		SCHOOL FIGHT	SCHOOL FIGHT OF THE PROPERTY O	
District Name:		School Name:	School Code:	Year:
New Hanover County Schools		Winter Park	650400	2015-2016
Principal Name (or Designee)	40	Paul Slovik	Principal Name (or Designee) Email	paul.slovik@nhcs.net
	The misson o	The misson of Winter Park Elementary School is to create an inviting, safe		and global learning community. We will value and
School Mission	respect all, w learners in th	respect all, while providing meaningful life exper learners in the 21st century.	respect all, while providing meaningful life experiences and connections that develop sucessful, joyful and responsible life-long learners in the 21st century.	ful, joyful and responsible life-long
School Vision	Reflect, Refine, Refocus	ne, Refocus		
Data Analysis: Give a brief de	scription of the	Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the inform decisions for school improvement initiatives? (to include TWC_FOG/FOC results, attendance, graduation rates, among	Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was lear inform decisions for school improvement initiatives? Ito include TWC_FOG/FOC results, attendance, graduation rates, among other sources of data)	analysis. What was learned from the data review? How did these data gother sources of data)
inform decisions for school implication	Member minden	vesi (to illoade 1990, Lochesdis, atte	נעמורב, פו ממתמנוטון ומנכש, מוויטון פי טרויבר שטמו ברשטו ממנ	

common in all grade levels from year to year.
comparable to other elementary schools in the county. Only 30% of our 5th grade class has attended Winter Park since kindergarten. Similar results are
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
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
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
n 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
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
nitial 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%
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-
50Y, 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%
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%
The Winter Park School Improvement Team analyzed the following data sources to create school goals for the 2015-2016 school year: Results of Analysis:

	Scl	School Plan for Improvement	
District Name:	School Name:	School Code:	Year:
New Hanover County Schools	nools Winter Park	650400	2015-2016
	By June of 2016, reading results for	By June of 2016, reading results for percent proficient will meet or exceed Federal Annual Measureable Objectives for each	nnual Measureable Objectives for each
in the	subgroup. All (44.4 to 60.7), B	subgroup. All (44.4 to 60.7), Black (29.4 to 47.8), Hisp. (21.7 to 43.4), White (66	1), White (66.2 to 69.5), EDS (34.4 to 50.0) K-5.
GOAL #1:	CHARLES AND		
(SMART - Specific, Measurable, Attainable,	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	stem graduates from high school prepared ion and citizenship.
Realistic, Time-Bound)	LEA Goal Alignment:	Use data to inform and drive decisions regarding curriculum, instruction, and assessment	curriculum, instruction, and assessment
	Indistar Indicator: (if applicable)	Not Applicable	able
Progress:	Progress Monitoring Status:	Has Begun	un
	By June of 2016, math results for personal subgroup. All (45.1 to 59.6), E	By June of 2016, math results for percent proficient will meet or exceed Federal Annual Measureable Objectives for e 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.	Federal Annual Measureable Objectives for each), White (67.6 to 69.5), EDS (49.3 to 51.1) K-5.
(SMART - Specific,	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	stem graduates from high school prepared ion and citizenship.
Realistic, Time-Bound)	LEA Goal Alignment:	Use data to inform and drive decisions regarding curriculum, instruction, and assessment	curriculum, instruction, and assessment
	indistar Indicator: (if applicable)	Not Applicable	able
Progress:	Progress Monitoring Status	Has Begun	un
	By June of 2016, science resu	By June of 2016, science results for percent proficient will meet or exceed 72.6% from 52% proficient in 2015.	3% from 52% proficient in 2015.
(SMART - Specific,	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from	ic School System graduates from high school prepared ther education and citizenship.
Realistic, Time-Bound)	LEA Goal Alignment:	Use data to inform and drive decisions regarding curriculum, instruction, and assessment	curriculum, instruction, and assessment
	Indistar Indicator: (if applicable)	Not Applicable	able
Progress:	Progress Monitoring Status:	Has Begun	un

able)	Budget Source: (if applicable)	Budge Amount: (if applicable)	
ol Year	2015-2016 School Year	Timeline:	support this stratgegy.
with Classroom Teachers and Support Staff	Administratio will meet with Classroom	Person(s) Responsible:	that will be taken to
Audit	Walkthrough Data, collinion Assessinent Renections, Meeting Notes, i-ready reports,	(Identify documents and artifacts)	Tasks/Action Steps:
common post assessment at the completion of each	mework) Grade levels complete a common post	year has a dedicated strategy. (Our Framework) Grade levels complete a	
om teachers. Each month of the school	Development provided by Learning Focused Consultant was held in August for all classroom teachers. Each month of the school	Development provided by Learning Focus	
omprehension Strategies. Professional	Continue to meet with Instructional Leadership PLC as we unroll the Tested 7 Reading Comprehension Strategies. Professional	Continue to meet with Instructional Lead	· ·
	Has Begun	Progress Monitoring Status:	Progress:
I Tested 7 Reading Comrehension Strategies. Text is frameworks for readers to use in order to organize	Utilize a monthly schoolwide framework for teaching Learning-Focused Tested 7 Reading Comrehension Strategies. Text structures, organizational patterns, and comprehension strategies serve as frameworks for readers to use in order to organize	Utilize a monthly schoolwide framework for teaching Learning-Focused structures, organizational patterns, and comprehension strategies serve of the structures.	Strategy #2: Describe the strategy that will support this goal
able)	Budget Source: (if applicable)	Budge Amount: (jf applicable)	
ol Year	2015-2016 School Year	Timeline:	support tims stratgegy.
n Teachers and Support Staff	Administration will meet with Classroom Teachers and Support Staff	Person(s) Responsible:	that will be taken to
Meeting Notes, Next Steps Plan, I-Ready Reports , nplementation Audit	Formative Assessment Results, Meeting Notes, Next Implementation Audit	Evidence: (Identify documents and artifacts)	Tasks/Action Steps:
scuss reading assessments. The purpose fe levels and throught the building and	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 throught the building and throught the building and throught the building and throught the building and the second s	Administration will meet with classroom of these meetings will be to replicate stra	
	Has Begun	Progress Monitoring Status:	Progress:
form reading instruction K-5.	Use Schoolnet, DIBELS, 1-Ready, and classroom formative assessment data to inform reading instruction K-5.	Use Schoolnet, DIBELS, I-Ready,	Strategy #1: Describe the strategy that will support this goal
ual Measureable Objectives for each to 69.5), EDS (34.4 to 50.0) K-5.	By June of 2016, reading results for percent proficient will meet or exceed Federal Annual Measureable 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.	By June of 2016, reading results for pesubgroup. All (44.4 to 60.7), Black	GOAL #1:
2015-2016	650400	Winter Park	New Hanover
Year:	School Code:	School Name:	District Name:
	School Plan for Improvement	School	

Budget Source: (if applicable)	Budge Amount: (if applicable)	
2015-2016	Timeline:	support this stratgegy.
Administration will meet with Classroom Teachers and Support Staff	Person(s) Responsible:	Describe the action steps that will be taken to
Subgroup Data Sheets, Parent Contact Form, Implementation Audit	Evidence: (Identify documents and artifacts)	Tasks/Action Steps:
Historical student data for students in grades 3-5 has been organzed and shared with all staff members. At-Risk students have een identified and assigned a mentor staff member. Staff member will encourage, reflect, inform, and inspire selected students	Historical student data for students in grades 3-5 has been organzed an been identified and assigned a mentor staff member. Staff member will	
Partially Implemented	Progress Monitoring Status:	Progress:
ldentify 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.	Identify and target at-risk students in	Strategy #3: Describe the strategy that will support this goal

Budget Source: (if applicable)	Budge Amount: (if applicable)	
2015-2016	Timeline:	support this stratgegy.
Administration will meet with Classroom Teachers and Support Staff	Person(s) Responsible:	that will be taken to
Classroom Walkthroughs, Lesson Plans, I-Ready Reports, Implementation Audit	Evidence: (Identify documents and artifacts)	Tasks/Action Steps:
provided as perscribed by the program.		
Students were assessed using I-Ready diagnostic tool in math during the month of October. During math stations, students will complile a minimum of 45 minutes a week of instruction via the I-Ready program. Follow up teacher directed lessons will be	Students were assessed using I-Ready diagnostic tool in math during the n complile a minimum of 45 minutes a week of instruction via the I-Ready	
Partially Implemented	Progress Monitoring Status:	Progress:
Students will use I-Ready to support classroom instruction 45 minutes a week.	Students will use I	Strategy #2: Describe the strategy that will support this goal
Budget Source: (if applicable)	Budge Amount: (if applicable)	
2015-2016 School Year	Timeline:	Support tills stratgegy.
Administration will meet with Classroom Teachers and Support Staff	Person(s) Responsible:	that will be taken to
Formative Assessment Results, Meeting Notes, Next Steps Plan, I-Ready Reports, Implementation Audit	Evidence: (Identify documents and artifacts)	Tasks/Action Steps:
teachers K-5 twice a month for 40 minutes to discuss math assessments. An octcome ategies that are working for our intensive, at-risk, and on grade level students.	Administration will meet with classroom teachers K-5 twice a month for 4 will be identifying instructional strategies that are working for our	
Has Begun	Progress Monitoring Status:	Progress:
Use Schoolnet, DIBELS, I-Ready, and formative assessment data to inform math instruction.	Use Schoolnet, DIBELS, I-	Strategy #1: Describe the strategy that will support this goal
By June of 2016, math results for percent proficient will meet or exceed Federal Annual Measureable 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.	By June of 2016, math results for percent proficient will meet or exceed subgroup. All (45.1 to 59.6), Black (26.5 to 45.6), Hisp.(30.4 to 52.3	GOAL #2:
650400 2015-2016	Winter Park	New Hanover
School Code: Year:	School Name:	District Name:
School Plan for Improvement	School	

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

	30	school Plan for Improvement	nent		
District Name:	School Name:	School Code:	ode:	Year:	# - A - V
New Hanover	Winter Park	650400		2015-2016	
GOAI #3.	By June of 2016, science results for percent proficient will meet or exceed 72.6% from 52% proficient in 2015.	ilts for percent proficient	will meet or exceed 72.6% j	from 52% proficient in 2015.	
		清損収 (を)			
Strategy #1:	Use Schoolr	Use Schoolnet and formative assessment data	ment data to inform science instruction.	instruction.	
Describe the strategy that will support this goal					
Progress:	Progress Monitoring Status:		Partially Implemented	nted	
	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	time a quarter to discus	is science goals and formation ine next steps for remediation	ve assessment results. Meet wi on, and refine instruction/suppo	ith 5th ort if
	•	nec	necessary.		
Tasks/Action Steps:	Evidence: (Identify documents and artifacts)	Quarterly N	Quarterly Meeting Notes, Assessment Data, Implementation Audit	Pata, Implementation Audit	
that will be taken to	Person(s) Responsible:	Administrati	Administration will meet with Classroom Teachers and Support Staff	Teachers and Support Staff	
support this stratgegy.	Timeline:		2015-2016	a department of the control of the c	
· · · · · · · · · · · · · · · · · · ·	Budge Amount: (if applicable)		Budget Source: (if applicable)	ole)	
Strategy #2: Describe the strategy that will support this goal	Increase the use of Disco	rery Science Techbook an	Increase the use of Discovery Science Techbook and the intentional teaching of science vocabulary K-5.	of science vocabulary K-5.	
Progress:	Progress Monitoring Status:				
	School will offer professional development in Science Techbook and	lopment in Science Tech		create grade level lists of science vocabulary words.	rds.
Tasks/Action Steps:	Evidence: (Identify documents and artifacts)	Classroom Walkthroug Develop	Ikthroughs, Techbook Login #'s, Grade Level Vocabulary Lists Development Offereings/Attendance, Implementation Audit	Classroom Walkthroughs, Techbook Login #'s, Grade Level Vocabulary Lists, Professional Development Offereings/Attendance, Implementation Audit	ssional
that will be taken to	Person(s) Responsible:	Administrati	Administration will meet with Classroom Teachers and Support Staff	Teachers and Support Staff	
support tills stratgegy.	Timeline:		2015-2016		
	Budge Amount: (if applicable)		Budget Source: (If applicable)	sie)	

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