

District Name:	School Name:	School Code:	Year:
New Hanover County	D.C. Virgo Preparatory Academ	409	2015-2016
Principal Name	Eric F. Irizarry	Principal Name Email	eric.irizarry@nhcs.net
School Mission	"To cultivate a school community of responsible and contributing citizens who value academic rigor, strong moral character, community leadership, and 21st century skills while preparing students for future academic and personal excellence."		
School Vision	At DC Virgo Preparatory Academy students and staff demonstrate PRIDE in everything they do. PRIDE - Pride, Respect, Integrity, Determination, and Excellence - will be infused into the school culture and curriculum. By exhibiting these traits, we can all learn and grow in a safe, caring school community.		
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,			

The instructional team analyzed many sources of data in order to develop our 2015-2016 action plan. Virgo Prep met AYP Growth in both the 2013-14 and 2014-15 school years. Proficiency rates in math () and reading () were low among all subgroups in the 2014-15 school year. Proficiency gaps in both math and reading were present in Black, SWD and EDS when compared to our White subgroup. 8th Grade Science proficiency met Target Goals with Black, White and EDS subgroups exceeding their targets. SWD proficiency still remained lower than other subgroups and did not reach target. District benchmarks revealed significant gaps in basic skills in both math and reading. Discipline data revealed a decrease in OSS rates between the 2013-2014 and 2014-15 school years but improvement is needed. NC TWC Survey revealed significant reflective improvements in key areas including "Teachers have sufficient access to a broad range of professional support personnel", "The school does a good job of encouraging parent/guardian involvement", "Teachers are encouraged to participate in school leadership roles", "Selecting instructional materials and resources", "Devising techniques", "Setting grading and student assessment practices" and overall "School improvement planning". In order to address these needs and improve student achievement the following initiatives have been implemented for the 2015-2016 school years in four key areas:

Community Building

- A. All stakeholders will receive weekly updates regarding classroom activities and major learning objectives utilizing teacher webpages, email lists, the school web application, Connect 5 messages, and other communication tools.
- B. Teachers will provide afterschool tutoring opportunities at least once a week.
- C. The PTA will sponsor opportunities for family/staff collaboration.
- D. The Family Involvement Team will provide services to strengthen family and community relationships.
- E. Community partners will strengthen student awareness of enrichment opportunities by weekly participation.
- F. Students will complete a school climate survey each semester for staff to discuss opportunities to improve school climate.
- G. Parents will have access to a designated area (Parent Room) to meet personal, academic and professional needs.

Instruction

- A. Teachers will post standards, learning targets, essential questions, "I can" statements and the daily classroom agenda.
- B. Teachers will consistently integrate Bloom's Taxonomy and/or Depths of Knowledge into lessons research-based instructional programs for identified students.
- C. Teachers will use a variety of instructional methods to meet the needs of students including individual and small group instruction while consistently integrating technology and other project-based 21st Century learning.
- D. Targeted teachers will utilize components of Southern Regional Education Board's Literacy Design Collaborative and Math Design Collaborative to reach the deep learning necessary to master college-and-career readiness standards.
- E. Administrators will provide timely feedback regarding instructional practices based on the Artisan Teacher Feedback 30-second feedback model.

Content Planning

- A. Teachers will develop weekly lesson plans to include alignment with Common Core Standards, the IMPACT model, and scaffolding and differentiation.
- B. Teachers will collaborate with the Instructional Coach, Academically and Intellectually Gifted Specialist, Exceptional Children's Department, and Multi-Tiered System of Supports Interventionist to appropriately differentiate instruction.
- C. Teachers will use formative and summative data on a weekly basis to design instructional units/lessons aligned with the Common Core Standards 100% of the time.
- D. Teachers will participate in NHCS Short Cycle Assessment Cycle which will include quarterly benchmarks, weekly or bi-weekly standards-based assessments, and data analysis.

Percent of Students Proficient on both Reading and Math EOG

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Two or more races	E.D.	L.P.P.	S.W.D.
Our School	7.8	<5	10.8	55.6	<5	14.3	*	*	<5	5.8	*	<5
District	40.3	39.1	41.7	52.8	11.8	27.3	22.4	53.8	33.0	21.8	7.8	6.7
State	32.0	30.6	33.5	43.5	14.2	19.3	17.3	56.7	32.2	17.4	5.8	6.6

ELL = Economically Disadvantaged

L.P.P. = Limited English Proficiency

S.W.D. = Students with Disabilities

* Fewer than 5 students

Student Proficiency by Target Group

	All	Black	Hispanic	Two or More Races	White	EDS	LEP	SWD	AIG
ELA	36.3	30.1	45.5	44.4	69.2	31.9	*	6.7	88.9
Math	14.2	9.0	18.2	11.1	46.2	10.1	*	<5	77.8

* Fewer than 5 students

Student Proficiency by Target Group

	All	Black	Hispanic	Two or More Races	White	EDS	LEP	SWD	AIG
ELA	34.0	29.3	37.5	28.6	70.8	29.9	*	<5	>95
Math	16.2	10.1	31.3	28.6	50.0	11.9	*	<5	80.0
Science	68.2	62.5	*	>95	>95	61.7	*	25.0	*

* Fewer than 5 students

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New Hanover County	D.C. Virgo Preparatory Academ	409	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time- Bound)	By June 2016 math results for mean scale score and Level III proficiency will increase by 10 percentage points as measured by the NC math EOGs.		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	New Hanover County Schools will achieve 85% proficiency as measured by EOG and EOC test results within the next 3-5 years	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Initial	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time- Bound)	By June 2016 reading results for mean scale score and Level III proficiency will increase by 10 percentage points as measured by the NC reading EOGs.		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	New Hanover County Schools will achieve 85% proficiency as measured by EOG and EOC test results within the next 3-5 years	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Initial	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time- Bound)	Decrease out-of-school suspensions by 10%		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	New Hanover County Schools will achieve 85 % proficiency as measured by EOG and EOC test results within 3-5 years.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Initial	

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New Hanover County	D.C. Virgo Preparatory Academ	409	2015-2016
GOAL #1:	<p><i>By June 2016 math results for mean scale score and Level III proficiency will increase by 10 percentage points as measured by the NC math EOGs.</i></p>		
Strategy #1: Describe the strategy that	<p><i>Differentiated instruction will be implemented to meet the needs and abilities of all students in math.</i></p>		
Progress:	Progress Monitoring Status:	Quarterly	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>1. Create differentiated instructional groups through the MTSS Process to deliver additional Tier II and III instruction (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly). 2. Implement strategic scheduling to provide up to 170 minutes of additional instructional time (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month) 3. Utilize scheduled remediation/enrichment time (30 minutes) to create flexible grouping based on twice-monthly assessments (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month) 4. Hire supplemental support personnel (Instructional Coach, MTSS Coordinator, Tutors) to support core instruction by delivering small group instruction (Persons Responsible: Administration).</p>		
Strategy #2: Describe the strategy that	Evidence:	MTSS Group Data, EVASS Data, District Benchmarks Data, Short Cycle Assessment Data, Formative Assessments	
	Person(s) Responsible:	Principal, Assistant Principals, Instructional Coach, Interventionist	
	Timeline:	September 2015-June 2016 Progress Monitoring: September, November, January, March (Persons Responsible: Administration, Coach)	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Progress:	Progress Monitoring Status:	Quarterly	
<p><i>Collect and analyze formative assessment math data to monitor instructional effectiveness.</i></p>			

<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p>	<p>1. <i>Collect and analyze twice-monthly Short Cycle Assessment, formative assessment and quarterly benchmark data to monitor Tier I instructional effectiveness (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month & Quarterly)</i> 2. <i>Collect and analyze assessment data from remediation/enrichment to monitor Tier II and Tier III instruction (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month).</i> 3. <i>Conduct quarterly data meetings to discuss student data and effective teaching strategies (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored: Quarterly).</i> 4. <i>Conduct weekly MTSS data meetings to monitor progress of MTSS implementation, Tier II and Tier III groups and to determine progress monitoring steps necessary for the entitlement process (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month).</i></p>		
<p>Describe the action steps that will be taken to support this strategy.</p>	<p>Evidence: (Identify documents and Person(s) Responsible:</p>	<p>MTSS Data, EVASS Data, District Benchmarks, Short Cycle Assessments, Universal Screeners, Formative Assessments</p>	<p>Principal, Assistant Principals, Instructional Coach, Interventionist September 2015-June 2016 Progress Monitoring: September, November, January, March (Persons Responsible: Administration, Coach)</p>
<p>Strategy #3: Describe the strategy that</p>	<p>Utilize teacher, principal, and PTA communications to provide school-to-home opportunities for stakeholder involvement.</p>		
<p>Progress that</p>	<p>Progress Monitoring Status: 1. <i>Teacher webpages will continuously reflect classroom instructional practices (Persons Responsible: Teachers Progress Monitoring: Monthly).</i> 2. <i>Administration will use Connect 5, website, Virgo Prep App and social media to relay communications for school events (parent nights, interim reports/report cards, etc)(Persons Responsible: Administration Progress Monitoring: Weekly).</i> 3. <i>DC Virgo staff and PTA will collaborate to provide relevant stakeholders with partnership opportunities, parent workshops and family events (Persons Responsible: Teachers Progress Monitoring: Monthly).</i> 4. <i>Virgo Prep will work with community resources to provide support to students and families in the form of parent workshops, instructional workshops and information on school-based mental health options (Persons Responsible: Teachers Progress Monitoring: Monthly).</i></p>	<p>Quarterly</p>	
<p>Describe the action steps that will be taken to support this strategy.</p>	<p>Evidence: (Identify documents and Person(s) Responsible:</p>	<p>Unit and Lesson Plans, School and Teacher Websites, Connect 5 Alert Logs, Virgo Prep App, Social Media, School Calendar</p>	<p>Principal, Assistant Principals, School Webmaster, Support Staff, Community Support Agencies, PTA, School-based Mental Health Professional September 2015-June 2016 Progress Monitoring: September, November, January, March (Persons Responsible: Administration, Coach)</p>
<p>Budget Amount: (if applicable)</p>	<p>Budget Amount: (if applicable)</p>	<p>Budget Source: (if applicable)</p>	<p>Budget Source: (if applicable)</p>

District Name:	School Name:	School Code:	Year:
New Hanover County	D.C. Virgo Preparatory Academy	409	2015-2016
GOAL #2:	<i>By June 2016 reading results for mean scale score and Level III proficiency will increase by 10 percentage points as measured by the NC reading EOGs.</i>		
Strategy #1: Describe the strategy that	<i>Differentiated instruction and learning opportunities will be implemented to meet the needs and abilities of all students in the area of reading.</i>		
Progress:	Progress Monitoring Status:	Quarterly	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>1. Create differentiated instructional groups through the MTSS Process to deliver additional Tier II and III instruction (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly). 2. Implement strategic scheduling to provide up to 170 minutes of additional instructional time (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month) 3. Utilize scheduled remediation/enrichment time (30 minutes) to create flexible grouping based on twice-monthly assessments (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored Quarterly (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month) 4. Hire supplemental support personnel (Instructional Coach, MTSS Coordinator, Tutors) to support core instruction by delivering small group instruction (Persons Responsible: Administration).</p> <p>Evidence: MTSS Group Data, EVASS Data, District Benchmarks Data, Short Cycle Assessment Data, Formative Assessments</p> <p>(Identify documents and</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach, Interventionist</p> <p>Timeline: September 2015-June 2016 Progress Monitoring: September, November, January, March (Persons Responsible: Administration, Coach)</p> <p>Budget Amount: (if applicable) Budget Source: (if applicable)</p>		
Strategy #2: Describe the strategy that	<i>Collect and analyze formative assessment reading data to monitor instructional effectiveness.</i>		
Progress:	Progress Monitoring Status:	Quarterly	

<p>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</p>	<p>1. <i>Collect and analyze twice-monthly Short Cycle Assessment, formative assessment and quarterly benchmark data to monitor Tier I instructional effectiveness (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month & Quarterly)</i> 2. <i>Collect and analyze assessment data from remediation/enrichment to monitor Tier II and Tier III instruction (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month).</i> 3. <i>Conduct quarterly data meetings to discuss student data and effective teaching strategies (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored: Quarterly).</i> 4. <i>Conduct weekly MTSS data meetings to monitor progress of MTSS implementation, Tier II and Tier III groups and to determine progress monitoring steps necessary for the entitlement process (Persons Responsible: Teacher, MTSS Interventionist, Instructional Coach. Progress Monitored 2x Month).</i></p> <p>Evidence: MTSS Data, EVASS Data, District Benchmarks, Short Cycle Assessments, Universal Screeners, Formative Assessments</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach, Interventionist</p> <p>Timeline: September 2015-June 2016 Progress Monitoring: September, November, January, March (Persons Responsible: Administration, Coach)</p> <p>Budget Amount: (if applicable) Budget Source: (if applicable)</p>		
<p>Strategy #3: Describe the strategy that</p>	<p>Utilize teacher, principal, and PTA communications to provide school-to-home opportunities for stakeholder involvement.</p>		
<p>Progress: Describe the action steps that will be taken to support this strategy.</p>	<p>Progress Monitoring Status: Quarterly</p>	<p>1. <i>Teacher webpages will continuously reflect classroom instructional practices (Persons Responsible: Teachers Progress Monitoring: Monthly).</i> 2. <i>Administration will use Connect 5, website, Virgo Prep App and social media to relay communications for school events (parent nights, interim reports/report cards, etc)(Persons Responsible: Administration Progress Monitoring: Weekly).</i> 3. <i>DC Virgo staff and PTA will collaborate to provide relevant stakeholders with partnership opportunities, parent workshops and family events (Persons Responsible: Teachers Progress Monitoring: Monthly).</i> 4. <i>Virgo Prep will work with community resources to provide support to students and families in the form of parent workshops, instructional workshops and information on school-based mental health options (Persons Responsible: Teachers Progress Monitoring: Monthly).</i></p> <p>Evidence: EVASS Data, District Benchmarks, Short Cycle Assessments, Formative Assessments</p> <p>(Identify documents and</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach and Interventionist</p> <p>Timeline: September 2015-June 2016 Progress Monitoring: September, November, January, March (Persons Responsible: Administration, Coach)</p> <p>Budget Amount: (if applicable) Budget Source: (if applicable)</p>	

District Name:	School Name:	School Code:	Year:
New Hanover County	D.C. Virgo Preparatory Academy	409	2015-2016
GOAL #3:	Decrease out-of-school suspension rates by 15%.		
Strategy #1: Describe the strategy that	Maintain effective In-School Suspension program to allow for scheduled interventions.		
Progress:	Progress Monitoring Status: Monthly		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>Evidence: 1. Powerschool Incident Data 2. ABE Intervention Data 2. MTSS Behavior Data 3. Classroom referrals 4. Office Referrals 5. Frequency Data sheets</p> <p>Person(s) Responsible: Principal, Assistant Principal, Interventionist, ISS Coordinator, Counselor, Social Worker</p> <p>Timeline: September 2015-June 2016</p> <p>Budget Amount: (if applicable) Budget Source: (if applicable)</p>		
Strategy #2: Describe the strategy that	Implement school wide discipline plan and Positive Behavior Intervention Supports		
Progress:	Progress Monitoring Status: Monthly		
Tasks/Action Steps: Describe the action steps that will be	<p>Evidence: 1. Schoolwide expectations posters and teacher lesson plans 2. "Steps of Discipline for Level 2 Offenses" 3. Active Supervision Tool and results 4. "CBC" (Caught Being Cool)</p>		

steps that will be taken to support this strategy.	Person(s) Responsible: Principal, Assistant Principal, Interventionist, ISS Coordinator, Counselor, Social Worker, FIT Team, School Staff	
	Timeline: September 2015-June 2016 Progress Monitoring will be bi-weekly and monthly	
Strategy #3: Describe the strategy that	Use data to monitor behavioral infractions and disciplinary actions	
	Progress Monitoring Status: Monthly	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1. Monitor MTSS referrals, interventions, and strategies (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: Weekly) 2. Utilize ABE notes to document daily behaviors while meeting PBIS guidelines (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: Quarterly) 3. Meet weekly with MTSS and FIT teams to determine avenues of support for students struggling with referrals (Persons Responsible: ISS Coordinator, Counselor, Social Worker. Frequency: Weekly)	
	Evidence: (Identify documents and	ABE notes and referrals, ABE charts and data sources, Meeting agendas, MTSS team and FIT team referrals
	Person(s) Responsible:	Principal, Assistant Principal, Interventionist, ISS Coordinator, Counselor, Social Worker
	Timeline:	September 2015-June 2016
	Budget Amount: (if applicable)	Budget Source: (if applicable)