

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
New Hanover County Schools	Winter Park	650400	2015-2016
Principal Name (or Designee)	Paul Slovik	Principal Name (or Designee) Email	paul.slovik@nhcs.net
School Mission	The mission of Winter Park Elementary School is to create an inviting, safe and global learning community. We will value and respect all, while providing meaningful life experiences and connections that develop successful, joyful and responsible life-long learners in the 21st century.		
School Vision	Reflect, Refine, Refocus		
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)			

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The Winter Park School Improvement Team analyzed the following data sources to create school goals for the 2015-2016 school year: Results of Analysis: DIBELS and TRC- Students in grades K-2 made significant progress in DIBELS Composite. Kindergarten BOY 39% to 76% EOY, First Grade 48% BOY to 63% EOY, Second Grade 62% BOY to 73% EOY. TRC gains continue to level off once students reach written comprehension questions at level F. First Grade, 11% BOY to 41% EOY, First Grade 44% BOY to 30% EOY, Second Grade 48% BOY to 61% EOY, Third Grade 56% BOY to 41% EOY. EOG and Subgroup Performance- Initial analysis highlighted a slight drop in reading from 45% in 2015 to 44% proficient in 2015. Students were 34% proficient in 2013. Math went from 50% in 2014 to 45% in 2015. Students were 39% proficient in 2013. Science results were down from 72% in 2014 to 52% in 2015. Students were 63% proficient in 2013. EVAAS- Winter Park's three year trend meets or exceeded expectations in all areas. EVAAS data from 2014-2015 indicated as a school, Winter Park is making the most gains with the bottom quintile of students. For 2014-2015 Winter Park was in the bottom quarter in growth compared to other schools in the district. Teacher Turnover- High rates of teacher turnover in third and fifth grade over the past three years. Schoolwide Winter Park had a 15% turnover rate in 13-14 and an 18% turnover rate in 14-15. Attendance/Student Turnover- Student attendance rates for the last three years are comparable to other elementary schools in the county. Only 30% of our 5th grade class has attended Winter Park since kindergarten. Similar results are common in all grade levels from year to year.

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GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June of 2016, reading results for percent proficient will meet or exceed Federal Annual Measurable Objectives for each subgroup. All (44.4 to 60.7), Black (29.4 to 47.8), Hisp. (21.7 to 43.4), White (66.2 to 69.5), EDS (34.4 to 50.0) K-5.</i>		
	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:	Use data to inform and drive decisions regarding curriculum, instruction, and assessment	
	Indistar Indicator: (if applicable)	Not Applicable	
	Progress Monitoring Status:	Has Begun	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June of 2016, math results for percent proficient will meet or exceed Federal Annual Measurable Objectives for each subgroup. All (45.1 to 59.6), Black (26.5 to 45.6), Hisp. (30.4 to 52.8), White (67.6 to 69.5), EDS (49.3 to 51.1) K-5.</i>		
	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:	Use data to inform and drive decisions regarding curriculum, instruction, and assessment	
	Indistar Indicator: (if applicable)	Not Applicable	
	Progress Monitoring Status:	Has Begun	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June of 2016, science results for percent proficient will meet or exceed 72.6% from 52% proficient in 2015.</i>		
	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:	Use data to inform and drive decisions regarding curriculum, instruction, and assessment	
	Indistar Indicator: (if applicable)	Not Applicable	
	Progress Monitoring Status:	Has Begun	

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GOAL #1:	<p><i>By June of 2016, reading results for percent proficient will meet or exceed Federal Annual Measurable Objectives for each subgroup. All (44.4 to 60.7), Black (29.4 to 47.8), Hisp. (21.7 to 43.4), White (66.2 to 69.5), EDS (34.4 to 50.0) K-5.</i></p>		
Strategy #1: Describe the strategy that will support this goal	<p><i>Use Schoolnet, DIBELS, I-Ready, and classroom formative assessment data to inform reading instruction K-5.</i></p>		
Progress:	<p>Progress Monitoring Status: Has Begun</p>		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p><i>Administration will meet with classroom teachers K-5 twice a month for 40 minutes to discuss reading assessments. The purpose of these meetings will be to replicate strategies and actions that are working across grade levels and through the building and target areas that may need remediation.</i></p>		
Evidence: (Identify documents and artifacts)	<p>Formative Assessment Results, Meeting Notes, Next Steps Plan, I-Ready Reports, Implementation Audit</p>		
Person(s) Responsible:	<p>Administration will meet with Classroom Teachers and Support Staff</p>		
Timeline:	<p>2015-2016 School Year</p>		
Budget Amount: (if applicable)	<p>Budget Source: (if applicable)</p>		
Strategy #2: Describe the strategy that will support this goal	<p><i>Utilize a monthly schoolwide framework for Teaching Learning-Focused Tested 7 Reading Comprehension Strategies. Text structures, organizational patterns, and comprehension strategies serve as frameworks for readers to use in order to organize text and construct meaning.</i></p>		
Progress:	<p>Progress Monitoring Status: Has Begun</p>		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p><i>Continue to meet with Instructional Leadership PLC as we unroll the Tested 7 Reading Comprehension Strategies. Professional Development provided by Learning Focused Consultant was held in August for all classroom teachers. Each month of the school year has a dedicated strategy. (Our Framework) Grade levels complete a common post assessment at the completion of each year.</i></p>		
Evidence: (Identify documents and artifacts)	<p>Walkthrough Data, Common Assessment Reflections, Meeting Notes, I-Ready Reports, Implementation Audit</p>		
Person(s) Responsible:	<p>Administration will meet with Classroom Teachers and Support Staff</p>		
Timeline:	<p>2015-2016 School Year</p>		
Budget Amount: (if applicable)	<p>Budget Source: (if applicable)</p>		

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<p>Strategy #3: Describe the strategy that will support this goal</p>	<p align="center">Identify and target at-risk students in select subgroups to ensure academic interventions are intentional, having a positive effect, and feedback is provided to student and parent.</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>Historical student data for students in grades 3-5 has been organized and shared with all staff members. At-Risk students have been identified and assigned a mentor staff member. Staff member will encourage, reflect, inform, and inspire selected students</i></p>			
<p>Evidence: (Identify documents and artifacts)</p>		<p>Subgroup Data Sheets, Parent Contact Form, Implementation Audit</p>		
<p>Person(s) Responsible:</p>		<p>Administration will meet with Classroom Teachers and Support Staff</p>		
<p>Timeline:</p>		<p align="center">2015-2016</p>		
<p>Budget Amount: (if applicable)</p>				<p>Budget Source: (if applicable)</p>

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GOAL #2:	<i>By June of 2016, math results for percent proficient will meet or exceed Federal Annual Measurable Objectives for each subgroup. All (45.1 to 59.6), Black (26.5 to 45.6), Hisp.(30.4 to 52.8), White (67.6 to 69.5), EDS (49.3 to 51.1) K-5.</i>		
Strategy #1:	<i>Use Schoolnet, DIBELS, I-Ready, and formative assessment data to inform math instruction.</i>		
Describe the strategy that will support this goal			
Progress:	Progress Monitoring Status:	Has Begun	
	<i>Administration will meet with classroom teachers K-5 twice a month for 40 minutes to discuss math assessments. An outcome will be identifying instructional strategies that are working for our intensive, at-risk, and on grade level students.</i>		
Tasks/Action Steps:	Evidence:	Formative Assessment Results, Meeting Notes, Next Steps Plan, I-Ready Reports, Implementation Audit	
Describe the action steps that will be taken to support this strategy.	Person(s) Responsible:	Administration will meet with Classroom Teachers and Support Staff	
	Timeline:	2015-2016 School Year	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2:	<i>Students will use I-Ready to support classroom instruction 45 minutes a week.</i>		
Describe the strategy that will support this goal			
Progress:	Progress Monitoring Status:	Partially Implemented	
	<i>Students were assessed using I-Ready diagnostic tool in math during the month of October. During math stations, students will compile a minimum of 45 minutes a week of instruction via the I-Ready program. Follow up teacher directed lessons will be provided as perscribed by the program.</i>		
Tasks/Action Steps:	Evidence:	Classroom Walkthroughs, Lesson Plans, I-Ready Reports, Implementation Audit	
Describe the action steps that will be taken to support this strategy.	Person(s) Responsible:	Administration will meet with Classroom Teachers and Support Staff	
	Timeline:	2015-2016	
	Budge Amount: (if applicable)		Budget Source: (if applicable)

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Strategy #3: Describe the strategy that will support this goal	Identify and target at-risk students in select subgroups to ensure academic interventions are intentional, having a positive effect, and feedback is provided to student and parent.			
Progress:	Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Historical student data for students in grades 3-5 have been organized and shared with all staff members. At-Risk students have been identified and assigned a mentor staff member. Staff member will encourage, reflect, inform, and inspire selected students</i>			
	Evidence: (Identify documents and artifacts)	Subgroup Data Sheets, Parent Contact Form, Implementation Audit		
	Person(s) Responsible:	Administration will meet with Classroom Teachers and Support Staff		
	Timeline:	2015-2016		
	Budget Amount: (if applicable)			Budget Source: (if applicable)

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District Name:	School Name:	School Code:	Year:
New Hanover	Winter Park	650400	2015-2016
GOAL #3:	<i>By June of 2016, science results for percent proficient will meet or exceed 72.6% from 52% proficient in 2015.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Use Schoolnet and formative assessment data to inform science instruction.</i>		
Progress:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Meet with all classroom teachers one time a quarter to discuss science goals and formative assessment results. Meet with 5th grade teacher two times a quarter to discuss results, determine next steps for remediation, and refine instruction/support if necessary.</i>		
Strategy #2: Describe the strategy that will support this goal	Evidence: (Identify documents and artifacts)	Quarterly Meeting Notes, Assessment Data, Implementation Audit	
	Person(s) Responsible:	Administration will meet with Classroom Teachers and Support Staff	
	Timeline:	2015-2016	
	Budge Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	<i>Increase the use of Discovery Science Techbook and the intentional teaching of science vocabulary K-5.</i>		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>School will offer professional development in Science Techbook and create grade level lists of science vocabulary words.</i>		
Strategy #2: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	Classroom Walkthroughs, Techbook Login #'s, Grade Level Vocabulary Lists, Professional Development Offerings/Attendance, Implementation Audit	
	Person(s) Responsible:	Administration will meet with Classroom Teachers and Support Staff	
	Timeline:	2015-2016	
	Budge Amount: (if applicable)	Budget Source: (if applicable)	

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Strategy #3: Describe the strategy that will support this goal	Identify and target at-risk students in select subgroups to ensure academic interventions are intentional, having a positive effect, and feedback is provided to student and parent.			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Historical student data for students in grades 3-5 have been organized and shared with all staff members. At-Risk students have been identified and assigned a mentor staff member. Staff member will encourage, reflect, inform, and inspire selected students</i>			
	Evidence: (Identify documents and artifacts)	Subgroup Data Sheets, Parent Contact Form, Implementation Audit		
	Person(s) Responsible:	Administration will meet with Classroom Teachers and Support Staff		
	Timeline:	2015-2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	