

# School Improvement Plan



**2014-2015**

**2013-2014 *through* 2014-2015**

*School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.*

<b>Draft Due: September 26, 2014</b>	<b>Final Copy Due: October 24, 2014</b>
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## 2014-2015 Winterfield Elementary School Improvement Plan Report

Winterfield Elementary School Contact Information			
<b>School:</b>	Winterfield Elementary School	<b>Courier Number:</b>	589
<b>Address:</b>	3100 Winterfield Place	<b>Phone Number:</b>	980-343-6400
	Charlotte, NC 282-5	<b>Fax Number:</b>	980-343-6493
<b>Learning Community</b>	North East-Garinger	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/winterfieldES/Pages/Default.aspx">http://schools.cms.k12.nc.us/winterfieldES/Pages/Default.aspx</a>

<b>Principal:</b>	Angela Grant
<b>Learning Community Superintendent:</b>	Charity Bell

### Winterfield Elementary School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position	Name	Email Address	Date Elected
Principal	Angela Grant	<a href="mailto:angela.grant@cms.k12.nc.us">angela.grant@cms.k12.nc.us</a>	9/11/14
Assistant Principal Representative	Brittany Slagle	<a href="mailto:brittanyj.slagle@cms.k12.nc.us">brittanyj.slagle@cms.k12.nc.us</a>	9/11/14
Teacher Representatives	Amethyst Klein Katrina Cade Jennifer Packard Bridgette Best Brittany Singleton	<a href="mailto:amethyst.klein@cms.k12.nc.us">amethyst.klein@cms.k12.nc.us</a> <a href="mailto:katrina.cade@cms.k12.nc.us">katrina.cade@cms.k12.nc.us</a> <a href="mailto:jennifer.packard@cms.k12.nc.us">jennifer.packard@cms.k12.nc.us</a> <a href="mailto:bridgettem.best@cms.k12.nc.us">bridgettem.best@cms.k12.nc.us</a> <a href="mailto:brittanis.singleton@cms.k12.nc.us">brittanis.singleton@cms.k12.nc.us</a>	9/11/14
Inst. Support Representative	Brenda Alston-Hasan	<a href="mailto:brenda.alston@cms.k12.nc.us">brenda.alston@cms.k12.nc.us</a>	9/11/14
Teacher Assistant Representative			
Parent Representative	Wanda Maldonado	<a href="mailto:wandaj.maldonado@cms.k12.nc.us">wandaj.maldonado@cms.k12.nc.us</a>	9/11/14

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# 2014-2015 Winterfield Elementary School Improvement Plan Report

## Vision Statement

**District:** CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**School:** At Winterfield, we believe that every student and staff member will perform to their highest potential along with parents who are actively involved in making a positive connection between school and community.

## Mission Statement

**District:** The mission of CMS is to maximize academic achievement by every student in every school.

**School:** It is our mission that all students succeed at or above grade level expectations by monitoring or adjusting for success. The entire staff pledges to work together as a team to promote academic achievement while fostering positive growth in social and emotional behavior.

## Winterfield Elementary School Shared Beliefs

- All students can learn and will learn.
- Our school is a quality school for all students.
- Education is a three-way equal partnership among students, parents, and teachers.
- Our school provides a safe haven for our students intellectually, emotionally, and physically.
- Winterfield is a community of lifelong learners.
- Winterfield's community partnerships are an essential part of our success.

## Winterfield Elementary School SMART Goals

- Increase reading proficiency in grades 3rd-5th from 13.9% to 45% proficiency as measured by the N.C. Ready EOG Reading Assessment.
- Increase math proficiency in grades 3rd-5th from 18.8% to 45% as measured by the N.C. Ready EOG Math Assessment.
- Increase 5th grade science proficiency from 14.7% to 45% as measured by the N.C. Ready EOG Science Assessment.
- Provide a variety of collaborative supports for teachers that are active, consistent, clearly communicated and sustain a focus on instructional improvement. (School Works, Domain 4/KQ1) as measured by a 46 point increase (from 29% to 75%) on the Insight Survey item: My school is a good place to teach and learn.

## Winterfield Elementary School Assessment Data Snapshot

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Assessment	Subgroup	2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	32.7	17.8		15.7		39.1
Grade 03 EOG Math	All	35.6	21.2		15.1		69.6
Grade 03 EOG Reading	All	29.8	14.4		16.3		41.3
Grade 04 EOG Composite	All	21.0	11.4		20.2		41.8
Grade 04 EOG Math	All	21.6	9.1		24.0		63.1
Grade 04 EOG Reading	All	20.5	13.6		16.3		45.6
Grade 05 EOG Composite	All	26.0	17.9		16.1		50.6
Grade 05 EOG Math	All	28.4	25.3		17.9		80.9
Grade 05 EOG Reading	All	20.0	13.7		16.8		53.9
Grade 05 EOG Science	All	29.5	14.7		13.7		71.9
School EOG Reading Composite	All	23.7	13.9		16.5		46.8
School EOG Math Composite	All	28.9	18.8		19.3		70.8
School EOG Science Composite	All	29.5	14.7		13.7		71.9
EOG Composite	All	26.8	16.1		17.3		43.7
School Composite	All	26.8	16.1		17.3		60.6

### Winterfield Elementary School Profile

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### ***Comprehensive Needs Assessment:***

Winterfield Elementary School is a Title I Pre-Kindergarten through 5th grade elementary school serving a diverse population of students in Charlotte's Eastside community (41.6% American Indian; 31.6% African-American; 8.5% Asian; 15.9% White; 56.5% Hispanic; 1.8% Multi-racial/Other students; 35.6% LEP; 0.3% Academically Intellectually Gifted; 4.2% Exceptional Children; 2% McKinney Vento; and 85% FR lunch). We are located in the Historic Winterfield Neighborhood, bordered by Central Avenue, Campbell Drive Sheffield Neighborhood Park and the Evergreen Nature Preserve. Our community is home to both native Charlotteans, new arrivals from across the United States, as well as a growing immigrant population.

Our students come from many countries such as Thailand, Malaysia, Nepal, Saudi Arabia, Guatemala, Cuba, Sudan, Haiti, Venezuela, Puerto Rico, Moldova, Honduras, Republic of Congo, Iraq, Bhutan, Mexico, Myanmar (Burma), Liberia, Eritrea, El Salvador, Palestinian State, Somalia, and of course, the United States of America.

Over 39% of our students are English Language Learners. We believe that the richness of our students' native languages and cultures are an asset to our school community. We are proud to learn from and about our unique and diverse student population.

Various means are used to solicit parent requests, verbally or in writing, to address parent needs and concerns. The requests are placed with the appropriate personnel in order to review and respond in a timely manner. The parent advocate and the Parent Involvement Committee review annual evaluations to make recommendations for school improvement. We receive and process parent requests through monthly newsletters, ConnectEd, and family activities.

Approximately 91% of Winterfield's population receives free or reduced priced meals.



## **2014-2015 Winterfield Elementary School Improvement Plan Report**

### **Description of School and Student Services:**

Winterfield Elementary School provides educational programming for students in pre-kindergarten through fifth grade. The Pre-K-5th staff is committed to focusing on a Balanced Literacy approach for all students in grades K-5 using the Teachers College for Readers and Writers Workshop Model. By moving in this direction we will provide solid instruction for all students according to their instructional text level to develop the stages of reading.

Winterfield Elementary uses a combination of self-contained and departmentalized classes to allow for consistent daily instruction. In addition, Winterfield also has implemented two Intervention/Enrichment blocks (ELA and Math Workshop) during the day to differentiate our instruction to meet the needs of the diverse learners in our building in the areas of math and reading. Winterfield grade level teachers meet in Professional Learning Communities each week to collaborate on student learning and instruction.

The School Improvement Team, which meets once a month, will facilitate the collection and analysis of data to monitor student achievement in order to ensure implementation based on sound scientific research. The School Improvement Team will work collaboratively with the math, reading, and school climate committees to monitor the data and assess our needs.

### **Strengths and weaknesses of the current program for improving the education of low achieving students:**

According to performance data from the 2014-2015 school year, only 16% of Winterfield's 3rd-5th grade students were proficient in both reading and math as measured by the End of Grade Assessments.



## 2014-2015 Winterfield Elementary School Improvement Plan Report

### Priority need areas for the Core Instructional Program:

**Limited English Proficient Students:** There is a significant performance gap in reading between LEP students and the entire school body. Last year, only 5.3% of our LEP students were proficient on the 2014 End of Grade Assessment of Reading. Additionally, ACCESS data shows that last year only 30 students exited ESL services. This school year, Winterfield has 330 LEP students. Roughly, 39% or 330 students are Limited English proficient. Limited English Proficient student language proficiency is as follows:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
73	35	98	81	20	2

We also have 70 newly LEP identified Kindergarten students. We have identified that many of our LEP students fail to exit ESL services due to low performance in writing.

**Small Group Instruction:** Through observations and staff discussions, the effectiveness of small group instruction can be enhanced by providing increased support and training for teachers and support staff. Teachers, teacher assistants, and Title I Tutors will receive training and support with guided reading and strategy group instruction based upon student performance data. Winterfield uses a push-in model staffed by a Reading Intervention Teacher, Title I Tutor and Instructional Assistants to provide more intensive, daily instruction for the students not at grade level.

**Individual Instruction:** Teachers, assistants, and a Title I Tutor will receive training and support to increase the effectiveness of individual instruction and conferring. Struggling learners will receive weekly tutoring support and conferring to address small learning challenges and provide additional instruction to support their growth in literacy and math.

**Math Workshop:** To support our goal of increasing student math proficiency from, Winterfield Elementary will implement a 30 minute math workshop each day. Teachers will use weekly formative assessments, pre/post unit assessments, and MAP-math data to identify the strengths and weaknesses of our individual students. Students will be divided into small instructional groups to focus on providing interventions or enrichment instruction to meet their individual needs. ELL, special education, and Title I staff will collaborate and support the classroom teachers in the implementation.



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### **School Reform Strategies:**

Currently, Winterfield Elementary School offers the following interventions to meet the diverse needs of our learners:

- **Beacon Initiative**-Winterfield Elementary School was selected to participate in the Beacon Initiative to support and sustain turnaround of school-wide performance. As a part of this initiative, Winterfield will undergo a Needs Assessment by School Works. This data will be used by the School Leadership Team to revise the School Improvement Plan and plan redesign the instructional program of the school to support high levels of learning for all students.
- **Student Success by Design**-During the 2013-2014 school year, Winterfield Elementary was selected as one of 17 CMS schools to participate in the Student Success by Design initiative. As a part of this initiative, the SLT received training on several school redesign strategies that will be essential to developing a plan of action to strengthen the instructional program in response to the School Works Needs Assessment.
- **Leveled Literacy Intervention** – Winterfield Elementary utilizes Fountas and Pinnell Leveled Literacy Intervention (LLI) curriculum in our general population, ELL and EC programs. Leveled Literacy Intervention, funded through Title I, is a research-based program that provides targeted small group instruction to meet the needs of students performing significantly below grade level expectations in reading. Winterfield uses the program to support the lowest achieving students in each grade level. The LLI program compliments our balanced literacy initiatives and supports student learning in decoding, fluency, comprehension, and writing. We have designed a daily word work/English Language Arts intervention period to provide LLI for our students. Students will work with our literacy facilitators, a Reading Intervention teacher, our Title I tutor, and Teacher Assistants to improve their performance as readers. The groups will consist of no more than four students to ensure targeted instruction. The instructional team will meet to determine which students are served and assess the progress and fidelity of the program.
- **Intervention / Enrichment Block for Reading and Math** – Winterfield Elementary K-5 provides a 30 minute Intervention/Enrichment Block for Math and Reading every day. All staff (teachers, facilitators, and assistants) work collaboratively to provide target small group and individual instruction to meet student learning needs. Staff uses Universal Screening tools, Unit Assessments, and formative assessments to divide their students to meet their





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individual needs. Staff monitors their students' progress moving students as needed and when they change their academic focus. The I/E Block is supported and funded by the District.

- **Extended Day After School Program** – Winterfield Elementary School teachers provide additional instruction for students who need additional small group/individual intervention in math and 5th grade science. Staff will use research-based interventions aligned to students' specific area of need. District Extended Day funds are used to support the program.
- **Subject Specialization: 4<sup>th</sup> and 5<sup>th</sup> grade classes**  
Students in 4<sup>th</sup> and 5<sup>th</sup> grades receive specialized instruction in the five content area subjects. Teachers were selected to teach reading, math, writing, and science based upon prior assessment data. This strategy provides opportunities for teachers to specialize in a single subject and increase their content knowledge and pedagogy skills while meeting student learning needs. We are exploring revising our master schedule to include 3<sup>rd</sup> grade in specialization.

**Highly Qualified Staff:** The faculty of Winterfield Elementary School is dedicated to supporting the academic success of all students. Each member of the faculty and staff brings a wide variety of skills and experiences to the school setting, creating a warm and motivating environment for learning. We have an ADM allotment of 4 Pre-K teachers, 34 Pre-K-5 teachers, 1 EC teacher, 6 ESL teachers as well as an allotment for Physical Education/Health, Art, and Music totaling 48 certified teachers. We share our Speech-Language Pathologist and Psychologist with other CMS schools. Additionally, we have 7 Instructional Assistants, 2 secretaries, 1 part-time Title I funded Tutors. Our instructional leadership team is comprised of a principal, an assistant principal, two Deans of Students, and three instructional facilitators. The principal and one Dean of Students were trained by New Leaders. Founded in 2000 by a team of social entrepreneurs, New Leaders is a national nonprofit that develops transformational school leaders and designs effective leadership policies and practices for school systems across the country.



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Winterfield has 100% highly qualified staff members. In the event that a staff member is not HQ, parents of the effected class are notified every four weeks of the status. The administration works with human resources to help teachers meet needed requirements to be HQ. Winterfield also has several staff members that are bilingual and offer support to the Spanish speaking community represented in the school population. The Student Services staff consists of a part-time school psychologist, social worker, and a school counselor.

The North Carolina School Report Card is sent home with every student which outlines the highly qualified staff at Winterfield Elementary; in addition, it is presented at the annual Title I Meeting. During long term absences of Highly Qualified teachers, we work together as a professional learning community and with the human resources department to replace them with a highly qualified substitute. In the event that this is not possible a letter is sent home to all parents affected from the principal. Winterfield Elementary School sends home the parents Right to Know letter in the fall and spring of every year.

### **Teacher Recruitment and Placement**

#### **Recruitment Efforts and Strategies:**

The administration of Winterfield accepts teacher resumes throughout the school year should a vacancy occur.

Winterfield's administration works closely with the Teach for America Alumni association as well as references from effective Winterfield teachers to recruit new team members.

**Teacher Retention Activities:** Winterfield's administration uses several activities to gauge teacher morale and satisfaction with working conditions. At the end of each quarter, teachers complete a school climate survey that provides information on key aspects of school operations, school leadership, student behavior, and teacher morale. The principal/assistant principal meets with teachers in January and May to complete mid-year and end of year conferences.

During these individual conferences the teacher, principal and assistant principal meet to discuss job performance, student achievement and issues that arise throughout the school year. These conferences are very teacher specific and help to guide the administration team as they prepare for the upcoming school year as to the best placement for teachers and students. During these meetings the administrative team listens openly and encourages teachers to do the same.

This process has been very effective in developing relationships with staff members and determining the long term goals



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and aspirations of teachers. It is also a great venue to discover morale issues and areas in which we can improve the culture of our school.

**Beginning Teacher Support Program:** Winterfield provides all first year, second and third year teachers with a certified mentor to support teachers in areas of instruction and licensure compliance. We also help orient experienced teachers who are new to Winterfield by providing a buddy teacher. Mentors and buddy teachers are responsible for helping acclimating new staff members to our school culture and expectations. This is a great tool that has been very successful in providing support to new teachers as well as distributing the leadership throughout the school building. All mentors and mentees attend monthly support meetings. New Teacher Support Meetings are held monthly and topics include: active engagement strategies, classroom management, use of instructional technology, data driven instruction, the NC Teacher Evaluation Process, and school-based procedures.

### **High Quality and Professional Development**

Winterfield uses the Professional Learning Community (PLC) model to ensure high quality instruction and professional development for our teachers. Our school has eight PLC's that meet on a regular basis to discuss curriculum standards, review student performance data, and plan interventions and enrichment for students based upon results. Each professional learning community (PLC) selects a lead teacher who also serves as a member of the SLT. The lead teacher serves as the voice of the team and they help to guide school improvement. Each PLC is provided 275 minutes of planning block per week. PLC sessions are attended by an assigned member of the administrative team and grade level instructional facilitators. In addition one Wednesday every month is devoted to professional development during after school staff meeting.

A focus for this year's professional development is on developing strong professional learning communities to strengthen working relationships and establish collaborative communities focused on positive learning outcomes for students. Our professional learning communities will improve learning and teaching by focusing on mastery teaching, data driven instruction, and providing corrective actions and enrichment to meet individual needs. Improving students' literacy skills by using research based comprehension strategies is a second area of focus to improve student achievement. The work of our professional learning communities will be anchored by two professional development series, one for K-2 and one for



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3rd-5th, to highlight strategies to increase student engagement and develop joyful readers and writers. Differentiated professional development will also occur with grade level and vertical team optional book studies data analysis training. The SEF and PLC's will help determine the Professional Development needs at Winterfield. In addition, we have formed an Instructional Leadership Team to help with the needs assessment of all staff for professional development.

Winterfield's PD plan will address many different areas that teachers determine they need help with and will utilize many different teachers as leaders in this format.

### **Parental Involvement**

The administration, staff and parents of Winterfield Elementary School believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents.

**School Leadership Team:** The Instructional Leadership Team/SLT, Family and Student Services Team, and the PTA are all in place to work together to make decisions for the school. Parents are invited to join the School Leadership Team and encouraged to join the PTO. The Instructional Leadership Team develops the academic goals and professional development and after sharing those plans with staff, consensus is met by the entire staff to put the final plan together.

### **School Community Partnerships**

Winterfield actively recruits faith organizations, local businesses and local civilian groups to develop partnerships. We encourage organizations to visit the school and provide orientation to share Winterfield's vision and plan to increase student achievement. Partners are offered various opportunities to assist with academic, attendance and behavior programs. They serve as student mentors, reading buddies, sponsors, chaperones, classroom helpers and testing proctors throughout the school year. Donations of school uniforms, school supplies, book bags, and other needed items are provided.

- Charity League Incorporated provides our students with uniforms, coats, and jackets.
- Eastern Hill Baptist Church helps our students with the Food Harvest and school supplies throughout the year. They also provide volunteers to help in the media center, classrooms, etc.



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- Memorial United Methodist Church sponsor many students during the holidays, supplies the school with school supplies, uniforms, volunteers, and classroom adoption.
- Herff Jones supplies our students with school supplies.
- Amity Presbyterian Church provided our school with health room and school supplies.
- Charlotte Symphony
- Neighborhood Homeowner's Association
- Bi-Lo is an on-going support to the school.
- Junior Achievement
- Second Harvest Food Bank

### **School Grade Level Transitions**

*Entering Kindergarten Transition strategies:* In order for parents and students to experience a smooth transition into kindergarten, we provide a Beginner's Night and Curriculum Night to introduce parents to the expectations of the kindergarten program. Students attend and complete activities with the Kindergarten teachers. We conduct several Open House events at flexible times to give parents several opportunities to visit Winterfield. We also use a staggered entry process to provide opportunities to begin building relationships and assess incoming kindergarteners. Teachers administer the Kindergarten Entry Profile, (KEP) along with baseline results from Reading 3D and MAP Reading and Math to assist with early identification of students learning strengths and needs. The school psychologist receives a "Transition to Kindergarten" form for Pre-K students that are EC or experiencing difficulties. These students are given services immediately upon entrance to Kindergarten.

*Transitions to Next Grade:* After EOG's we have a Step Up Day in which each class will go up to the next grade level and learn about the curriculum, talk to the teachers, and get an idea of what it is like to be a "\_\_\_\_" grader.

*Middle School Transition Strategies:* Most of our rising middle school students attend Eastway Middle School. Counselors and principals from feeder middle schools come to discuss student schedules, transitions and expectations for current 5<sup>th</sup> graders. We arrange field trips for our 5<sup>th</sup> Graders to visit middle schools to get an idea of how the middle school operates.



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In addition middle school transition IEP meetings are held for all rising EC 6<sup>th</sup> graders. The School Counselor meets individually with each rising 6<sup>th</sup> grader to ensure appropriate class placements and to discuss schedules.



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### **Teacher Involvement in Assessment**

Professional Learning Community lead teachers were selected for math and literacy at each grade level. PLC leads were trained in holding data-driven PLC meetings. Additionally, PLC math and literacy leads meet each month to discuss and implement one component of effective data-driven leadership (i.e.: SMART goals, action planning, etc.) Facilitators, administrators, and teachers are involved in the process of tracking student growth towards defined goals. Parent data reports are created to update parents on students' progress toward math and literacy goals. PLC time is used to analyze student math, literacy, and behavioral data for forty-five minutes two days each week during planning time.

All 2<sup>nd</sup>-5<sup>th</sup> grade teachers have been trained to use Mastery Connect to analyze and monitor student mastery of the Common Core State Standards. Mastery Connect is used to assess the standards, monitor student performance, individualize instruction based on current assessments, and communicate this information to colleagues, administration, and parents. Additionally, Winterfield uses additional literacy assessments to monitor student progress and inform instruction and intervention support.

### **Coordination of Federal, State, and Local Programs**

Winterfield coordinates all Federal, State and local services so that students have the best opportunity for success. The Title I resources received are used to provide Tutors to create additional opportunities for targeted intervention and small group instruction. Title I funds have been used to expand technology and instructional resources (Smart Boards in the majority of classes, LCD projectors, document cameras, iPADS, a wealth of instructional software, Chrome Books) and to provide expanded training opportunities for teachers, teacher assistants, and other staff members to ensure we have the skills necessary to address the needs of our total school community. Focused attention will be given to professional development that offers strategies for helping teachers succeed with Limited English Proficient students, students with different learning styles by improving students' literacy skills and ability to acquire knowledge from text. All training opportunities will be based on scientifically-based research before being selected and approved by our PD committee, administration, or facilitators. Teachers and staff will receive credit for trainings through the CMS MyPD system for hours met and as implementation of the training activities are documented in lesson plans and/or observations.



# 2014-2015 Winterfield Elementary School Improvement Plan Report

## Strategic Plan 2018: For a Better Tomorrow

<p><b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. College- and career-readiness</li> <li>II. Academic growth/high academic achievement</li> <li>III. Access to rigor</li> <li>IV. Closing achievement gaps</li> </ul>	<p><b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Proactive recruitment</li> <li>II. Individualized professional development</li> <li>III. Retention/quality appraisals</li> <li>IV. Multiple career pathways</li> <li>V. Leadership development</li> </ul>
<p><b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p><b>Three focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Family engagement</li> <li>II. Communication and outreach</li> <li>III. Partnership development</li> </ul>	<p><b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Physical safety</li> <li>II. Social and emotional health</li> <li>III. High engagement</li> <li>IV. Cultural competency</li> <li>V. Customer service</li> </ul>
<p><b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Effective and efficient processes and systems</li> <li>II. Strategic use of district resources</li> <li>III. Data integrity and use</li> <li>IV. School performance improvement</li> </ul>	<p><b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Learning everywhere, all the time</li> <li>II. Innovation and entrepreneurship</li> <li>III. Strategic school redesign</li> <li>IV. Innovative new schools</li> </ul>

**Focus Areas:** Learning everywhere, all the time, Innovation and Entrepreneurship, Strategic School Design

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<b>SMART Goal (1):</b> <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.			
<b>Strategic Plan Goal:</b>	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.			
<b>Strategic Plan Focus Area:</b>	Physical safety, Customer Service			
<b>Navigator Pathway:</b>	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	X At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	Not applicable			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1.Design & implement a schedule for cafeteria supervision between the hours of 10:00-1:00 pm	Brittany Slagle, Asst. Principal	Safe and orderly cafeteria; Smooth and timely transitions between classes; Teachers not be required to supervise children while eating their lunch	\$0	K-5 teachers	Aug. 2014 - June 2015
2.Hire cafeteria monitor to assist with cafeteria supervision between the hours of 10:00-1:00 pm	Angela Grant, Principal	Safe and orderly cafeteria; Teachers will not be required to supervise children while eating their lunch	District funding	K-5 teachers	Aug.2014 - June 2015



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<b>SMART Goal (2):</b> <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
<b>Strategic Plan Goal:</b>	Goal 1 Maximize academic achievement in a personalized 21 <sup>st</sup> century learning environment for every child to graduate career and college ready.			
<b>Strategic Plan Focus Area:</b>	Academic Growth/High Academic Achievement, Access to Rigor			
<b>Navigator Pathway:</b>	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	X At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	Teacher Surveys, N.C. Working Conditions Survey (2012)			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
<b>1. Design master schedule to provide 55 minutes of daily instructional planning time to all K-5<sup>th</sup> grade teachers.</b> • Work with team of teachers to devise innovative solutions to meet district time requirements and best practices.	Brittany Slagle, Assistant Principal	Increase in assessment scores in reading and math (MAP, Reading 3D, and End of Grade Assessments)	\$0	Grade Level Teachers, Assistant Principal	Summer 2014
<b>2. Provide additional instructional planning time of 45 minutes per week from 7:10 a.m. to 7:40 a.m. for all classroom teachers.</b>	Brittany Slagle, Assistant Principal	Increase in assessment scores in reading and math (MAP, Reading 3D, and End of Grade Assessments).	\$0	Grade Level Teachers, Math Facilitator	October 2014- June 2015
<b>3. Quarterly Planning Days. Full day of instructional planning for K-5 teachers in Reading, Math, Science</b>	Brittany Slagle Assistant Principal	Increase in assessment scores in reading and math (MAP, Reading 3D and End of Grade Assessments)	\$0	Grade Level Teachers, Instructional Facilitators	October 2014- 2015

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## 2014-2015 Winterfield Elementary School Improvement Plan Report

<b>SMART Goal (3):</b> <b>Anti-Bullying / Character Education</b>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
<b>Strategic Plan Goal:</b>	Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.			
<b>Strategic Plan Focus Area:</b>	Physical safety, Social and Emotional Health			
<b>Navigator Pathway:</b>	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	X At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	WES Suspension rates, 2012-2013 disciplinary referrals for bullying, student surveys			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
<b>1. Bully Liaison / Bully-prevention</b> • School-wide activities to support anti-Bullying Month (October). • Conduct weekly classroom guidance lessons. • Individual/small group counseling sessions as needed.	Carol McCormick, School Counselor	• Decrease in office referrals for bullying in 3 <sup>rd</sup> -5 <sup>th</sup> grade. • 80% of WES students will be Tier 1 (0-1 office disciplinary referrals) for discipline.	\$0	All staff (teachers, administrators, custodial staff, cafeteria staff, ISS, TA's, secretarial staff.)	October 2014 - June 2015
<b>2. Character Education</b> • Implement Guidance lessons to support students in K-5 <sup>th</sup> grade classes.	Carol McCormick, School Counselor  Lawrence Durinick Dean of Students	• 80% of WES students will be Tier 1 (0-1 office disciplinary referrals) for discipline.	\$0	All staff (teachers, administrators, custodial staff, cafeteria staff, ISS, TA's, secretarial staff.)	October 2014- May 2014



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<b>3. Healthy Active Child 30 min.</b> <ul style="list-style-type: none"> <li>Develop a master calendar that includes 30 minutes of recess per day for every class.</li> </ul>	Brittany Slagle, Assistant Principal	100% of WES students will participate in at least 30 minutes of physical activity per day; Physical Activity will not be taken away as a consequence for behavior or academics.	\$0	Grade level teachers	Daily
<b>4. School Health Team</b> <ul style="list-style-type: none"> <li>Organize regular healthy physical activities for staff and students</li> <li>Provide healthy snacks at staff meetings</li> </ul>	Craig Ryan, Physical Education Teacher	Students and staff will make healthier choices and participate in regular physical activity.	\$0	Ashley Hyatt, School Nurse, Grade level teachers, parents	Daily for students/ Weekly for staff
<b>5. Achieve 225 Grant Participation</b>	Craig Ryan, Physical Education Teacher Karen James, Dean of Students	Students and staff will make healthier choices and participate in regular physical activity. 100% of WES students will participate in at least 30 minutes of physical activity	\$0	Classroom Teachers Special Area Teachers	Daily
<b>6. Cross Country for Youth Club</b>	Anna Kennington, CIS Craig Ryan, Physical Education Teacher	Students and staff will make healthier choices and participate in regular physical activity.	\$0	Craig Ryan, Sierra Gould, Erica Hobbs	Twice per week



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<b>SMART Goal (4):</b> <b>Reading Proficiency</b>	Increase reading proficiency in grades 3 <sup>rd</sup> -5 <sup>th</sup> from 13.8% to 45% proficiency as measured by the N.C. Ready EOG Reading Assessment.			
<b>Strategic Plan Goal:</b>	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.			
<b>Strategic Plan Focus Area:</b>	Academic Growth/High Academic Achievement			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input checked="" type="checkbox"/> Advanced Reading in K-2	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	2013-14 End of Grade Reading Data, MAP Reading, Reading 3D, and Fountas & Pinnell			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
<b>1. Implement Readers and Writers Workshop in all K-5<sup>th</sup> grade classrooms.</b> <ul style="list-style-type: none"> <li>Provide training and coaching support for implementing Balanced Literacy in all K-5<sup>th</sup> grade classes.</li> </ul>	A. Grant, Principal	<ul style="list-style-type: none"> <li>Student proficiency in reading increases 20 percentage points above B.O.Y. proficiency levels as measured by Reading 3D and Fountas and Pinnell.</li> <li>Teacher survey results of the effectiveness of PD</li> </ul>	Title I-\$4320 (2013 funds)	Instructional Facilitators Teachers Administrators	September 2014 – May 2015
<b>2. Provide on-going professional learning opportunities to support teacher and support staff skills with balanced literacy.</b> <ul style="list-style-type: none"> <li>Host 3 Literacy Labs to implement leverage leadership, Instructional coaching to provide specific individual feedback literacy.</li> </ul>	A. Grant, Principal	<ul style="list-style-type: none"> <li>Student proficiency in reading increases 20 percentage points above B.O.Y. proficiency levels as measured by Reading 3D and Fountas and Pinnell.</li> <li>Teacher survey results of the effectiveness of PD</li> </ul>	Title I-\$9480	Instructional Facilitators Teachers Teacher Assistants Title I Tutors Administrators	September 2014 – May 2015



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<p><b>3. Use the Leveled Literacy Intervention system to support students who perform 1 to 2 years below benchmark as measured by Reading 3D (K-3rd) and Fountas &amp; Pinnell (4th and 5th).</b></p> <ul style="list-style-type: none"> <li>Review student reading level data from Reading 3D and Fountas and Pinnell.</li> <li>Develop a schedule for providing Tier 2 and Tier 3 intervention that does not impact core instruction time.</li> </ul>	<p>Brittany Slagle, Assistant Principal</p>	<p>Student proficiency in reading increases 20 percentage points above B.O.Y. proficiency levels.</p>	<p>Title I-\$60,000 (LLI Red Kit-\$4500; Title I Tutors-\$56,000)</p> <p>Reading Intervention Kit 2 – Teacher Assistants</p>	<p>Instructional Facilitators Title I Tutors Administrators</p>	<p>October 2014-May 2015</p>
<p><b>4. Target student reading weaknesses identified in assessment data and provide interventions to increase proficiency.</b></p> <ul style="list-style-type: none"> <li>Administer the Reading 3D (K-3rd) and the Fountas and Pinnell Benchmark Assessment of Reading (4th and 5th) assessment to establish student reading levels.</li> <li>Conduct in-depth analysis of student results at the question, standard, whole class, and individual student level to identify student weaknesses with special emphasis on struggling learners.</li> <li>Develop instructional action plans to address whole-class, small group, and individual student weaknesses.</li> <li>Re-assess student progress with essential standards.</li> <li>Use a combination of data sources (MAP Reading, reading level, observational notes) to determine groups for remediation and enrichment.</li> </ul>	<p>Angela Grant, Principal</p>	<ul style="list-style-type: none"> <li>Student proficiency in reading increases 20 percentage points above B.O.Y. proficiency levels as measured by Reading 3D and Fountas and Pinnell.</li> </ul>	<p>\$0</p>	<p>Grade level teachers, Instructional Facilitators Title I Tutors Administrators</p>	<p>October 2014-May 2015</p>



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<p><b>5. Create a school-wide community of readers to increase student motivation and stamina.</b></p> <ul style="list-style-type: none"> <li>• Conduct parent information sessions and training to help parents understand balanced literacy and our reading assessments.</li> <li>• Host student reading challenges (Winterfield Reads) and special events (Book Character Dress Up Day, Read for the Record, Read Across America Day, and the Readers Fair) to encourage students to read with volume and stamina.</li> <li>• Partner with community volunteers to serve as reading buddies and guest readers during special events.</li> </ul>	<p>Chandra Herring, Amanda Hudson- Literacy Facilitators</p>	<ul style="list-style-type: none"> <li>• Student proficiency in reading increases 20 percentage points above B.O.Y. proficiency levels as measured by Reading 3D and Fountas and Pinnell.</li> </ul>	<p>\$0</p>	<p>Grade level teachers, Instructional Facilitators Title I Tutors Administrators Parent Advocate</p>	<p>October 2014- May 2015</p>
<p><b>6. Target ELL students reading weaknesses identified on the WAPT assessment data and provide interventions to increase proficiency.</b></p> <ul style="list-style-type: none"> <li>• Collaborate with the district ESL support in effective SIOP strategies</li> <li>• Provide teachers with on-going SIOP training to support increasing Reading proficiency with the ELL learners.</li> </ul>	<p>ESL Teachers</p>	<ul style="list-style-type: none"> <li>• Student proficiency in reading increases 20 percentage points above B.O.Y. proficiency levels as measured by Reading 3D and Fountas and Pinnell.</li> <li>• Increase the percentage</li> </ul>	<p>\$0</p>	<p>Grade level teachers, Instructional Facilitators Administrators ESL Teachers</p>	<p>October 2014- May 2015</p>



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<b>SMART Goal (5): Math Proficiency</b>	Increase math proficiency in grades 3 <sup>rd</sup> -5 <sup>th</sup> from 17% to 45% as measured by the N.C. Ready EOG Math Assessment.			
<b>Strategic Plan Goal:</b>	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.			
<b>Strategic Plan Focus Area:</b>	Academic Growth/High Academic Achievement			
<b>Navigator Pathway:</b>	X Enter Kindergarten ready	X Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	X At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	2013-14 End of Grade Math Data, MAP Math, and WES Math Unit Pre/Post Assessments			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
<b>1. Provide on-going professional learning opportunities to support teacher understanding of the CCSS and skill high quality math instruction.</b> <ul style="list-style-type: none"> <li>Host 3 Math Lab professional development sessions for 3rd-5th grade to focus on best practices for math instruction.</li> <li>Host weekly PLC meetings for math</li> <li>3 full days of Instructional Planning</li> <li>Partner with district curriculum staff to support teacher learning about CCSS math.</li> </ul>	Brenda Alston Hasan, Math Facilitator	<ul style="list-style-type: none"> <li>Student proficiency in math increases 30 percentage Math EOG (3<sup>rd</sup>-5<sup>th</sup>).</li> </ul>	\$0	Grade level teachers and facilitators	October 2014-May 2015



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<p><b>2. Target student math weaknesses identified in assessment data and provide interventions to increase proficiency.</b></p> <ul style="list-style-type: none"> <li>• Administer WES pre/post math unit assessments to determine student strengths and weaknesses in math.</li> <li>• Conduct in-depth analysis of student results at the question, standard, whole class, and individual student level to identify student weaknesses with special emphasis on struggling learners.</li> <li>• Develop instructional action plans to address whole-class, small group, and individual student weaknesses during math workshop.</li> <li>• Do the Math – Scholastic Intervention Program - transition class.</li> <li>• Using digital tool to implement Blended Math Instruction. The following websites will be used Learnzillion, IXL Math MobyMath, Dreambox</li> </ul>	<p>Brenda Alston Hasan, Math Facilitator</p>	<ul style="list-style-type: none"> <li>• Student proficiency in math increases 30 percentage points the Math EOG (3<sup>rd</sup>-5<sup>th</sup>).</li> </ul>	<p>\$0</p>	<p>Grade level teachers and facilitators</p>	<p>September 2014 – May 2015</p>
<p><b>3. Develop master schedule to provide 90 minutes of daily math instruction (60 minutes for instruction and 30 minutes for differentiated math workshop).</b></p> <ul style="list-style-type: none"> <li>• Work with team of teachers to devise innovative solutions to meet district time requirements and best practices.</li> <li>• Identify curriculum resources to use during Math Workshop.</li> </ul>	<p>Brittany Slagle, Assistant Principal</p>	<ul style="list-style-type: none"> <li>• Student proficiency in math increases 30 percentage points as measured the Math EOG (3<sup>rd</sup>-5<sup>th</sup>).</li> </ul>	<p>New Leaders- Roberts Innovation Award Carryover- \$1500</p>	<p>Grade level teachers, facilitators, and administrators</p>	<p>September 2014-May 2015</p>



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<b>4. Develop a daily schedule for 3rd-5th grade math classes that support procedural fluency and conceptual understanding of math concepts.</b> <ul style="list-style-type: none"> <li>Review research on balanced numeracy.</li> <li>Collaborate with 3rd-5th grade teachers to revise the framework as needed.</li> </ul>	Brenda Alston Hasan, Math Facilitator	<ul style="list-style-type: none"> <li>Student proficiency in math increases 30 percentage points as measured the Math EOG (3<sup>rd</sup>-5<sup>th</sup>).</li> </ul>	\$0	Grade level teachers, facilitators, and administrators	September 2014-May 2015
<b>5. Design and implement an Extended Day After School Tutoring program for At-Risk 3rd grade students and Level 1 and 2 students in grades 4-5 to focus on individual needs.</b> <ul style="list-style-type: none"> <li>Review student performance data (EOG, MAP, WES pre/post assessments) to determine which students would benefit from participation in extended day.</li> <li>Develop marketing materials to encourage students to participate in the program.</li> </ul>	Brenda Alston Hasan, Math Facilitator	<ul style="list-style-type: none"> <li>Student proficiency in math increases 30 percentage points as measured the Math EOG (3<sup>rd</sup>-5<sup>th</sup>).</li> </ul>	Extended Day Funds \$8000	Grade level teachers, facilitators, and administrators	November 2014 –May 2015
<b>6. Create a school-wide community of mathematicians to increase student motivation and stamina.</b> <ul style="list-style-type: none"> <li>Conduct parent information sessions and training to help parents understand CCSS Math and our math assessments.</li> <li>Host student math challenges (Math Bee) and special events (math curriculum night) to encourage students to be successful in math.</li> <li>Partner with community volunteers to serve as math tutors. - HEART</li> </ul>	Brenda Alston Hasan, Math Facilitator	<ul style="list-style-type: none"> <li>Student proficiency in math increases 30 percentage points as measured the Math EOG (3<sup>rd</sup>-5<sup>th</sup>).</li> </ul>	\$0	Grade level teachers, facilitators, and administrators	September 2014-May 2015



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<b>SMART Goal (6): Science Proficiency</b>	Increase 5 <sup>th</sup> grade science proficiency from 15.5% to 45% as measured by the N.C. Ready EOG Science Assessment.			
<b>Strategic Plan Goal:</b>	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.			
<b>Strategic Plan Focus Area:</b>	Academic Growth/High Academic Achievement			
<b>Navigator Pathway:</b>	X Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	X At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	2013-2014 EOG Assessment Results, WES Science Unit Pre/Post Assessments			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
<b>1. Target student science weaknesses identified in assessment data and provide interventions to increase proficiency.</b> <ul style="list-style-type: none"> <li>Administer WES pre/post Science unit assessments to determine student strengths and weaknesses in Science.</li> <li>Conduct in-depth analysis of student results at the question, standard, whole class, and individual student level to identify student weaknesses with special emphasis on struggling learners.</li> <li>Develop instructional action plans to address whole-class, small group, and individual student weaknesses during math workshop.</li> </ul>	Karen James, Dean of Students Bridgette Best, 5 <sup>th</sup> grade science teacher	At the end of the 2014-2015 school year, 45% of WES fifth graders will be proficient on the End-of Grade Science assessment.	\$0	Classroom teachers, Facilitators	Daily



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<b>2. Create a school-wide community of scientists to increase student motivation and stamina.</b> <ul style="list-style-type: none"> <li>• Conduct parent information sessions and training to help parents understand Essential Standards for Science.</li> <li>• Host student science challenges (Family Science Night) to encourage students to be successful in science.</li> <li>• Partner with Discovery Place to host on-site science learning opportunities and field trips for WES students.</li> </ul>	Karen James Dean of Students	At the end of the 2014-2015 school year, 45% of WES fifth graders will be proficient on the End-of Grade Science assessment.	\$0	Classroom teachers, Facilitators	Daily
<b>3. Design and implement an Extended Day After School Tutoring program for at risk 5<sup>th</sup> grade students.</b> <ul style="list-style-type: none"> <li>• Review student performance data (EOG, MAP, WES pre/post assessments) to determine which students would benefit from participation in extended day.</li> <li>• Develop marketing materials to encourage students to participate in the program.</li> <li>• Host Extended Day After School Tutoring on Tuesdays and Thursday when funds are released.</li> </ul>	Karen James, Dean of Students	At the end of the 2014-2015 school year, 45% of WES fifth graders will be proficient on the End-of Grade Science assessment.	CMS Extended Day Office-amount unknown as of 10/17/2014	WES Science Teachers	Twice per week until April 2015



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<b>SMART Goal (7):</b> Staff Culture	Provide a variety of collaborative supports for teachers that are active, consistent, clearly communicated and sustain a focus on instructional improvement. (School Works, Domain 4/KQ1) as measured by a 46 point increase (from 29% to 75%) on the Insight Survey item: <i>My school is a good place to teach and learn.</i>			
<b>Strategic Plan Goal:</b>	Recruit, develop, and retain a premier workforce.			
<b>Strategic Plan Focus Area:</b>	Retention, Leadership Development			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	CMS Teacher Survey, N.C. Teacher Working Conditions Survey			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
<b>1. Clarify and communicate collaborative supports for teachers (coaching, walk-throughs, and lesson plan feedback).</b>	Angela Grant, Principal	On an internal teacher survey, 80% of teachers will agree/strongly agree that collaborative supports for teachers are active, consistent, and clearly communicated.	\$0	Grade level teachers, facilitators, administrators	November 2014-May 2015
<b>2. Host Team Building Activities during monthly staff meetings.</b>	Erica Cureton, Social Committee Chair	As measured by a ____% increase on the CMS Teacher Survey item: My principal is an effective leader when it comes to encouraging staff.	\$100-donations	Administration	November 2014-May 2015
<b>3. Implement effective PLC Meetings to support the development of a collaborative work environment for teachers.</b> • Develop and implement a consistent PLC meeting framework that includes a collaborative culture segment. • Host monthly PLC lead professional	Angela Grant, Principal	As measured by a ____% increase on the CMS Teacher Survey item: My school has a strong culture of collaboration among the staff.	\$0	Grade level teachers, facilitators, administrators	October 2014-May 2015



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development to support collaboration and teacher leadership.					
<b>4. Differentiate professional learning opportunities based upon staff levels of performance.</b>	Angela Grant, Principal	<ul style="list-style-type: none"> <li>70% or more will agree on the CMS Teacher Survey item: My school has a strong culture of collaboration among the staff.</li> </ul>	\$0	Facilitators and Administrators	October 2014-May 2015

Mastery Grading Procedures Plan – Required for All Schools					
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.				
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement				
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7	
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT	
<b>Data Used:</b>					

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
<b>1. Common assessments</b> <ul style="list-style-type: none"> <li>Pre- and post- assessments created in Mastery Connect aligned to objectives.</li> <li>Conduct Mastery Connect training.</li> <li>Collaborate with teachers to design high quality, aligned assessments.</li> </ul>	Amanda Hudson, Facilitator	At the end of the 2014-2015 school year, 45% or more of WES 2nd-5th grade students will be proficient on the readers, writers and mathematicians as measured by Reading 3D/TRC, Fountas & Pinnell, MAP Reading and Math and the End of Grade assessments.	Title I-\$5,200	All 2nd-5th grade teachers	October 2014-May 2015

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<b>2. Data disaggregation</b> <ul style="list-style-type: none"> <li>Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI)</li> <li>Train staff on the DDI process.</li> </ul>	Angela Grant, Principal	At the end of the 2014-2015 school year, 45% or more of WES 2nd-5th grade students will be proficient on the readers, writers and mathematicians as measured by Reading 3D/TRC, Fountas & Pinnell, MAP Reading and Math and the End of Grade assessments.	\$0	All K-5th teachers and grade level facilitators	October 2014-May 2015
<b>3. Flexible grouping</b> <ul style="list-style-type: none"> <li>Process of grouping students according to academic need by objective</li> </ul>	Amanda Hudson, Chandra Herring, Brenda Alson-Hasan, Facilitators	At the end of the 2014-2015 school year, 45% or more of WES 2 <sup>nd</sup> -5 <sup>th</sup> grade students will be proficient on the readers, writers and mathematicians as measured by Reading 3D/TRC, Fountas & Pinnell, MAP Reading and Math and the End of Grade assessments.	\$0	All K-5th teachers and grade level facilitators	October 2014-May 2015
<b>4. Additional learning opportunities</b> <ul style="list-style-type: none"> <li>Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%)</li> </ul>	Amanda Hudson, Chandra Herring, Brenda Alson-Hasan, Facilitators	At the end of the 2014-2015 school year, 45% or more of WES 2 <sup>nd</sup> -5 <sup>th</sup> grade students will be proficient on the readers, writers and mathematicians as measured by Reading 3D/TRC, Fountas & Pinnell, MAP Reading and Math and the End of Grade assessments.	\$0	All K-5th teachers and grade level facilitators	October 2014-May 2015
<b>5. Late and make-up work</b> <ul style="list-style-type: none"> <li>School expectations for holding students accountable for completing assignments</li> </ul>	Amanda Hudson, Chandra Herring, Brenda Alson-Hasan, Facilitators	At the end of the 2014-2015 school year, 45% or more of WES 2 <sup>nd</sup> -5 <sup>th</sup> grade students will be proficient on the readers, writers and mathematicians as measured by Reading 3D/TRC, Fountas & Pinnell, MAP Reading and Math and the End of Grade assessments.	\$0	All K-5th teachers and grade level facilitators	October 2014-May 2015



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<b>6. Grade reporting</b> <ul style="list-style-type: none"><li>Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable)</li></ul>	Amanda Hudson, Chandra Herring, Brenda Alson-Hasan, Facilitators	At the end of the 2014-2015 school year, 45% or more of WES 2 <sup>nd</sup> -5 <sup>th</sup> grade students will be proficient on the readers, writers and mathematicians as measured by Reading 3D/TRC, Fountas & Pinnell, MAP Reading and Math and the End of Grade assessments.	\$0	All K-5th teachers and grade level facilitators	October 2014-May 2015
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### Winterfield Elementary School - 600 Waiver Requests

#### Request for [Waiver](#)

**1. Insert the waivers you are requesting**

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

**2. Please identify the law, regulation or policy from which you are seeking an exemption.**

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

**3. Please state how the waiver will be used.**

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

**4. Please state how the waiver will promote achievement of performance goals.**

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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