

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
New Hanover County Schools	Rachel Freeman School of Engineering	650312	2015-16
Principal Name (or Designee)	Susan Sellers	Principal Name (or Designee) Email	susan.sellers@nhcs.net
School Mission	We will achieve social and academic excellence utilizing the engineering design process.		
School Vision	We are a community of student engineers who use team work, communication, and creative thinking to solve problems as we build		
<p>Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)</p> <p>Summary of Assessment Data: K-2 TRC proficiency from BOY to EOY - K increased 16%, 1st decreased 41%, 2nd decreased 17%. Reading EOG change from 2013-14 to 2014-15 - 3rd decreased by 20.2%, 4th decreased by 31.5%, and 5th increased 9.8%. Math EOG change from 2013-14 to 2014-15 - 3rd decreased by 17.2%, 4th decreased by 14.7%, and 5th increased by 6.3%. Fifth grade Science EOG change from 2013-14 to 2014-15 - increased by 2.8%. Overall EOG proficiency 2014-15 - Reading 22%, Math 26%, Science 46%. Growth status for 2014-15: Met. Growth index for 2014-15: -1.52. Possible root causes - lack of leadership, low expectations, minimal instructional supports for at-risk students, ineffective master schedule, discipline issues, lack of content knowledge, instruction and assessment not aligned with standards, lack of consistent instructional monitoring and feedback.</p> <p>Summary of Discipline Data: 662 office referrals - analyzed by month, grade level, incident, location, and time of day. Possible root causes - lack of understanding of population, inconsistent expectations, lack of instruction on social and emotional skills, lack of routines and procedures schoolwide and classroom level.</p> <p>Summary of Teacher Working Conditions Survey: Non-instructional time provided for teachers is sufficient - 33.3%. Students follow rules of conduct - 11.1%. School administrators consistently enforce rules for student conduct - 33.3%. Teachers consistently enforce rules for student conduct - 66.7%. The faculty work in a school environment that is safe - 29.6%. In this school we take steps to solve problems - 44.4%. Teachers have an appropriate level of influence on decision making in this school - 33.3%. The faculty and staff have a shared vision - 29.6%. There is an atmosphere of trust and mutual respect - 33.3%. Teachers feel comfortable raising issues and concerns that are important to them - 25.9%. Overall, my school is a good place to work and learn - 25.9%. Possible root causes - lack of leadership, lack of teacher efficacy and empowerment, lack of core value and beliefs about population.</p>			

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New Hanover County Schools	Rachel Freeman School of Engineering	650312	2015-2016
	Rachel Freeman Elementary School's 3-5 ELA and Math proficiency scores from 2014-2015 to 2015-2016 will increase by at least 15% and K-2 TRC student proficiency will increase by at least 15% from BOY to EOY and the school will exceed growth as measured by EVAAS.		
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Have high expectations for all students. These expectations will be supported by improved test scores.	
	Indistar Indicator: (if applicable)		Not Applicable
Progress:	Progress Monitoring Status:		Partially Implemented
	Rachel Freeman Elementary School's number of ODRs (Office Discipline Referrals) from 2014-15 to 2015-16 will decrease by 25%.		
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 5: Every student is healthy, safe, and responsible	
	LEA Goal Alignment:	Have high expectations for all students. These expectations will be supported by improved test scores.	
	Indistar Indicator: (if applicable)		Not Applicable
Progress:	Progress Monitoring Status:		Partially Implemented
	Rachel Freeman Elementary School's teacher turnover rate from 2014-15 to 2015-16 will decrease from 55% to 40%.		
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 3: Every student, every day has excellent educators.	
	LEA Goal Alignment:	Have equity at all schools regarding facilities, services and staffing	
	Indistar Indicator: (if applicable)		Not Applicable
Progress:	Progress Monitoring Status:		Partially Implemented

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GOAL #1:	<i>Rachel Freeman Elementary School's 3-5 ELA and Math proficiency scores from 2014-2015 to 2015-2016 will increase by at least 15% and K-2 TRC student proficiency will increase by at least 15% from BOY to EOY and the school will exceed growth as measured by EVAAS.</i>		
Strategy #1: Describe the strategy that will support this goal	Grade Level Professional Learning Communities will meet once weekly for instructional planning.		
Progress:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Administration, Instructional Coach, and teachers will identify power standards, pace of standards, utilize unpacking documents, create learning targets and I Can statements, select resources and create assessments that align with rigor of standards. Fidelity of meetings, translation into practice, and assessment results will be monitored by administration, instructional coaches, and		
Evidence: (Identify documents and artifacts)	PLC calendars and agendas, lesson plans, walkthroughs and observations, formative and benchmark assessment data, productive collegial conversations		
Person(s) Responsible:	Administration, Instructional coaches, district personnel, teachers		
Timeline:	Ongoing weekly		
Budget Amount: (if applicable)	Budget Source: (if applicable)		
Strategy #2: Describe the strategy that will support this goal	Grade Level Professional Learning Communities will meet once weekly for data analysis.		
Progress:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Teachers will bring common formative and benchmark data to meeting compiled by students that are exceeding, meeting, or approaching the standard. Results are shared to generate discussion of instructional strategies and resources that were effective and intervention groups are identified.		
Evidence: (Identify documents and artifacts)	Meeting minutes, data results, intervention plans, increased collegial trust, collaboration, and problem-solving		
Person(s) Responsible:	Administration, Instructional coaches, district personnel, teachers		
Timeline:	Ongoing weekly		
Budget Amount: (if applicable)	Budget Source: (if applicable)		

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<p>Strategy #3: Describe the strategy that will support this goal</p>	<p align="center">Administration will conduct informal and formal classroom walkthroughs to determine if planning and assessment efforts are translating into and aligned with instruction.</p>			
<p>Progress:</p>	<p>Progress Monitoring Status:</p>	<p align="center">Partially Implemented</p>		
<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p>	<p><i>Weekly classroom visits with predetermined focus area(s) will be scheduled among the instructional team. Immediate celebratory or non-directive feedback will be given to teachers. Instructional team will meet to debrief and compile trends or areas of concern</i></p>			
<p>Evidence: (Identify documents and artifacts)</p>		<p>Google Doc forms, SAM notes, observation matrix, change in teacher practice</p>		
<p>Person(s) Responsible:</p>		<p>Administration, Instructional coaches, district personnel, teachers</p>		
<p>Timeline:</p>		<p align="center">Ongoing weekly</p>		
<p>Budget Amount: (if applicable)</p>		<p>Budget Source: (if applicable)</p>		

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GOAL #2:	<i>Rachel Freeman Elementary School's number of ODRs (Office Discipline Referrals) from 2014-15 to 2015-16 will decrease by 25%.</i>		
Strategy #1: Describe the strategy that will support this goal	Multi Tier System of Support will be defined and implemented to address academic and behavioral instruction and intervention.		
Progress:	Progress Monitoring Status: Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p><i>MTSS Implementation Team meets weekly to identify and evaluate resources for core level instruction for academics and behavior. Data is analyzed to determine if 80% of students are responsive to this core instruction. Data-driven decisions are made to adjust core as needed, as well as identify students who need higher levels of academic and behavioral support.</i></p> <p>Evidence: (Identify documents and artifacts) MTSS meeting minutes, student documentation, discipline and academic data, decrease in ODRs</p> <p>Person(s) Responsible: Administration, Instructional Coach, MTSS Coordinator, School Psychologist, Teachers</p> <p>Timeline: Ongoing weekly</p> <p>Budge Amount: (if applicable)</p> <p>Budget Source: (if applicable)</p>		
Strategy #2: Describe the strategy that will support this goal	Master schedule will reflect time for social skills instruction and academic interventions.		
Progress:	Progress Monitoring Status: Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p><i>Time is provided daily for mindfulness instruction (MindUP), morning meeting, and character education. Guidance counselors and MTSS Coordinator provide resources and/or push-in support to teachers during this time. Time and personnel are provided daily for academic interventions (GearUP) for students needing various levels of support.</i></p> <p>Evidence: (Identify documents and artifacts) Master schedule, walkthroughs during MindUP and GearUP, decrease in ODRs</p> <p>Person(s) Responsible: Administration, Instructional Coach, MTSS Coordinator, School Psychologist, Teachers</p> <p>Timeline: Ongoing daily</p> <p>Budge Amount: (if applicable)</p> <p>Budget Source: (if applicable)</p>		

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Positive Behavior Intervention and Support will be redefined and implemented with fidelity.

<p>Strategy #3: Describe the strategy that will support this goal</p>				
<p>Progress:</p>	<p>Progress Monitoring Status:</p>	<p align="center">Partially Implemented</p>		
<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy</p>	<p><i>Developed a matrix to define appropriate behaviors in various school settings related to Trust, Respect, Accountability, Cooperation, Kindness, and Safety. Teach, model, recognize, and celebrate students who demonstrate these characteristics. PBIS Evidence: (Identify documents and artifacts)</i></p>	<p>Matrix, student and teacher data, decrease in ODRs, increased time on task behaviors</p>	<p>Administration, PBIS Committee, Teachers</p>	<p>Daily, Weekly, Monthly, Quarterly</p>
<p>Person(s) Responsible:</p>				
<p>Timeline:</p>				
<p>Budget Amount: (if applicable)</p>		<p>Budget Source: (if applicable)</p>		

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District Name:	School Name:	School Code:	Year:
New Hanover County Schools	Rachel Freeman School of Engineering	650312	2015-16
GOAL #3:	<i>Rachel Freeman Elementary School's teacher turnover rate from 2014-15 to 2015-16 will decrease from 55% to 40%.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Analyze Teacher Working Conditions Survey and address items below 50%.</i>		
Progress:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>School Improvement Team will identify TWC items under 50% and determine priority areas to create and implement strategies to positively impact teacher perception. Quarterly surveys will be administered to staff to monitor and adjust strategies as needed.</i>		
Strategy #2: Describe the strategy that will support this goal	Evidence: (Identify documents and artifacts)	SIT minutes, quarterly survey results, end of year cumulative survey, increased teacher morale	
	Person(s) Responsible:	SIT, all staff	
	Timeline:	Quarterly	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Progress:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Share academic, behavior, and culture data from 2014-15, plan structures and supports for each area for 2015-16, teachers generate staff values and beliefs related to each area, review and reflect quarterly.</i>		
	Evidence: (Identify documents and artifacts)	Opening day presentation, copy of values and beliefs, self-assessment surveys	
	Person(s) Responsible:	Whole staff	
	Timeline:	BOY, quarterly	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	

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<p>Strategy #3: Describe the strategy that will support this goal</p>	<p>Increase administrator and teacher capacity through ongoing, relevant professional development.</p>			
<p>Progress:</p>	<p>Progress Monitoring Status:</p>	<p align="center">Partially Implemented</p>		
<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p>	<p align="center">Use data and staff input to identify professional development needs related to content and management. In addition, seek specific opportunities related to teaching and leading in high-poverty, high-minority schools. Participate, share information, and</p>			
	<p>Evidence: (Identify documents and artifacts)</p>	<p>Strategic PDPs, professional development rosters, walkthroughs, school improvement plan</p>		
	<p>Person(s) Responsible:</p>	<p align="center">Whole staff</p>		
	<p>Timeline:</p>	<p align="center">Ongoing</p>		
<p>Budget Amount: (if applicable)</p>			<p>Budget Source: (if applicable)</p>	