> <li>IV. School performance improvement</li> </ul>	<p><b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Learning everywhere, all the time</li> <li>II. Innovation and entrepreneurship</li> <li>III. Strategic school redesign</li> <li>IV. Innovative new schools</li> </ul>



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (1):</b> <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
<b>Strategic Plan Goal:</b>	Goal 2: Recruit, develop, retain and reward a premier workforce
<b>Strategic Plan Focus Area:</b>	Area 3: Retention/quality appraisals
<b>Data Used:</b>	Master schedule, teacher retention

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Employment of lunch monitor	Principal, A. Rusconi	Employment of monitor with Human Resources approval to provide coverage	CMS	Lunch monitor	Aug. 2015, Jan. 2016, June 2016
2. Implement PBIS behavior plan with Panther PRIDE	Principal, A. Rusconi	Reduced referrals in cafeteria	None	All staff	Aug. 2015, Jan. 2016, June 2016
3. Implement support staff schedule	Principal, A. Rusconi	Reduced referrals in cafeteria	None	Support staff	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (2):</b> <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
<b>Strategic Plan Goal:</b>	Goal 2: Recruit, develop, retain and reward a premier workforce
<b>Strategic Plan Focus Area:</b>	Area 2: Individualized professional development Area 3: Retention/quality appraisals
<b>Data Used:</b>	Master schedule, teacher retention

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Provide 50-minute Special Area classes in master calendar (Monday-Friday schedule)	Principal, A. Rusconi	Special Area classes will result in positive achievement in elective classes	None	Special Area Teachers	Aug. 2015, Jan. 2016, June 2016
2. Provide a K-5 literacy and a MTSS Facilitator, S. Kensicki for support in instructional planning, data analysis, and academic interventions	Principal, A. Rusconi	More individualized support for teachers for their grade levels and students	Title I funding	• K-5 Facilitator • MTSS Facilitator	Aug. 2015, Jan. 2016, June 2016
3. Provide planning calendar: 1 day literacy, 1 day math, 1 day data, 2 days for individual teacher planning	Principal, A. Rusconi	• Planning time with a single focus • Time for individual teacher planning	Title I funding	• K-5 Facilitator • MTSS Facilitator	Aug. 2015, Jan. 2016, June 2016



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<b>SMART Goal (3):</b> <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
<b>Strategic Plan Goal:</b>	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
<b>Strategic Plan Focus Area:</b>	Area 1: Physical safety Area 2: Social and emotional health
<b>Data Used:</b>	Referral and suspension data, Insight Survey, teacher retention

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Bully Liaison/Bully-prevention • PBIS • Morning meetings • Community meetings • Small group guidance and individual interventions	• School Counselor, L. Terrell • Psychologist, L. C-Smith • PBIS Coach, E. Shoemaker	• Reduced bully reports • Reduced repeat offenders of bullying • Student safety survey	None	• Counselor • Psychologist • PBIS Coach • Assistant Principal • All staff	Aug. 2015, Jan. 2016, June 2016
2. Character Education • PBIS • Morning meetings • Character Ed classes	• School Counselor, L. Terrell • PBIS Coach, E. Shoemaker	• Reduced office referrals and suspensions • PBIS lessons • Completion of Character Ed classes	None	• Counselor • Psychologist • PBIS Coach • Assistant Principal • Classroom Teachers	Aug. 2015, Jan. 2016, June 2016

## 2015-2016 Greenway Park Elementary School Improvement Plan Report

3. Healthy Active Child 30 min. • 30 minute physical activity time daily (P.A.T.) • 50 minute P.E. time for each class weekly	Physical Education Teacher, P. Springs	<ul style="list-style-type: none"> <li>Reduced office referrals and suspensions</li> <li>Master schedule</li> </ul>	Achieve 225 Grant	<ul style="list-style-type: none"> <li>P.E. Teacher</li> <li>K-5 Teachers</li> </ul>	Aug. 2015, Jan. 2016, June 2016
4. Quarterly PRIDE incentive programs	Principal, A. Rusconi	Reduced office referrals and suspensions	None	<ul style="list-style-type: none"> <li>PBIS Coach</li> <li>PBIS Committee</li> </ul>	Aug. 2015, Jan. 2016, June 2016
5. PBIS Coach • Work and support staff to ensure that PBIS is implemented with fidelity	Principal, A. Rusconi	Reduced office referrals and suspensions	None	<ul style="list-style-type: none"> <li>PBIS Coach</li> <li>PBIS Committee</li> </ul>	Aug. 2015, Jan. 2016, June 2016
6. PBIS Committee • Revise and implement behavior matrix to improve the learning environment	<ul style="list-style-type: none"> <li>PBIS Coach, E. Shoemaker</li> <li>School Counselor, L. Terrell</li> <li>PBIS Committee</li> </ul>	<ul style="list-style-type: none"> <li>Reduced office referrals and suspensions</li> <li>Staff and student survey responses</li> </ul>	None	<ul style="list-style-type: none"> <li>PBIS Coach</li> <li>PBIS Committee</li> </ul>	Aug. 2015, Jan. 2016, June 2016
7. Classroom and Morning Meetings • Professional Development	<ul style="list-style-type: none"> <li>School Counselor, L. Terrell</li> <li>School Psychologist, L. C-Smith</li> </ul>	Reduced office referrals and suspensions	None	K-5 Teachers	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

8. Classroom Management Professional Development for new teachers	<ul style="list-style-type: none"><li>• Assistant Principal, H. Driggers</li></ul>	Reduced office referrals and suspensions	None	<ul style="list-style-type: none"><li>• Assistant Principal</li><li>• CMS BTSB</li><li>• New Teachers</li></ul>	Aug. 2015, Jan. 2016, June 2016
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## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (4):</b>	<b>Grade 3-5 Hispanic Reading:</b> From BOY to EOY 2015-16, grade 3-5 Hispanic students will grow at least 1 year as measured by TRC data, common assessments, or MAP RIT scores
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
<b>Strategic Plan Focus Area:</b>	Goal 1 Area 1: College- and career-readiness Goal 1 Area 2: Academic growth/high academic achievement Goal 1 Area 4: Closing achievement gaps Goal 5 Area 3: Data integrity and use
<b>Data Used:</b>	EOG 2014-15: 31.5% proficiency; MAP, Reading 3D, EOG, Common Assessments

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Data analysis process <ul style="list-style-type: none"> <li>Data meetings at least once every five day planning rotation.</li> <li>Common assessments created and data used to create small group instruction for remediation and acceleration.</li> <li>Begin utilization of DDI process grades K-5</li> <li>Grade 2-5 students create a MAP growth goal chart.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>Assistant Principal, H. Driggers</li> </ul>	<ul style="list-style-type: none"> <li>Team planning meetings utilizing data analysis process, MAP data, Reading 3D data</li> <li>Goal setting by staff and students</li> </ul>	None	<ul style="list-style-type: none"> <li>ESL Teachers</li> <li>K-5 Teachers</li> </ul>	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

2. SIOP <ul style="list-style-type: none"> <li>• Training offered through school-based professional development</li> </ul>	ESL Teachers, L. Pruce; C. McGhee	<ul style="list-style-type: none"> <li>• SIOP PD rosters</li> <li>• SIOP strategies in classrooms</li> </ul>	None	All Staff	Aug. 2015, Jan. 2016, June 2016
3. LLI <ul style="list-style-type: none"> <li>• Use LLI materials to supplement classroom instruction</li> <li>• Data analysis at individual data meetings</li> </ul>	ESL Teacher, L. Pruce	<ul style="list-style-type: none"> <li>• Literacy instruction for ESL students using LLI kits</li> <li>• Re-teaching and enrichment</li> <li>• Mastery Connect data analysis</li> </ul>	Title I	<ul style="list-style-type: none"> <li>• Grade 3-5 Teachers</li> <li>• ESL Teachers</li> <li>• Title I reading tutors</li> </ul>	Aug. 2015, Jan. 2016, June 2016
4. MTSS (RTI) process <ul style="list-style-type: none"> <li>• Begin to implement the MTSS process at GPES by creating tiered interventions for level 1, 2, 3 students</li> <li>• Tier 2 students team discussions monthly during data planning</li> </ul>	MTSS Facilitator, E. Shoemaker	<ul style="list-style-type: none"> <li>• Intervention Team led by MTSS Facilitator, S. Kensicki</li> <li>• Tiered interventions for levels 1, 2, &amp; 3 for academics and behavior</li> <li>• Progress monitoring</li> </ul>	Title I	<ul style="list-style-type: none"> <li>• Grade 3-5 Teachers</li> <li>• ESL Teachers</li> <li>• Title I reading tutors</li> </ul>	Aug. 2015, Jan. 2016, June 2016
5. APTT Program <ul style="list-style-type: none"> <li>• Conduct meetings 3 times per year for parent goal setting</li> <li>• Train parents in grade-level specific foundational skills</li> </ul>	K-5 Teachers	<ul style="list-style-type: none"> <li>• Parent attendance at meetings</li> <li>• Parent Education Materials</li> </ul>	Title I	K-5 Teachers	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (5):</b>	<b>Grade K-5 SWD Reading:</b> From BOY to EOY 2015-16, K-5 students with disabilities will grow at least 1 year as measured by TRC data, common assessments, MAP RIT, or EOG scores.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
<b>Strategic Plan Focus Area:</b>	Goal 1 Area 1: College- and career-readiness Goal 1 Area 2: Academic growth/high academic achievement Goal 1 Area 4: Closing achievement gaps Goal 5 Area 3: Data integrity and use
<b>Data Used:</b>	EOG 2014-15: 17.5% proficiency; MAP, Reading 3D, EOG, Common Assessments

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Data analysis process <ul style="list-style-type: none"> <li>Data meetings at least monthly during planning.</li> <li>Common assessments are created and data is used to create small group instruction for remediation and acceleration.</li> <li>Begin utilization of DDI process grades K-5</li> <li>Grade 2-5 students create a MAP growth goal chart.</li> </ul>	<ul style="list-style-type: none"> <li>EC Teachers, C. Rogers; K. Stadtmiller</li> <li>Assistant Principal, H. Driggers</li> </ul>	<ul style="list-style-type: none"> <li>Team planning meetings utilizing data analysis process, MAP data, Reading 3D data</li> <li>Goal setting by staff and students</li> <li>Re-teaching and enrichment</li> <li>Mastery Connect data analysis</li> </ul>	None	<ul style="list-style-type: none"> <li>EC Teachers</li> <li>K-5 Teachers</li> </ul>	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

2. Inclusive practices <ul style="list-style-type: none"> <li>EC Inclusion schedule</li> </ul>	<ul style="list-style-type: none"> <li>EC Teachers, C. Rogers; K. Stadtmiller</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of inclusive practices</li> <li>Inclusion schedule</li> </ul>	None	Grade 3-5 Teachers	Aug. 2015, Jan. 2016, June 2016
3. Guided Reading <ul style="list-style-type: none"> <li>Guided reading PD</li> <li>Training on grouping students for guided reading</li> </ul>	Facilitator, S. Kensicki	<ul style="list-style-type: none"> <li>Attendance at Guided Reading training</li> <li>Guided Reading grouping plans</li> <li>Flex Guided Reading across grade levels</li> </ul>	None	<ul style="list-style-type: none"> <li>Grade 3-5 Teachers</li> <li>EC Teachers</li> </ul>	Aug. 2015, Jan. 2016, June 2016
4. LLI <ul style="list-style-type: none"> <li>Use LLI materials to supplement classroom instruction</li> <li>Data analysis at individual data meetings</li> </ul>	ESL Teacher, L. Pruce	<ul style="list-style-type: none"> <li>Literacy instruction for EC students using LLI kits</li> <li>Re-teaching and enrichment</li> <li>Mastery Connect data analysis</li> </ul>	Title I	<ul style="list-style-type: none"> <li>Grade 3-5 Teachers</li> <li>ESL Teachers</li> <li>Title I reading tutors</li> </ul>	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (6):</b>	<b>Grade K-5 Literacy:</b> By the end of 2015-16 school year, grade K-5 students will grow at least 1 year as measured by TRC data, common assessments, or MAP RIT scores
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
<b>Strategic Plan Focus Area:</b>	Goal 1 Area 2: Academic growth/high academic achievement Goal 1 Area 3: Access to rigor Goal 1 Area 4: Closing achievement gaps Goal 5 Area 3: Data integrity and use
<b>Data Used:</b>	BOY 2014 TRC, Reading 3D, MAP data, Common Assessment Data, Dibels

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Data analysis process <ul style="list-style-type: none"> <li>Data meetings at least once every five day planning rotation.</li> <li>Common assessments are created and the data is used to create small group instruction for remediation and acceleration.</li> <li>Utilization of Mastery Connect for grades 2-5</li> <li>Students create a MAP growth goal chart.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>MTSS Facilitator, E. Shoemaker</li> <li>Principal, A. Rusconi</li> </ul>	<ul style="list-style-type: none"> <li>Team planning meetings utilizing data analysis process, MAP data, Reading 3D data, Common Assessments</li> <li>Goal setting by staff and students</li> </ul>	None	K-5 Teachers	Aug. 2015, Jan. 2016, June 2016

## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<p>2. MTSS (RTI) process</p> <ul style="list-style-type: none"> <li>• Implement the MTSS process at GPES by creating tiered interventions for level 1, 2, 3 students</li> <li>• Tier 2 students team discussions weekly</li> <li>• PD on PEPs</li> <li>• Utilization of LLI kits in grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS Facilitator, E. Shoemaker</li> <li>• School Counselor, L. Terrell</li> <li>• School Psychologist, L. C-Smith</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Team led by MTSS Facilitator</li> <li>• Tiered interventions for levels 1, 2, &amp; 3 for academics and behavior</li> <li>• Tier 2 students team discussions weekly</li> <li>• Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Title I funding for tutor</li> <li>• Extended Day funds</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 teachers</li> <li>• Title I reading tutor</li> </ul>	<p>Aug. 2015, Jan. 2016, June 2016</p>
<p>3. Balanced Literacy</p> <ul style="list-style-type: none"> <li>• Team literacy meetings once every five day planning rotation.</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator, S. Kensicki</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development on Readers Workshop</li> <li>• Support in planning</li> <li>• Creating classroom libraries</li> <li>• Guided Reading</li> <li>• Word Work</li> <li>• Re-teaching and enrichment</li> </ul>	<p>None</p>	<p>K-5 teachers</p>	<p>Aug. 2015, Jan. 2016, June 2016</p>



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (7):</b>	<b>Grade 2-5 Math:</b> From BOY to EOY 2015-16, students will grow at least 1 year as measured by math MAP RIT scores, common assessments, and EOG scores
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
<b>Strategic Plan Focus Area:</b>	Goal 1 Area 2: Academic growth/high academic achievement Goal 1 Area 3: Access to rigor Goal 1 Area 4: Closing achievement gaps Goal 5 Area 3: Data integrity and use
<b>Data Used:</b>	MAP Assessment 2 <sup>nd</sup> 79% on grade level; EOG Math 2014-15 Grades 3-5 47.2% proficient; Common Assessments

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Data analysis process • Data meetings once every five day planning rotation. • Common assessments created and data is used to create small group instruction for remediation and acceleration. • Utilization of data tracker for grades 2-5 • All students create a MAP growth goal chart.	• Facilitator, S. Kensicki • MTSS Facilitator, E. Shoemaker • Principal, A. Rusconi	• Team planning meetings utilizing data analysis process, MAP data, Reading 3D data, Common Assessments • Goal setting by staff and students	None	K-5 Teachers	Aug. 2015, Jan. 2016, June 2016

## 2015-2016 Greenway Park Elementary School Improvement Plan Report

2. MTSS (RTI) process <ul style="list-style-type: none"> <li>Implement the MTSS process at GPES by creating tiered interventions for level 1, 2, 3 students</li> <li>Tier 2 students team discussions weekly</li> <li>PD on PEPs</li> <li>Utilization of LLI kits in grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Facilitator, E. Shoemaker</li> <li>School Counselor, L. Terrell</li> <li>School Psychologist, L. C-Smith</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Team led by Facilitator</li> <li>Tiered interventions for levels 1, 2, &amp; 3 for academics and behavior</li> <li>Tier 2 students team discussions weekly</li> <li>Progress monitoring</li> <li>PD on PEPs</li> </ul>	<ul style="list-style-type: none"> <li>Title I funding for tutor</li> <li>Extended Day funds</li> </ul>	<ul style="list-style-type: none"> <li>K-5 teachers</li> <li>Title I tutor</li> </ul>	Aug. 2015, Jan. 2016, June 2016
3. Math Journaling <ul style="list-style-type: none"> <li>Support in planning</li> <li>Journals graded with rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> </ul>	<ul style="list-style-type: none"> <li>Completed math journals for students at end of school year</li> <li>Rubrics as artifacts</li> </ul>	None		Aug. 2015, Jan. 2016, June 2016
4. Departmentalization <ul style="list-style-type: none"> <li>Focused supplies &amp; resources</li> <li>PD</li> <li>Planning</li> </ul>	<ul style="list-style-type: none"> <li>Principal, A. Rusconi</li> </ul>	<ul style="list-style-type: none"> <li>Math scores will improve and each student's level of proficiency will grow</li> </ul>	None	Grade 3-5 teachers	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (8):</b>	<b>Grade 3- 5 Reading:</b> By the end of the 2015-16 school year, Greenway Park Elementary School composite EOG reading score will increase by at least 15 percentage points.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
<b>Strategic Plan Focus Area:</b>	Goal 1 Area 1: College- and career-readiness Goal 1 Area 2: Academic growth/high academic achievement Goal 1 Area 4: Closing achievement gaps Goal 5 Area 3: Data integrity and use
<b>Data Used:</b>	EOG Reading Scores 2014-15: 42.7% proficient; MAP, EOG, Common Assessments

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Data analysis process <ul style="list-style-type: none"> <li>Data meetings once every five day planning rotation.</li> <li>Common assessments are created and data is used to create small group instruction for remediation and acceleration.</li> <li>Utilization of data tracker for grades 2-5</li> <li>All students create a MAP growth goal chart.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>MTSS Facilitator, E. Shoemaker</li> <li>Principal, A. Rusconi</li> </ul>	<ul style="list-style-type: none"> <li>Team planning meetings utilizing data analysis process, MAP data, Reading 3D data, Common Assessments</li> <li>Goal setting by staff and students</li> </ul>	None	Grade 3-5 teachers	Aug. 2015, Jan. 2016, June 2016

## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<p>2. MTSS (RTI) process</p> <ul style="list-style-type: none"> <li>Implement the MTSS process at GPES by creating tiered interventions for level 1, 2, 3 students</li> <li>Tier 2 students team discussions weekly</li> <li>PD on PEPs</li> <li>Utilization of LLI kits in grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Facilitator, E. Shoemaker</li> <li>School Counselor, L. Terrell</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Team led by Facilitator</li> <li>Tiered interventions for levels 1, 2, &amp; 3 for academics and behavior</li> <li>Tier 2 students team discussions weekly</li> <li>Progress monitoring</li> <li>PD on PEPs</li> </ul>	Title I funding for tutor	<ul style="list-style-type: none"> <li>Grade 3-5 teachers</li> <li>Title I Reading Tutor</li> </ul>	Aug. 2015, Jan. 2016, June 2016
<p>3. Guided Reading</p> <ul style="list-style-type: none"> <li>Team literacy meetings once every five day planning rotation.</li> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> </ul>	<ul style="list-style-type: none"> <li>Team planning meetings</li> <li>Goal setting by staff and students</li> <li>Re-teaching and enrichment</li> </ul>	None	Grade 3-5 teachers	Aug. 2015, Jan. 2016, June 2016
<p>4. Extended Day Program</p> <ul style="list-style-type: none"> <li>Extended Day Program funds will be used to hire a part time tutor to work with students who need targeted literacy interventions (e.g., LLI)</li> </ul>	<ul style="list-style-type: none"> <li>Principal, A. Rusconi</li> </ul>	Literacy instruction weekly for identified students using LLI kits	CMS Extended Day Program funds	Extended DayTutor	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (9):</b>	<b>Grade 3-5 Math:</b> By the end of the 2015-16 school year, Greenway Park Elementary School composite EOG math score will increase by at least 15 percentage points.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
<b>Strategic Plan Focus Area:</b>	Goal 1 Area 2: Academic growth/high academic achievement Goal 1 Area 3: Access to rigor Goal 1 Area 4: Closing achievement gaps Goal 5 Area 3: Data integrity and use
<b>Data Used:</b>	EOG Math Scores 2014-15: 47.8% proficient: MAP, Common Assessments

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Data analysis process <ul style="list-style-type: none"> <li>Data meetings once every five day planning rotation.</li> <li>Common assessments are created and data is used to create small group instruction for remediation and acceleration.</li> <li>Utilization of data tracker for grades 3-5</li> <li>All students create a MAP growth goal chart.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>MTSS Facilitator, E. Shoemaker</li> <li>Principal, A. Rusconi</li> </ul>	<ul style="list-style-type: none"> <li>Team planning meetings utilizing data analysis process, MAP data, Common Assessments</li> <li>Goal setting by staff and students</li> </ul>	None	K-5 Teachers	Aug. 2015, Jan. 2016, June 2016

## 2015-2016 Greenway Park Elementary School Improvement Plan Report

2. MTSS (RTI) process <ul style="list-style-type: none"> <li>Implement the MTSS process at GPES by creating tiered interventions for level 1, 2, 3 students</li> <li>Tier 2 students team discussions weekly</li> <li>PD on PEPs</li> <li>Utilization of LLI kits in grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Facilitator, E. Shoemaker</li> <li>School Counselor, L. Terrell</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Team led by Facilitator</li> <li>Tiered interventions for levels 1, 2, &amp; 3 for academics and behavior</li> <li>Tier 2 students team discussions weekly</li> <li>Progress monitoring</li> <li>PD on PEPs</li> </ul>	<ul style="list-style-type: none"> <li>Title I funding for tutor</li> <li>Extended Day funds</li> </ul>	<ul style="list-style-type: none"> <li>K-5 teachers</li> <li>Title I tutor</li> </ul>	Aug. 2015, Jan. 2016, June 2016
3. Math Journaling <ul style="list-style-type: none"> <li>Support in planning</li> <li>Journals graded with rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> </ul>	<ul style="list-style-type: none"> <li>Completed math journals for students at the end of the school year</li> <li>Rubrics as artifacts</li> </ul>	None		Aug. 2015, Jan. 2016, June 2016
4. Departmentalization <ul style="list-style-type: none"> <li>Focused supplies &amp; resources</li> <li>PD</li> <li>Planning</li> </ul>	<ul style="list-style-type: none"> <li>Principal, A. Rusconi</li> </ul>	<ul style="list-style-type: none"> <li>Math scores will improve and each student's level of proficiency will grow</li> </ul>	None	Grade 3-5 teachers	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (10):</b>	<b>Grade 5 Science:</b> By the end of the 2015-16 school year, Greenway Park Elementary School grade 5 EOG science score will increase by at least 15 percentage points.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
<b>Strategic Plan Focus Area:</b>	Goal 1 Area 2: Academic growth/high academic achievement Goal 1 Area 3: Access to rigor Goal 1 Area 4: Closing achievement gaps Goal 5 Area 3: Data integrity and use
<b>Data Used:</b>	EOG Science Scores 2014-15: 55.8% proficient; Common Assessments

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Data analysis process <ul style="list-style-type: none"> <li>Data meetings once every five day planning rotation.</li> <li>Common assessments to be created and data used to create small group instruction for remediation and acceleration.</li> <li>Utilization of data tracker</li> <li>All students create a MAP growth goal chart.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>MTSS Facilitator, E. Shoemaker</li> <li>Principal, A. Rusconi</li> </ul>	<ul style="list-style-type: none"> <li>Team planning meetings utilizing data analysis process, Common Assessments</li> <li>Goal setting by staff and students</li> </ul>	None	Grade 5 teachers	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

2. Departmentalization <ul style="list-style-type: none"><li>Grade 5 departmentalized by science/math &amp; literacy.</li><li>Teachers will have weekly co-planning time within their departments.</li></ul>	<ul style="list-style-type: none"><li>Facilitator, S. Kensicki</li><li>Principal, A. Rusconi</li></ul>	<ul style="list-style-type: none"><li>Focused supplies &amp; resources</li><li>Student achievement data</li></ul>	None	Grade 5 teachers	Aug. 2015, Jan. 2016, June 2016
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## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>SMART Goal (11):</b>	<b>Grade K-5:</b> By the end of the 2015-16 school year, office referrals will decrease by 25% from the previous year.
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
<b>Strategic Plan Focus Area:</b>	Goal 1 Area 2: Academic growth/high academic achievement Goal 1 Area 3: Access to rigor Goal 1 Area 4: Closing achievement gaps Goal 5 Area 3: Data integrity and use
<b>Data Used:</b>	Disciplinary Data Report 2014-15 (PowerSchool)

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Character Education • PBIS • Why Try Curriculum • Morning meetings • Character Ed classes	• School Counselor, L. Terrell • PBIS Coach, E. Shoemaker	• Reduced office referrals and suspensions • Why Try lessons during morning meetings • Completion of Character Ed classes	None	• Counselor • Psychologist • PBIS Coach • Assistant Principal • Classroom Teachers	Aug. 2015, Jan. 2016, June 2016
2. Bully Liaison/Bully-prevention • PBIS • Why Try Curriculum • Morning meetings • Community meetings • Small group guidance and	• School Counselor, L. Terrell • Psychologist, L. C-Smith • PBIS Coach,	• Reduced bully reports • Reduced repeat offenders of bullying • Student safety survey	None	• Counselor • Psychologist • PBIS Coach • Assistant Principal • All staff	Aug. 2015, Jan. 2016, June 2016

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## 2015-2016 Greenway Park Elementary School Improvement Plan Report

individual interventions	E. Shoemaker				
3. Social Skill Development <ul style="list-style-type: none"> <li>Boys Club</li> <li>"Thinking for a Change" program</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal, H. Driggers</li> <li>School Counselor, L. Terrell</li> </ul>	<ul style="list-style-type: none"> <li>Reduced office referrals and suspensions</li> <li>"Thinking for a Change" lessons focused on developing social skills for targeted students</li> </ul>	None	<ul style="list-style-type: none"> <li>CMS Alternative Ed. Dept.</li> <li>Assistant Principal</li> <li>BMT</li> </ul>	Aug. 2015, Jan. 2016, June 2016
4. Establish Student Culture Committee <ul style="list-style-type: none"> <li>Revise and monitor current behavior plan</li> <li>Plan incentive activities</li> <li>Review disciplinary data</li> </ul>	<ul style="list-style-type: none"> <li>PBIS Coach, E. Shoemaker</li> <li>Assistant Principal, H. Driggers</li> <li>Grade level teacher representatives</li> </ul>	<ul style="list-style-type: none"> <li>Reduced office referrals and disruptive classroom behaviors</li> <li>Panther PRIDE incentive activities</li> </ul>	None	<ul style="list-style-type: none"> <li>PBIS Coach</li> <li>Grade level representatives</li> </ul>	Aug. 2015, Jan. 2016, June 2016
5. Hire BMT	<ul style="list-style-type: none"> <li>Principal, A. Rusconi</li> </ul>	<ul style="list-style-type: none"> <li>Reduced office referrals and disruptive classroom behaviors</li> </ul>	Title I funds	<ul style="list-style-type: none"> <li>Assistant Principal</li> <li>BMT</li> </ul>	Aug. 2015, Jan. 2016, June 2016



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
<b>Strategic Plan Focus Area:</b>	Area 2: Academic growth/high academic achievement
<b>Data Used:</b>	

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Common assessments <ul style="list-style-type: none"> <li>Pre- and post- assessments aligned to content standards               <ul style="list-style-type: none"> <li>K-2 will be a minimum of 2 common assessments per quarter, with a minimum of 8 total common assessments per year.</li> <li>Grades 3-5 will be 4 literacy common assessments and 4 math common assessments per year.</li> <li>Grade 5, will be 4 common assessments for science.</li> </ul> </li> <li>Instructional Leadership Team will facilitate weekly meetings with a Backwards Design approach and focus on student performance data</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>Principal, A. Rusconi</li> <li>Assistant Principal, H. Driggers</li> <li>K-5 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Improved quality and alignment of assessments</li> <li>Strategic planning and pacing to improve teaching and learning.</li> <li>Improved student performance on common assessments and benchmark testing through effective PLC planning and collaboration.</li> </ul>	None	<ul style="list-style-type: none"> <li>K-5 teachers</li> <li>Facilitator</li> <li>Admin team</li> </ul>	Aug 2015 - June 2016

## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<p>2. Data disaggregation</p> <ul style="list-style-type: none"> <li>Teachers will complete the school-wide data tracker and come to data team meetings prepared for analysis and planning. The meetings are intended to monitor student achievement by standard to develop remediation / intervention lesson plans (Leveled Literacy Intervention, Do the Math Intervention, Flex Groups, Raz Kids, etc.)</li> <li>Common Assessments reviewed by the team to ensure alignment to the rigor of the CCSS</li> <li>Student MAP Goal Sheet – students will set goals for themselves for the MAP test and will monitor their individual progress</li> <li>Teacher communication with families regarding student performance (mastery, partial mastery, &amp; non-mastery)</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>MTSS Facilitator, E. Shoemaker</li> <li>Principal, A. Rusconi</li> <li>Assistant Principal, H. Driggers</li> <li>K-5 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Improved quality and Team planning meetings utilizing data analysis process, MAP data, Reading 3D data, Common Assessments</li> <li>Data used to plan for instruction</li> <li>Common assessment data trackers demonstrate greater mastery among student body</li> <li>Assessment quality will be examined and improved based on team analysis</li> <li>Student MAP goal sheet will help students know their current level and where they need to be.</li> </ul>	None	<ul style="list-style-type: none"> <li>K-5 teachers</li> <li>Facilitator</li> <li>MTSS Facilitator</li> <li>Admin team</li> </ul>	Aug. 2015, Jan. 2016, June 2016
<p>3. Flexible grouping</p> <ul style="list-style-type: none"> <li>Remediation and Enrichment period built into Master Calendar; the results of data analysis is used to plan for these periods</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>MTSS Facilitator, E. Shoemaker</li> <li>Principal, A.</li> </ul>	<ul style="list-style-type: none"> <li>Students who re-take the test will show a greater level of mastery.</li> <li>Activities for remediation and enrichment period will reflect standards to</li> </ul>	None	<ul style="list-style-type: none"> <li>K-5 teachers</li> <li>Facilitator</li> <li>MTSS Facilitator</li> <li>Admin</li> </ul>	Aug. 2015, Jan. 2016, June 2016

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<ul style="list-style-type: none"> <li>Grade level teachers will attend planning meetings on a five day rotation to analyze common assessment results and/or other data collected during the week so teams can develop enrichment &amp; remediation plans based on individual student need.</li> <li>Data planning meetings to develop standards-based lesson plans that address new and previously taught standards (small group instruction, workshop stations, differentiated process and product, etc.)</li> </ul>	<p>Rusconi</p> <ul style="list-style-type: none"> <li>Assistant Principal, H. Driggers</li> <li>K-5 Teachers</li> </ul>	<p>which students need more exposure.</p> <ul style="list-style-type: none"> <li>Lessons aligned to standards</li> </ul>		team	
<p>4. Additional learning opportunities</p> <ul style="list-style-type: none"> <li>Remediation and Enrichment period built into Master Calendar; the results of data analysis is used to plan for these periods</li> <li>Targeted interventions</li> <li>Additional opportunities to take assessments</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator, S. Kensicki</li> <li>Principal, A. Rusconi</li> <li>K-5 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Activities for remediation and enrichment will reflect standards to which students need more exposure.</li> <li>Remedial instruction using LLI kits</li> <li>Mastery Connect data analysis</li> <li>Students who re-take tests will show a greater level of mastery.</li> </ul>	None	<ul style="list-style-type: none"> <li>K-5 teachers</li> <li>Reading tutors</li> <li>Admin team</li> </ul>	Aug. 2015, Jan. 2016, June 2016
<p>5. Late and make-up work</p> <ul style="list-style-type: none"> <li>Teachers communicate with</li> </ul>	K-5 Teachers	<ul style="list-style-type: none"> <li>Increased student accountability</li> </ul>	None	<ul style="list-style-type: none"> <li>K-5 teachers</li> </ul>	Aug. 2015, Jan. 2016,



## 2015-2016 Greenway Park Elementary School Improvement Plan Report

<p>parents via progress reports, notes home, email, Thursday folders, face-to-face conferences, phone conversations to tell about late/missing work</p> <ul style="list-style-type: none"> <li>• When students are absent from school, teachers will provide the make-up work packet—arrangements made within 5 days of their return and sent home</li> <li>• All work/assignments will be accepted by the teacher whenever submitted <ul style="list-style-type: none"> <li>a. Student was present, but work was late – a reduction in credit for each week it is missing/late may be given. A student will not receive a grade lower than 60 for a make-up assignment.</li> <li>b. Student had unexcused absence –a reduction in credit for each week it is missing/late may be given. A student will not receive a grade lower than 60 for a make-up assignment</li> <li>c. Student had an excused absence – full credit given</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Staff-wide understanding of CMS and GPES grading expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Facilitator</li> <li>• Admin team</li> </ul>	June 2016
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## 2015-2016 Greenway Park Elementary School Improvement Plan Report

### Greenway Park Elementary School - 600 Waiver Requests

#### Request for Waiver

**1. Insert the waivers you are requesting**

- *none*

**2. Please identify the law, regulation or policy from which you are seeking an exemption.**

- *none*

**3. Please state how the waiver will be used.**

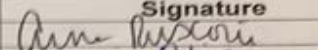
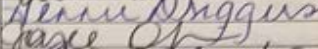
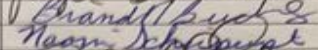
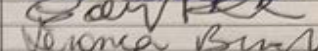
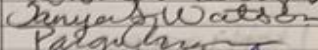
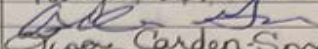
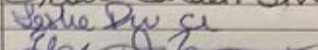
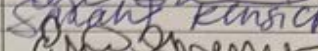

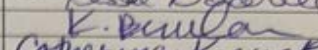
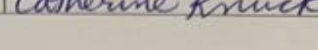


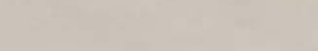
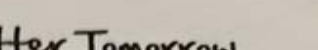
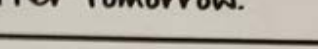



- *none*

**4. Please state how the waiver will promote achievement of performance goals.**

- *none*

## 2015-2016 Greenway Park Elementary School Improvement Plan Report

### 2015-2016 Greenway Park Elementary School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Anna Rusconi		8/1/2014
Assistant Principal Representative	Hennie Driggers		8/1/2014
PreKindergarten Teacher Representative	Joyce Oliver		8/1/2014
Kindergarten Teacher Representative	Brandi Bucholz		8/1/2014
1 <sup>st</sup> Grade Teacher Representative	Naomi Scheiperpeter		8/1/2015
2 <sup>nd</sup> Grade Teacher Representative	Cally Parke		8/1/2014
3 <sup>rd</sup> Grade Teacher Representative	Veronica Bradshaw		8/1/2014
4 <sup>th</sup> Grade Teacher Representative	Tanya Watson		8/1/2015
5 <sup>th</sup> Grade Teacher Representative	Paige Anderson		8/1/2015
Essentials Area Representative	Ashlee Greer		8/1/2014
Support Staff Representative	Lisa Carden-Smith		8/1/2014
ESL Team Representative	Leslie Puce		8/1/2015
Counselor	Elizabeth Terrell		8/1/2014
Facilitator, Literacy (K-5)	Sarah Shields		8/1/2014
Facilitator, MTSS	Erin Shoemaker		8/21/2013
Teacher Assistant Representative	Sally Treveiler		9/8/2015
Parent Representative	Tessie Dodrill		9/8/2015
Parent Representative	Kristy Burke		9/8/2015
Community Representative	Catherine Knuckles		8/21/2014

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