

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.

Draft Due: September 28, 2015

Final Copy Due: October 26, 2015

Reid Park Academy Contact Information			
School:	Reid Park Academy	Courier Number:	517



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Address:	4108 W. Tyvola Road	Phone Number:	980.343.5035
	Charlotte, NC 28208	Fax Number:	980.343.3826
Learning Community	WEST	School Website:	http://schools.cms.k12.nc.us/reidparkES/Pages/Default.aspx

Principal:	Mr. James T. Garvin and Mr. Harrison Conyers
Learning Community Superintendent:	Dr. Curtis Carroll

Reid Park Academy 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	James T. Garvin	j.garvin@cms.k12.nc.us	
Assistant Principal Representative	Lynnette Bittle	lynnette.bittle@cms.k12.nc.us	
Teacher Representative	Meshel Partee	meshell.partee@cms.k12.nc.us	8/21/15
	Leah Hassler	leahm.hassler@cms.k12.nc.us	
	Ann Watkins	anns.watkins@cms.k12.nc.us	
Inst. Support Representative	Annalee Taylor	annalee.brown@cms.k12.nc.us	8/21/15
Teacher Assistant Representative			
Parent Representative	Ricky Hall	rhall@mail4me.com	9/14/14
Parent Representative	Angela Edwards	edwardsangela70462@gmail.com	9/14/14
Parent Representative			

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Vision Statement

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

School: Reid Park will dramatically reduce the achievement and attainment gaps for all students, increase graduation rates, and prepare students for high school.

Mission Statement

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

School: Reid Park will ensure targeted and transparent decision-making regarding school interventions, to support the efficient and effective planning and implementation that will meet the needs of all students.



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Reid Park Academy Shared Beliefs

- All Students need to belong. Everyone has a purpose and a value
- Through love, respect, family, and relationships, all students will have a sense of belonging.
- Independence can be breed, cultivated, and developed.
Everyone has something to give.
- Given time and resources to do so, all children can learn.
- Children should be actively engaged in each classroom.
- It is our responsibility to model and teach skills to be successful.
- We believe that family, respect, and relationships are crucial to learning.
- We provide an all-inclusive instructional setting and set high expectations for every student.

Reid Park Academy SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- 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.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Continue to increase family engagement from 60% to 70% by the end of the 2015-2016 school year.
- Increase the overall composite proficient score from 24.2% to 37% and composite reading proficiency from 22.9% to 44% by the end of the 2015-16 school year as measured by the North Carolina End of Grade Assessments.
- Reid Park Academy will increase the composite math proficiency form 23.28% to 34% and the science composite proficiency from 31.69% to 50% by the end of the 2015-16 school year as measured by the North Carolina End of Grade Assessments.
- Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.



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Reid Park Academy Assessment Data Snapshot

Reading

K-3 EOY Data

Grade Level	13-14	14-15
Kindergarten	42% (120)	41% (136)
1 st	43% (121)	14% (105)
2 nd	23% (84)	41% (100)
3 rd	33% (88)	50% (92)
Composite	35% (423)	39% (433)



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Comparative EOY Data

2012-2013 to 2013-2014 to 2014-2015

	Reading				
	12-13	13-14	14-15	Proficiency Difference	Proficiency Difference (Tracking)
3 rd grade	12.2	27.16	20.88	-6.28	
4 th grade	14.1	26.67	37.18	10.51	
5 th grade	4.4	14.29	22.54	8	
6 th grade	13	21.15	21.67	.52	
7 th grade	15.3	33.8	13.25	-20.55	
8 th grade	14.7	38.89	18.31	-20.58	
Composite	12	26.64	22.29	-4.35	

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	Math				
	12-13	13-14	14-15	Proficiency Difference	Proficiency Difference (Tracking)
3 rd grade	6.8	24.39	28.57	4.18	
4 th grade	9.0	22.37	41.03	18.66	
5 th grade	7.8	18.57	42.25	23.68	
6 th grade	2.6	10.48	11.29	.81	
7 th grade	16.4	22.86	7.14	-6.41	
8 th grade	2.9	22.22	7.14	-15.08	
Composite	11.5	19.58	23.35	3.77	

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	Science				
	12-13	13-14	14-15	Proficiency Difference	
5 th grade	3.4	20.29	39.44	19.15	
8 th grade	13.2	59.72	24.29	-35.44	
Composite	7.6	40.43	31.69	-8.74	
	Composite				
	12-13	13-14	14-15	Proficiency Difference	
	11.1	25.34	24.2	-1.14	
	Demographics				
	12-13	13-14	14-15	Proficiency Difference	
AA	5.6	21.6	24.2	2.6	
Asian	33.3	48.3	45	-3.3	
Hispanic	20	59.7	35.7	-24	
SWD	<5	3.5	4.3	.8	

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Reid Park Academy Profile

Reid Park Academy is a PK-8 public elementary school located in the West Charlotte Area. The students of Reid Park Academy live primarily in five neighboring communities: Little Rock, Wingate, Arbor Glen, Pressley Ridge, and the Reid Park neighborhood. Our students come from very diverse and challenging socioeconomic backgrounds.

Our school serves 857 students and has 49 certified classroom teachers, with 98% of them being highly qualified. Our leadership team consists of 2 Principals, 2 Assistant Principals, 2 Academic/Literacy Facilitators, 1 Professional Development facilitator, 2 Counselors, and 1 Social Worker. The school also has a dedicated School Resource Officer. Our student population consists of African-American (83.8%), Hispanic (7.2%), Asian (8.3%), American Indian (4.2%), White (2.8%), and Multi-Racial (1.2%). Our total population also includes, EC (10.2%), LEP (6.4%), MKV (5.2%), and students with 504 Plans (3%). 100% of our students are free or reduced lunch.

As a Title-I school, we face many challenges and continue to develop and transform our school in the second year of our current administration. The challenges that our student face, have helped to shape our strategic plan of increasing rigor in all classrooms, as well as providing on-going and comprehensive support in math and reading. We have invested our funds in acquiring adequate staff and support staff to provide individualized instruction for all students, and to infuse 21st learning skills across all content areas.

Reid Park Academy has partnered with several organizations, and we incorporate our System of Care initiative. In conjunction with our school partners, the System of care initiative is designed to provide comprehensive wrap-around services for our students and their families. The program, being built in collaboration with Mecklenburg County and the faith-based community within the Reid Park attendance area is one of the major ways we serve the whole child.

Our staff participates in ongoing professional development that provides job-embedded training and resources to support our students and increase academic achievement. We support our teachers in effective lesson planning, integrating technology to support student learning, and we have created grade level PLC teams for teacher collaboration and support. Teachers use PLC planning time to share best practices, and design lesson plans that maximize our resources in literacy, math, science, and technology.



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All teachers maintain and use data notebooks to support student growth. EC teachers work with staff to provide inclusive teaching practices to support our EC students. EC teachers actively participate in PLC planning to provide high quality instruction across our school. We have an RTI Coach and Communities in Schools site manager who actively engage our students to support classroom success.

At Reid Park Academy, we are focused on dramatically reducing the achievement and attainment gaps for our students. While they come to us with high socioeconomic challenges, we believe all children can learn and seek to transform teaching and learning at Reid Park academy, increase graduation rates, and prepare students for high school, college, and beyond.

Currently we are continuing to update and maintain our laptop carts and technology labs in order to provide our students with innovative technology tools for learning. We have SMART Boards and a variety of technology tools in every classroom to assist and support active engagement. Our Master schedule is strategically designed to provide for uninterrupted learning time where students can investigate, explore, and learn together. Our teachers provide are working to provide rigorous core instruction while strategically providing intervention and personalized instruction as needed.

As a community based school, we work with our parents, faith based organizations, and other community partners to provide ongoing activities that engage, encourage, and support parental involvement. Monthly meetings and parent activities allow families to fully participate and be present in their children's academic progress.

As a PK-8 school we are dedicated to providing a well-organized and seamless transition from childhood to adolescents with a variety of supports along the way. We watch our students develop and grow as we build a community of life-long learners and productive citizens of the Reid Park Community and the world at large.



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Strategic Plan 2018: For a Better Tomorrow

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

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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 4
Strategic Plan Focus Area:	Social and Emotional Health (of staff)
Data Used:	

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Establish Routines & Expectations • Teachers will eat at the cafeteria tables with students for the first two weeks of school in order to establish routines and structures.	Teachers		none	Classroom teachers, BMTs, Lunch Monitors	First two weeks of school
Strategic Spacing: • Teachers will eat inside the cafeteria during student lunch, at a designated adult only table until observation data shows students are adhering to cafeteria expectations.	Teachers	With guidance, students demonstrate ability to execute lunch routines, sit at designated tables, and follow entry and exit patterns	none	Classroom teachers, BMTs, Lunch Monitors	First month of school.
Flexible Options: • Once safety and order have been clearly established, teachers will be able to leave cafeteria for lunch.	Administration	Students can independently use correct lunch lines and tables, clean up after themselves successfully, and follow all cafeteria expectations.	none	Classroom teachers, BMTs, Lunch Monitors	Daily, beginning second month of school



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Safety and Security: <ul style="list-style-type: none">• Admin, Counselors, BMTs, and lunch assistants will monitor students. Teachers will only be called upon when needed.• Strategic and appropriate recruitment and training of personnel to provide support in monitoring student safety.	Administration	Cafeteria behavior is being adhered to, the Big 5 RAM expectations are being met as posted in hallways and incorporated in school culture.	none	Admin., BMTs, Lunch Monitors	Aug - June
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SMART Goal (2): <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.
Strategic Plan Goal:	Goal 1
Strategic Plan Focus Area:	Academic Growth/High Academic Achievement
Data Used:	Master Schedule, Planning Reflection Sheets

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Strategic Planning: • Establish a planning schedule for grades K-8 that provides a 180 minute session each week for collaborative planning in addition to additional 45 minute planning to meet the 5 hour policy requirement.	Administration	Master Schedule/Planning calendar	none	All staff	Aug - June
Instructional Planning: • Provide a PLC planning template focusing on the essentials for successful PLCs and use of planning time. Grade leaders will be responsible for working collaboratively with facilitators to lead grade level planning with team input.	Administration	Increase survey data on “planning structure is an effective use of my time” by 10 points	none	All Staff	Aug - June



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<ul style="list-style-type: none">• Increase individual planning time to at least 3 days a week. Planning time is reflected in the school master schedule for elementary and MS.	Administration, Facilitators	Increase survey data on “planning structure is an effective use of my time” by 10 points	none	All staff	Aug - June
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SMART Goal (3): <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.
Strategic Plan Goal:	Goal 4
Strategic Plan Focus Area:	Physical Safety and Cultural Competency
Data Used:	School suspension data, Master Schedule

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention • Safe School Campaign	Counselors/ Davis, Flake Social Worker/ Davidson	Reduction in incidents of insubordination	none	Student Support Services Team	Sept. 2015 – May 2016
2. Implement weekly Character Education initiatives • Red Ribbon Week • Monthly Character Assemblies (K-6) • Patriotic Lady Rams Cheer • Intramural Sports • After school Sports • Right Moves for Youth • Big Brothers Big Sisters • Communities in Schools	Counselors/ Davis, Flake/ Social Worker /Davidson, BMT/Ripley, Teachers/W. Clyburn, Gilkeson-CIS, Administration	Increased Academic Performance, Improved attendance, Decreased days of OSS	\$2000.00 Title I Funds	Teachers, Student Support Services Team	Sept. 2015 – May 2016
3. Healthy Active Child 30 min. • PALS • PE Stations • Implement Achieve 225 Grant	PE Assistant Evans	Increased physical activities of elementary students	none	Teachers	Sept. 2015 – May 2016

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<ul style="list-style-type: none"> Quarterly Professional Development from Achieve 225 					
4. Develop a School Health Team <ul style="list-style-type: none"> Health Fair Ramazon Healthy Minutes 	Nurse Collins, CIS Wilson, Student Support Services	Increased awareness of healthful choices and activities	none	Teachers, Student Support Services Team	Sept. 2015 – May 2016
5. Increase student interaction with the world through club and extracurricular activities (Golf club, Culinary, Youth Commission International, PRETTI-Girls, Gardening, Drama, Chess, Animation Analysis, Creative writing, Physical Activity, Math Olympiad, Robotics, Art)	Assistant Principal Yolanda Reddick	Implementation of teacher directed clubs	none	MS Teachers/Support Staff	Sept. 2015 – May 2016



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SMART Goal (4):	Continue to increase family engagement from 60% to 70% by the end of the 2015-2016 school year.
Strategic Plan Goal:	Goal 4
Strategic Plan Focus Area:	Family Engagement
Data Used:	Community (Parent, Student, Teacher) Surveys, Report Cards, School Needs Assessment

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Implement monthly Family Nights <ul style="list-style-type: none"> C.I.T.E. Monthly Principal's Coffees Make & Take Day Monthly Parent Reading Program 	Administration Parent Advocate Miller	Increased number in attendance	\$10,000.00 Title I Funds	All Staff	Sept. 2015 – May 2016
2. Use System of Care Initiative to support families and students to function better at home, in school, and in the community.	Principal Garvin	Increased Parental Involvement, Improved Academic Achievement	\$100,000.00 Mecklenburg County and Junior League of Charlotte, NC	All Staff	Sept. 2015 – May 2016
3. JCSU Institute for Applied Research Family Engagement Initiative <ul style="list-style-type: none"> Student Data Analysis on MS Learning Lab – Literacy focus 	Dr. R. Greene-JCSU, Principal Conyers and AP Reddick	Increased Parental Engagement	none	All Staff	Sept. 2015 – Jan. 2016



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4. Develop partnership with local YMCA <ul style="list-style-type: none">• Implement swim instruction through PE classes at the YMCA• Increase faculty use of YMCA for PD's	Assistant Principal Yolanda Reddick	100% of Middle School students <ul style="list-style-type: none">• Swimming at the YMCA• Plan for swim classes• Agenda for PD's	none	MS PE Teacher, MS Teachers, Administration	Sept. 2015 – May 2016
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SMART Goal (5):	Increase the overall composite proficient score from 24.2% to 37% and composite reading proficiency from 22.9% to 44% by the end of the 2015-16 school year as measured by the North Carolina End of Grade Assessments.
Strategic Plan Goal:	Goal 1
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	School Report Card, NC EOG tests, Common Assessments, Interim Assessments

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Professional Development: <ul style="list-style-type: none"> To provide reading professional development that focuses on components of balanced literacy, close-reading, LLI, and vocabulary instruction Occurs during Wednesday for all staff, one hour, a one-week before school in-service for all teachers includes (August), and PLC planning weekly. This is listed in MyTalent for 5 CEU's. Provide professional development to develop, define a common understanding of student engagement. Provide PD on looking at student work quality and alignment to 	PD Coordinator Mashariki, Facilitators Taylor and Hampton, Administration	Increased overall scores of formalized assessments, i-Ready diagnostics, Reading 3D, and DIBELS (Common Assessment, MAP, etc.)	\$45,000.00 Title I Funds	All staff	August 2015 – May 2016



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<p>support high levels of student engagement.</p> <ul style="list-style-type: none"> • Provide PD with SIOP strategies. • Increase knowledge and use of technology tools such as Mastery Connect, Canvas, ACHIEVE 3000 to track data, deliver lessons, and support literacy skill development. 					
<p>Additional Learning Opportunities:</p> <ul style="list-style-type: none"> • To provide tutors for small group pull-outs • Utilize Reading Learning Lab • PLC support on increasing levels of student engagement and reviewing videos of student engagement. • Homework Club 	<p>Administration, Classroom Teachers, EC Teachers</p>	<p>Progress monitoring tools and benchmark assessments, MAP and EOG Assessment</p>	<p>\$97,869.00 Title I Funds</p>	<p>All staff</p>	<p>Sept 2015 – May 2016</p>
<p>Strategic Scheduling:</p> <ul style="list-style-type: none"> • Establish a strategic master schedule that includes additional reading instructional time. • K-5 90-minute Block Planning • 6-8 Daily Planning • MS EOG level I students receive Math & ELA 1st and 2nd blocks • MS student ability grouped by EOG performance • Revise and Implement a new walkthrough feedback form to reflect classroom environment, interactions, organization, and 	<p>Administration</p>	<p>Increased reading proficiency rates on state assessments</p>	<p>none</p>	<p>All staff</p>	<p>August 2015 – May 2016</p>



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levels of student engagement expectations. <ul style="list-style-type: none">• 3-5 Science Lab	4 th Science teacher Albertson	EOG, Common Assessments, MAP			Sept. 2015-May 2016
Flexible Grouping: <ul style="list-style-type: none">• Differentiated instruction for targeted grouping based on assessment data• K-5 Vocabulary Instruction• 6-8 Studying Word Parts	Facilitators Taylor and Hampton and Classroom Teachers	Increased overall scores of formalized assessments (Common Assessment, A, etc.) Increase in personalized instruction and individual student growth as seen on blended learning programs and MAP growth data.	none	All Staff	August 2015 – May 2016



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SMART Goal (6):	Increase the composite math proficiency from 23.28% to 34% and the science composite proficiency from 31.69% to 50% by the end of the 2015-16 school year as measured by the North Carolina End of Grade Assessments.
Strategic Plan Goal:	Goal 1
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	School Report Card, NC EOG tests, Common Assessments, Interim Assessments

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Professional Development: • To provide school-wide math PD that includes vocabulary integration, problem-solving, and number sense • Provide professional development to develop, define a common understanding of student engagement. • Provide PD on looking at student work quality and alignment to support high levels of student engagement. • Increase knowledge and use of technology tools such as Mastery Connect, Canvas, Achieve 3000 to track data, deliver lessons, and support literacy skill development.	Facilitators Taylor and Hampton, Administration	Increased overall scores of formalized assessments (Common Assessment, MAP, etc.)	\$10,000.00 Title I Funds	All staff	Aug - June



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<p>Additional Learning Opportunities:</p> <ul style="list-style-type: none"> • To provide tutors for small group pull-outs based on MAP, TRC, and progress monitoring data. • PLC support on increasing levels of student engagement and reviewing videos of student engagement. 	Administration	Progress monitoring tools and benchmark assessments	none	All staff	Sept 2015 – May 2016
<p>Strategic Planning:</p> <ul style="list-style-type: none"> • Establish a strategic master schedule that includes additional reading and math instructional time, while preserving time in math blocks so that they are not cut short within the school day. • Provide strategic content based activities during curriculum nights so that parents are provided in depth support on student instruction and how to support achievement at home. • Integration of literacy and math strategies to increase science comprehension • Create a K-8 Community Science Lab room For K-5 and 6-8. • Revise and Implement a new walkthrough feedback form to reflect classroom environment, interactions, organization, and levels of student engagement expectations. 	Administration	Increased math proficiency rates on state assessments	none	All staff	August 2015 – May 2016



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Flexible Grouping: <ul style="list-style-type: none">Differentiated instruction for targeted grouping based on assessment data	Facilitators Taylor and Hampton	Increased overall scores of formalized assessments (Common Assessment, A, etc.) Increase in personalized instruction	none	Teachers	August 2015 – May 2016
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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Goal 1: Academic growth/high academic achievement
Data Used:	

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
Common assessments: • Pre- and post- assessments created in School Net and NC Ready are aligned to objectives	Facilitators Taylor and Hampton	Increased overall scores of formalized assessments (Common Assessment, MAP, etc.)	none	Instructional Staff	Aug - June
Data disaggregation: • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI)	RTI Coach Natalie Jones	Increased overall scores of formalized assessments (Common Assessment, MAP, etc.)	none	Instructional Staff	Aug - June
Flexible grouping: • Process of grouping students according to academic need by objective	Facilitators Taylor and Hampton	Increased overall scores of formalized assessments (Common Assessment, MAP, etc.)	none	Instructional Staff	Aug - June



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Additional learning opportunities: <ul style="list-style-type: none">• Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%)	Facilitators Taylor and Hampton	Increased overall scores of formalized assessments (Common Assessment, MAP, etc.)	none	Instructional Staff	Aug - June
Late and make-up work: <ul style="list-style-type: none">• School expectations for holding students accountable for completing assignments	Administration	Increase in scholarship of classroom grades and passing rates. Decrease in retention rates.	none	Instructional Staff	Aug - June
Grade reporting: <ul style="list-style-type: none">• Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable)	Administration	Increase parent involvement and school scholarship/passing rates.	none	Instructional Staff	Aug - June



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Reid Park Academy - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

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

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

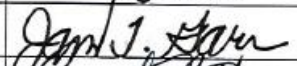
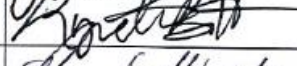
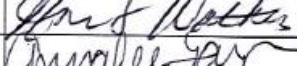
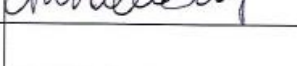
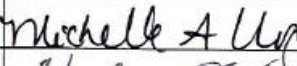

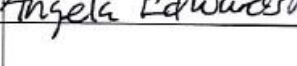
3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

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

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*

2015-2016 Reid Park Academy School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	James T. Garvin		10-6-15
Assistant Principal Representative	Lynnette Bittle		10-6-15
Teacher Representative	Ann S. Watkins		10-6-2015
Inst. Support Representative	Annalee Taylor		10-6-2015
Teacher Assistant Representative			
Parent Representative	Michelle A. Lloyd		10-6-15
Parent Representative	Helen Easley		10-6-15
Parent Representative	Angela Edwards		10-6-15
Parent Representative			
Parent Representative			

Teacher Representative
Middle School Counselor
1st Grade Teacher
School Social Worker
Teacher Representative
MS Facilitator (Academic)

LAURA RICHARDS
Ciara Davis
Mehel Partee
Charlene Davidson
Leah Hassler
Cynthia Hampton

Laura Rich
Ciara Davis
Mehel Partee
Charlene Davidson
Leah Hassler
Cynthia Hampton

10-06-2015
10-6-15
10-6-15
10-6-15
10-6-15
10-6-15