



School Improvement Plan

Inspire 2025: A Promise for Progress

School Year: 2023-2024

School: Greenwood Mill

Principal: Jennifer Muldowney

School Improvement team (list all members and roles; Title I schools MUST include a parent):

Jennifer Muldowney: Principal

Ashley Tyson: Assistant Principal

Heather Vrooman: Instructional Coach

Amanda Rudolph: Literacy Coach

Shelly Miller: IRT

Kelly Morgan-Walker : ELL

Tanessa Carter: Supervisor of Elementary Instruction

Hope Krueger : Grade K Representative

Theresa Montgomery : Grade 1 Representative

Chelsea Mariskanish : Grade 2 Representative

Joy Campbell : Grade 3 Representative

Connor Herndon : Grade 4 Representative

Natalie Davenport : Grade 5 Representative

School vision statement: **G**uiding **M**otivating and **E**ncouraging **S**uccess

School Mission statement: It is the mission of GMES to be respectful of individual needs, responsible for fostering lifelong learning, and ready to prepare students for success.

Community Meeting Dates (quarterly):

September 6, 2023

November 15, 2023

March 13, 2023

May 22, 2023

Caring Relationships and Authentic Learning



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We are committed to Continuous Improvement

Plan-Do-Study-Act

Why? Our students, teachers, and community deserve a meaningful and engaging learning experience. Our families deserve a school system that fosters innovative ideas that challenge conventional thinking so learners can realize their dreams and aspirations. In order to accomplish this, we have to be committed to continuous improvement.

How? This is going to take time and patience. Our improvement plan methodology follows the VDOE continuous school improvement process model that is based on the Plan-Do-Study-Act methodology. When implemented with fidelity, this model works and will render positive results.

What, When, and Who? Data will be collected and reviewed continuously. Each school will identify a committee that will review the data, create strategies for implementation, and monitor the results. These goals will be reviewed every 45 days, and will continue every year.

Inspire 2025 - Four Goals

1. Student Success
2. Culture
3. Strategic Partnerships
4. High Quality Staff

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Academic Supports During the School Day
3. Academic Supports Outside the School Day
4. Addressing Needs of All Children (Includes Parent and Family Engagement and PBIS/SEL)



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STEP 1: NEEDS ASSESSMENT

DUE DATE: JULY 8, 2023

Strengths	Areas of improvement
<p>1. Overall our students are improving academically from Tier 3 and Tier 2 to Tier 1. Please view the GMES Tiered Data for additional information.</p> <ul style="list-style-type: none"> ● 2022-2023 Tier 1 Reading for school is 65% to 70 % ● 2022-2023 Tier 1 Math for school is 66% to 72% <p>2. Historical SOL pass rates are above the benchmark for accreditation in Reading and Math.</p> <ul style="list-style-type: none"> ● Reading 2018-2022 : 87%, 86%, and 83% ● Math 2018-2022 : 84%, 88%, and 85% <p>3. All but one subgroup were above the benchmark for accreditation in Reading and Math for the 2021- 2022 School Year.</p> <p>4. Phonological Awareness Literacy Screening (PALS) showed growth of students from 64 identified in the Fall to 31 in the Spring.</p> <ul style="list-style-type: none"> ● Kindergarten: 14 students identified in the Fall and 6 students in the Spring ● First: 10 students identified in the Fall and 3 students in the Spring with 1 student identified as needing specialized instruction. ● Second: 40 students identified in the 	<p>1. Students historically receiving Tier 2 and 3 Reading and Math interventions remain in these tiers although they may progress over the course of the year. Please view the GMES Tier Data for additional information.</p> <ol style="list-style-type: none"> a. 83% ELL students receive Tier 2 or Tier 3 intervention instruction services in reading. b. 65% ELL students receive Tier 2 or Tier 3 intervention instruction services in math. c. 68% Sped students receive Tier 2 or Tier 3 intervention and/or specialized instruction in Reading. d. 59% Sped students receive Tier 2 or Tier 3 intervention instruction and/or specialized instruction services in Math. <p>2. Virginia Kindergarten Readiness Program (VKRP) indicated 86 % of students met the benchmark in the Fall for math; however, the same results were present in the Spring, showing no gains in percentage of students meeting the baseline for rising first graders in math.</p> <p>3. Students with Disabilities fell below the benchmark in Reading and Math for SOL state accreditation in the 2021- 2022 School Year.</p>



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Strengths	Areas of improvement
<p style="text-align: center;">Fall and 22 students in the Spring.</p> <p>5. Teachers have completed a book study to personalize their understanding for Problem Based Learning (PBL) as we transitioned as school in 2020 to create more authentic learning experiences for students. Each year as a school we provide more practical professional developments to enhance teacher efficacy. Please view the PBL site which highlights the seven gold standards that our students and staff have used to model the continuum of learning.</p> <p>6. The PBIS House System provides a sense of community for all stakeholders to plan and implement Social and Emotional Learning (SEL) opportunities based on collected data to celebrate our achievements and focus areas driven by our GMES school rules (Be Responsible, Be Respectful, Be Ready)... The 3Rs.</p>	<p>4. Based on the VTSS data survey collected by the PBIS team at the end of the school, as a school we scored partially implemented in the following areas: classroom procedure, faculty involvement, discipline data, data based decision making, fidelity data, level of use, and annual evaluation.</p> <p style="margin-left: 20px;">a. According to PBIS EOY data we received partially implemented skill for the following:</p> <ul style="list-style-type: none"> i. 1.8 classroom procedure ii. 1.12 discipline data iii. 1.13 Data-based decision



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Step 2: PLAN, DO

DUE DATE: AUGUST 1, 2023

Schools will have at least one overarching measurable goal dedicated to student achievement. Additional goals are optional. Goals can be focused on enhancing strengths or addressing concerns. Each goal may have multiple objectives or targets along with numerous corresponding strategies. You can duplicate this page for more than one goal.

GOAL STATEMENT: During the 2023-2024 school year, we will decrease the % of ELL students receiving Tier 2 or 3 instruction for reading from 83% to 70% and in math from 65% to 50% through the use of research-based interventions, improved ELL instruction, and improved Tier one classroom instruction.

Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics	Title I School wide Component and budget Implications (for Title I schools, only)
What objective are you trying to accomplish?	How do you know this is an area of improvement?	How will you measure this improvement?	Who will manage this effort?	How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	
Decrease the % of ELL students in Tier 2 or 3 for reading from 83% to 70% and in math from 65% to 50%.	83% ELL students receive Tier 2 or Tier 3 intervention instruction services in reading. 65% ELL students receive Tier 2 or Tier 3 intervention instruction services in math.	<ul style="list-style-type: none"> • I Station • I Ready • Imagine Learning • WIDA • Common Grade Level assessments (Reading/ Math) • PALS • VKRP • SOL/SGA 	<ul style="list-style-type: none"> • Classroom teachers who serve ELL students • ELL teacher • PALS aide • IRT • AP/Principal • Coaches 	LETRS/OG/Science-based literacy strategies and instruction will be implemented in all K-2 and ELL classrooms. Additionally the school based team will monitor the strategies used in these research based programs through the following: <ul style="list-style-type: none"> • Review of lesson plans 	



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I School wide Component and budget Implications (for Title I schools, only)
		<p>*Triangulation of this data will determine Tier</p>		<ul style="list-style-type: none"> • Walkthroughs to determine level of OG/LETRS strategy implementation will be conducted by the Literacy Coach bi-weekly. • monthly academic planning meetings to review current data • quarterly team data informed meeting to guide instruction and determine the level of intervention needed • instructional planning with the leadership team to 	



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I School wide Component and budget Implications (for Title I schools, only)
				develop quarterly assessments that will progress monitor both reading and math content areas.	



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GOAL STATEMENT: During the 2023-2024 school year, we will decrease the percentage of Special Education students in need of Tier 2 and/or Tier 3 interventions in Reading from 68% to 60%, and in math from 59% to 50% through the use of research based interventions, specialized instruction and improved Tier one instruction.

Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
Decrease the % of Special Education students identified in need of Tier 2 or 3 for reading intervention instruction from 68% to 60% and in math from 59% to 50%.	68% of special education students receive Tier 2 or Tier 3 intervention and/or specialized instruction in Reading. 59% of special education students receive Tier 2 or Tier 3 intervention instruction and/ or specialized instruction services in Math.	<ul style="list-style-type: none"> • I Station • I Ready • IEP Goals • Common Grade Level assessments (Reading /Math) • PALS • VKRP • SOL/SGA <p>*Triangulation of this data will determine Tier</p>	<ul style="list-style-type: none"> • Classroom teachers who serve Special Education students • Special Education Teacher • PALS aide • IRT • AP/Principal • Coaches 	Teachers will continue to be trained in Heggerty, LETRS, and OG. Additionally the school based team will monitor the strategies used in these research based programs through the following: <ul style="list-style-type: none"> • Review of lesson plans • Formal and informal observations • monthly academic planning meetings to review current data • quarterly team data informed meeting to guide instruction and determine the level of intervention needed • instructional planning with the leadership team to develop quarterly assessments that 	



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Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
What objective are you trying to accomplish?	How do you know this is an area of improvement?	How will you measure this improvement?	Who will manage this effort?	How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	
				will progress monitor both reading and math content areas.	

GOAL STATEMENT: During the 2023-2024 school year, we will Increase the number of positive interactions through the consistent participation and implementation of classroom procedures and collection of discipline data.

Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
What objective are you trying to accomplish?	How do you know this is an area of improvement?	How will you measure this improvement?	Who will manage this effort?	How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	
Increase the number of positive interactions	According to our End of Year PBIS data, as a	<ul style="list-style-type: none"> • This improvement will be measured using minor 	All staff to include: <ul style="list-style-type: none"> • Classroom Teachers • Special 	<ul style="list-style-type: none"> • Morning meetings • SEL curriculum 	



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
through the consistent participation and implementation of classroom procedures and collection of discipline data.	school we performed in the partially implemented category for classroom procedure, discipline data, and data-based decision making.	incident reports, discipline forms, and class DOJO points	Education Teachers <ul style="list-style-type: none"> • IRT • Administration • Coaches • School Counselors • Instructional Assistants • Custodial Staff • Cafeteria Staff • Bus Drivers 	<ul style="list-style-type: none"> • Lesson plans, • walkthrough data, • PBIS/Class Dojo data, • guidance lessons • behavior meetings 	



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Step 3: STUDY, ACT

School improvement teams will need to meet quarterly to discuss the target, data, and any changes that need to be made and implemented.

QUARTERLY UPDATE: QUARTER 1

DUE DATE: OCTOBER 20, 2023

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?

QUARTERLY UPDATE: QUARTER 2

DUE DATE: DECEMBER 21, 2023

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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QUARTERLY UPDATE: QUARTER 3

DUE DATE: MARCH 8, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?

QUARTERLY UPDATE: QUARTER 4

DUE DATE: June 6, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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SUMMARY: (Summary and plan for next year)

DUE DATE: June 6, 2024

GOAL STATEMENT:

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes for next cycle Based on your performance during the last school year, what changes do you intend on incorporating into your next school improvement plan?

Resources and Tools:

Cited Sources (if applicable):