

School Improvement Plan

School: Willow Springs ES

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>AMO Targets AMO Targets were met in all areas for the last 3 years (2012-2015)</p> <p>EVAAS Data: EVAAS overall index scores from 2012-2015 indicates WSES exceeds expected growth. K-2 Assessment Reading & Comprehension for 2015 Exceeded Expected Growth.</p> <p>EOG The overall student performance composite scores Grade Level Performance on EOG increased from 2012 to 2015 by 3% (79% to 82%)</p>	<p>EVAAS Data EOG reading growth of 3rd, 4th and 5th graders at level 4 & 5 achievement levels did not show and increase in growth from 2014 to 2015.</p> <p>EOG growth of Academically Gifted subgroups did not show an increase in growth from 2014 to 2015 in reading. EOG Reading growth for grades 3-5 has increased and then decreased from 2013 - 2015. (2013 +.3, 2014 +1.3, 2015 -.3)</p> <p>EOG Data Overall EOG reading proficiency has been less than math from 2013 to 2015. (2013 74% R, 81% M; 2014 76% R, 80.9% M; 2015 76.9% R, 84.9%M)</p>

School Improvement Plan

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<p>Process Data</p>	<p>Student behavior data on school suspension rate is decreasing from 2 students in 2013-14 to one student in 2014-15.</p> <p>Teacher Evaluation Instrument Comprehensive Data during the 2014-15 school year</p> <p>Standard Ia. Teachers lead in their classrooms. 99%</p> <p>Standard Ilc. Teachers treat students as individuals. 100%</p> <p>Standard IV b: Teachers plan instruction appropriate for their students. 99%</p> <p>Standard IV g: Teachers communicate effectively. 95%</p> <p>Walkthrough Data</p> <p>Increase dissemination of posted learning objectives to 89.7%</p>	<p>59% of the staff requested professional development on effective strategies in vocabulary development and instructional collaboration on the Principal Survey.</p> <p>98% of the staff mentioned collaboration on the Bow Tie Ignite activity.</p> <p>Teacher Evaluation Instrument Comprehensive Data during the 2014-15 School Year</p> <p>Standard IV d: Teachers integrate and utilize technology in their instruction. 84%</p> <p>Standard IV e: Teachers help students develop critical-thinking and problem-solving skills. 78%</p> <p>Standard IV f: Teachers help students work in teams and develop leadership qualities. 75%</p>

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Staff and Student Demographics	<p>Attendance rate data over the last 3 years has remained stable. From 2013 to 2015 100% of teachers are highly qualified with 9, of which National-Board certified are and 27% hold an Advanced Degree.</p> <p>2013-2014 Attendance Rate is 96.1% compared to the District 95.8 % and State 95.5%</p>	<p>Students missing 10+ days of school have increased from 2013 to 2015.</p> <p>Teacher turnover rate 2012 to 2014 has increased then decreased from 17%, 12%, 13.3%.</p>

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<p>TWC Overall, 88.9% of teachers agree this school is a good place to work and learn. Overall, 90.7% of teachers say we utilize the TWC survey as a tool for school improvement. Based on the NC TWC survey of 2014, 100% of the staff agree to the following topics: The physical environment of classrooms in this school supports teaching and learning. The school maintains clear, two-way communication with the community. Students at this school follow rules of conduct. Policies & procedures about student conduct are clearly understood by the faculty. School administrators support teachers' efforts to maintain discipline in the classroom. The faculty works in a school environment that is safe. Teachers are encouraged to participate in school leadership roles.</p> <p>Based on the 2014-2015 Student Survey results, <i>Teacher -Student Relationships</i> At my school, teachers care about students 97.5 %. <i>Rigor Scale</i> I feel safe at school 92.7%. I work hard to meet my teacher expectations 95.2%. <i>Control & Relevance of School Work</i> What I am learning will be important in my future 90%.</p>	<p>Based on the 2014, NC TWC Survey: 73.3% of teachers say they have an appropriate level of influence on decision making in this school.</p> <p>70% of teachers say state assessment data are available in time to impact instructional practices.</p> <p>Based on the 2014-2015 Student Survey results, <i>Rigor</i> My teacher gives me challenging work 75.4%.</p>

School Improvement Plan

Comprehensive Needs Assessment

School: Willow Springs ES

Plan Year 2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Our level 4 student and academically gifted students are not showing growth from year to year.	<p>EOG growth of Academically Gifted subgroups and level 4 students did not show an increase in growth from 2014 to 2015 in reading.</p> <p>Teacher evaluation data indicates only 78% of teacher's help students develop critical-thinking and problem-solving skills and 75% help students work in teams and develop leadership qualities.</p>	<p>Professional Development on collaboration. Create specific tasks for level 4 learners. Unit work/lessons on 4 C's</p> <p>Create Critical thinking and student collaborative environments/opportunities</p>
59% of the staff requested professional development on effective strategies in vocabulary development and instructional collaboration on the Principal Survey.	<p>Principal survey indicates teacher need PD to increase modeling and consistently use academic vocabulary in daily instruction.</p> <p>Teacher evaluation data shows 75% of teacher's help students work in teams and develop leadership qualities.</p>	<p>Continued search for high impact strategies for vocabulary</p> <p>Teachers need additional support in use of academic/content vocabulary.</p> <p>Create meaningful opportunities for student collaboration.</p>

Data Summary

Describe your conclusions

Based on considerable amount of time devoted to a discussion of our school's data, Willow Springs performed well in meeting all of our AMO targets, increasing our overall performance composite for all students in reading and math, and exceeding expected growth overall as measured by EVAAS. Data patterns indicate that while our math scores continue to be relatively strong, disparities exist between reading and math. Increasing reading growth continues to be an area of focus in particularly the growth of level 4 students and academically gifted subgroup. Based on data sources, our school improvement focus moving forward will be on specifically targeting literacy instruction, to focus on WCPSS Strategic Plan that will enhance instruction for all students' with particular focus on our highest achievers.

Willow Springs performed well in meeting all of our AMO targets for the past three years. Additionally, an increase in our overall performance composite for all students in reading and math, and exceeded expected growth overall as measured by EVAAS are three year trends. Data patterns indicate that while our math scores continue to be relatively strong, disparities exist between reading and math. Increasing reading growth continues to be an area of focus in particularly the growth of level 4 students and academically gifted subgroup. Based on data sources, our school improvement focus moving forward will be on specifically targeting literacy instruction, to focus on WCPSS Strategic Plan that will enhance instruction for all students' with particular focus on our highest achievers.

School Improvement Plan

Membership of School Improvement Team

School:	Willow Springs ES
Plan Year	2016-2018
Principal:	Camille Miller
Date:	May - 2016

SIP Team Members

	Name	School Based Job Title
1	Amy Prairie	Instructional Support Personnel
2	Anne Wingler	Parent
3	Camille Miller	Principal
4	Josh Jenkins	Teacher
5	Luanne Hettich	Teacher
6	Megan Lewis	Teacher
7	Melissa McIver	School Improvement Chair
8	Stacey Amey	Parent
9	Stacey Beard	Teacher
10	Tracey Green	Teacher

School Improvement Plan

Mission, Vision and Value Statements

School: Willow Springs ES

Plan Year 2016-2018

Date: May - 2016

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

Willow Springs Elementary will embrace the needs of every child, empowering them to reach their full potential.

Core Beliefs

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

At Willow Springs Elementary:

- We believe all students can succeed.
- We believe in partnerships with families and our community.
- We believe in supporting the whole child by investing in the academic, social, and emotional needs of each child.
- We believe in creating a risk free environment, where all students can learn to become critical thinkers.
- We believe in fostering a collaborative and creative teaching and learning environment.

School Goal		
By June 2018, Willow Springs Elementary will exceed expected growth in reading as measured by the NC EOG.		
Goal Manager	Strategic Objective	State Board of Education Goal
Melissa McIver	Learning and Teaching	Globally Competitive Students
Resources		
EVAAS, Professional Learning Teams, 4-C's Specials, AMO targets, Parental Engagement, DPI Flexibility in financial transfers, K-3 Reading Plan, Healthy Active Children Policy, Duty free lunch and planning, Safe and Orderly Schools, Plan, Character Education, Intervention Plan, PBIS		

Key Process
1. Teachers will implement collaborative structures within our core curriculum to cultivate a culture of critical thinkers. Tier Tier 1 / Core Instruction Process Manager Amy Prairie Measurable Process Check(s) All classroom lessons will increase the use of collaborative structures by 25% from the beginning of the year to end of the year as measured by the walkthrough data.

Action Step(s)
1. Staff will engage in ongoing Professional Development around Collaboration. Timeline From 7/2016 To 1/2017 2. 2 units of study that incorporate the 4C's will be created for each grade level by AG teacher/4'C Specialist which will highlight the use of collaboration and offer specific tasks for level 4 learners. Timeline From 7/2016 To 12/2016 3. Each team will be provided time for development of collaborative activities and strategy implementation after each Professional Development. Timeline From 7/2016 To 2/2017 4. Media Technology Advisory Committee (MTAC) team will provide guidance to teachers on integrating 4c's (practical support to work in daily, with particular attention to collaborative projects) and support teachers with equipment improvements number of devices, charging, mounting projectors. Timeline From 7/2016 To 3/2017

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School: Willow Springs ES
Plan Year 2016-2018
LEA: Wake County (920)

- Media Technology Advisory Committee (MTAC) team will redesign technology implementation plan for technology skills to be learned at each grade level.

Timeline From 7/2016 To 5/2017

- Collaboration committee will develop and implement an environmental improvement plan to redesign learning spaces.

Timeline From 7/2016 To 5/2018

- Teachers and staff will highlight student creative/cooperative work projects at town meetings/cafeteria.

Timeline From 7/2016 To 5/2018

- Rework specialists' role/schedules to encourage more collaboration among teachers and integration of student learning.

Timeline From 7/2016 To 7/2017

Key Process

- Teachers will implement a strategic vocabulary plan in order to support a reading community and to increase academic achievement.

Tier

Tier 1 / Core Instruction

Process Manager

Joanna Johnson

Measurable Process Check(s)

Willow Springs overall Lexile growth in grades 4 and 5 will show an average of 160 point gain from beginning of the year to end of the year as measured by Achieve3000. In addition, the number of K-3 students well below benchmark on their BOY Dibels will be reduced by 60% on EOY benchmark.

Action Step(s)

- Vocabulary committee will research and develop vocabulary plan.

Timeline From 7/2016 To 5/2017

- Ongoing professional development will be provided for roll-out of vocabulary plan.

Timeline From 3/2017 To 6/2018

- Books will be showcased from staff/students (Media Center, glass case, news show, read alouds).

Timeline From 7/2016 To 7/2018

4. Media Coordinator will provide Special level 4 section in Media Center (Lexile based).

Timeline From 7/2016 To 7/2018

5. Staff will incorporate strategies from the Book Whisperer to increase student interest/motivation in reading.

Timeline From 7/2016 To 7/2016

6. Teachers of 4th & 5th graders will utilize cluster grouping for reading instruction for AG students.

Timeline From 7/2016 To 7/2017

8. The reading committee will provide professional development/supports around research based strategies to reinforce: 1. need for independent reading, 2. Read Alouds and 3. How to talk to kids about what they are reading.

Timeline From 7/2016 To 7/2017

9. Teachers will follow implementation of Vocabulary plan.

Timeline From 7/2017 To 7/2018

School Improvement Plan**Waiver Request****School:** Willow Springs ES**Plan Year** 2016-2018

Date	May - 2016
Waiver Requested	
No waiver needed at this time.	
How will this waiver impact school improvement?	
N/A	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	N/A

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Willow Springs ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Collaborative structures	All staff	Willow Springs Elementary will exceed expected growth in reading as measured by NC EOG.
Vocabulary	All staff	Willow Springs Elementary will exceed expected growth in reading as measured by the NC EOG.
Reading	All Staff	Willow Springs Elementary will exceed expected growth in reading as measured by the NC EOG.

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Summary Sheet of Professional Development Activities

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School Improvement Plan

Intervention Planning Matrix

School:	Willow Springs ES
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>PLTs will meet with their case managers once a month (Kid Talk). Intervention Team (RTI) will meet once a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions.</p> <p>At MOY & EOY, the intervention team will pull the mCLASS DEF report to determine the number of students responding to interventions.</p>	<p>The following data will be used to identify students K: Number Knowledge Test (1st where applicable) 1-5: Report Card, EOY math summative or EOG Threshold for Entry into the Problem Solving Cycle: K/1st (where applicable) reference WCPSS Using NKT to Make Data-Based Decisions. 2-5 MOY Case 21, EOG (where applicable), Common Assessments Exit: Common Assessments, report card grade and gaining mutual agreement of all stakeholders at grade level PLT.</p>	<p>The following data will be used to identify will be used for behavior:</p> <p>Students are are not meeting meeting classroom behavior expectations.</p> <p>Students who exhibit a patterns of minor offenses or two or more major office referrals.</p> <p>Students will be exited from strategic interventions when he/she has met at least 80% success rate based on expectations outlined in Tier II Plan.</p> <p>PLT's will meet with their case managers one a month (Kid Talk). Intervention Team will meet once a month to problem solve Tier III students.</p> <p>At MOY & EOY the Intervention Team will use TFI data to evaluate the effectiveness of behavior structures of behavior structures outlined in intervention matrix. Intervention data will be utilized to determined students response to interventions.</p>
Intervention Structure	<p>Students in need of strategic support will receive intervention 4 days a week for 20 minutes per session with no more than 8 in a group.</p> <p>Students in need of intensive support will receive interventions 4 days a week for 20 minutes per session with no more than 8 in a group.</p> <p>Interventions will be delivered during grade level intervention block.</p>	<p>PLTs will meet with their case managers once a month (Kid Talk). Intervention Team (RTI) will meet once a month to problem solve Tier III students.</p> <p>At MOY & EOY, the intervention team will pull K/1st (where applicable) NKT scores in Oasis. 2-5 Case 21 data, EOG data</p>	<p>Classroom-based interventions will be delivered throughout the day by core teachers.</p> <p>Intensive interventions will vary in frequency and duration based on student need and responsiveness to Tier III/BIP.</p> <p>Classroom scheduled are designed that allow interventions to be delivered within classroom setting.</p>

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	Reading	Math	Behavior
Instruction	<p>Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart</p> <p>K-5 Intervention lessons will be created based on student data.</p> <p>K-1 Two days phonics instruction, 2 days comprehension 2-3 One day phonic instruction, two comprehension (written and oral), one day vocabulary/fluency 4-5 Two days vocabulary/fluency, two days comprehension</p> <p>Intervention Team(RTI) will keep a documented spreadsheet of Tier II and Tier III students and review it with classroom teachers during Kid Talk.</p>	<p>Students in need of strategic interventions will receive intervention 2 to 4 days a week. Students in need of intensive interventions will receive interventions 2 to 4 days a week.</p> <p>Interventions will be delivered during grade level intervention block. All stakeholders will be informed of instructional decisions & planning by Case managers (Kid Talk), Administrators (staff meeting), and IRT and grade chairs (PLTs) Assessing Math concepts diagnostic assessments will be administered for Kindergarten & 1st grades as outlined by the WCPSS</p> <p>K & 1st grade where applicable will follow lessons from Kathy Richardson's Assessing Math Concepts Intervention Team(RTI) will keep a documented spreadsheet of Tier II and Tier III students and review it with classroom teachers during Kid Talk.</p>	<p>School-wide expectations developed and taught.</p> <p>All stakeholders will be informed of instructional decisions and planning once a month during PLTs. Teams will Three times a year (BOY, MOY & EOY) during PBIS meetings, whole school and grade level data is reviewed. PBIS team will develop Newsletter to further review grade level discipline trends and provide behavioral strategies for problem solving to make adjustments.</p> <p>Core: Lessons exist to teach school-wide expectations and reteach them. Strategic: Social Skills Groups/Lessons Examples: Second Step,</p> <p>Bengal Buddy Program (Staff check ins)</p> <p>Intensive: PTR Framework for Functional Behavior Assessment/Behavior Intervention Plan Crisis Plan Intervention Team (RTI) will keep a documented spread sheet of Tier II and Tier III students and review it with classroom teachers during Kid Talk.</p>

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Intervention Planning Matrix

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	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>Kid Talk spreadsheet/ notes.</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points, classroom performance and following the WCPSS Tiered Support Flowchart.</p> <p>Every 20 days for Strategic Need Every 10 days for Intensive Need</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Kid Talk spreadsheet/ notes.</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points. Progress monitor 4 - 6 weeks for strategic intervention students and 3-4 for intensive intervention students.</p> <p>Using a problem solving framework PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Strategic: Progress monitoring based upon entry/exit criteria will be documented in student pink folder and targets will be outlined in Tier II Behavior Intervention plan.</p> <p>Intensive: Progress monitoring based upon entry/exit criteria will be documented in EASi and targets will be outlined in Tier III Behavior intervention plan.</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart.</p> <p>Progress monitor every 4 to 6 weeks with the possibility of occurring more frequently based on the action plan step in the TIPS process.</p> <p>PBIS committee will collaborate to make data-based decisions and share with staff in Newsletter.</p>
Curriculum/Resources	<p>Benchmark, Anchor Comprehension, CMAPP, Letterland, Fast Track, Literacy Intervention Teachers, i-Ready, FCRR, Achieve 3000,, mClass interventions</p>	<p>K/1 (where applicable): WCPSS Strategic Interventions to Support Math Expressions, manipulatives, CMAPP, i-Ready, Easy CBM</p>	<p>Core: PBIS.org PBIS School Based Team District Coach</p> <p>Strategic: Bengal Buddy Program (Check ins) Teachers Encyclopedia of Behavior Management Second Step</p> <p>Intensive: PTR-Prevent, Teach, Reinforce</p>

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School Year:	2017-2018

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	Please reference Google Docs		
Intervention Structure	Please reference Google Docs		
Instruction	Please reference Google Docs		
Assessment and Progress Monitoring	Please reference Google Docs		
Curriculum/Resources	Please reference Google Docs		