

**School Improvement Plan**

<b>School:</b>	North Ridge ES
<b>Plan Year</b>	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<b>Student Achievement</b>	<p>Literacy: Overall EOG reading proficiency was 66% in 2016-2017, demonstrating 7% growth in three years. 28% of students with disabilities demonstrated reading proficiency in 2016-2017. This is a 10% increase in three years. According to AMO growth targets for Reading from the 2014 - 2015 school year, both our white and AIG subgroups have met expected growth targets. According to AMO growth targets for Reading from 2016-2017, our White, Black, Hispanic, LEP, SWD and AIG subgroups met expected growth. This is a three year trend of growth for our SWD, Hispanic, and White subgroups. According to AMO growth targets for Math from the 2014 - 2015 school year, our total students, our White subgroup, and our AIG subgroup have met expected growth targets. This is a 3 year trend.</p> <p>According to EVAAS data in reading, 5th grade has met growth targets over the past three years and exceeded expected growth overall. According to mClass, our overall population (K-3) composite scores increased from 68% from BOY to 79% at EOY. TRC proficiency grew from 51% to 78%.</p> <p>In mclass, 3rd grade Composite proficiency grew from 73% to 83% from BOY to EOY. TRC also grew 10%. According to the mClass 2014-2015 DEF report for students K-3, 60% of students in the red at BOY moved up to proficient (green or blue) by BOY, compared to only 35% of students in all of WCPSS. 25% more of our students in red moved up to green compared to WCPSS. 74% of students in the yellow at BOY moved up to proficient (green or blue) by BOY, compared to only 51% of students in all of WCPSS. 24% more of our students in yellow moved up to green compared to WCPSS. 94% of students who were proficient at BOY (green or blue) remained proficient by EOY, compared to only 84% of students in all of WCPSS. 10% more of our students maintained proficiency compared to WCPSS.</p> <p>Math: Overall EOG math proficiency for 2016-2017 is 71%. This is an 8% gain in three years. The percentage of Level 3's has increased 12% in three years. Black, White, Hispanic, SWD, LEP, and AIG subgroups met AMO targets in 2016-2017. Our SWD subgroup has demonstrated 13% growth over three years. Our Black subgroup has demonstrated 16% growth over three years. Our female population has demonstrated 5% growth in three years. According to EVAAS data in math, 5th grade has met growth targets over the past three years and exceeded expected growth overall.</p>	<p>Literacy: The achievement gap between White and Black student proficiency demonstrates a 40% difference in 2016-2017.</p> <p>In 2014-15 there was a 69% achievement gap between LEP and White students. In 2016-2017 there was a 42% gap between these subgroups. According to mClass EOY data, 1st grade still had 25% not proficient in Composite scores or TRC. 2nd Grade only made 2% growth in Composite from BOY to EOY, and TRC only grew 9%. 3rd Grade also only ended the year with only 73% proficient in TRC.</p> <p>According to mClass EOY data, K-3, Summer skill loss is highly significant. Students dropped in TRC proficiency by 33% from K EOY to 1 BOY, then regained only 11% from 1 BOY to 1 EOY, dropped another 16% over the summer from 1st to 2nd, regained only 9% in 2nd, dropped 5% from 2nd-3rd, and regained 10% in 3rd grade. The summer skill loss from K -1 was never regained.</p> <p>Math: According to 2016-2017 EOG the achievement gap in math is 35% between Black and White subgroups. According to EVAAS, 4th grade math did not meet expected growth with a growth index of -4.8. Not meeting growth is a three year trend.</p> <p>Science: According to the 2106-2017 Science EOG only our White subgroup met AMO targets. According to EVAAS, 5th grade science did not meet expected growth, with an index of -1.7.</p>

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<b>Process Data</b>	<p>According to PLT surveys, North Ridge PLTs have increased collaborative planning. This includes planning with intervention teachers, IRT, literacy coach, and administration.</p> <p>Over the past five years we have implemented the following initiatives in Reading &amp; Math: *Protected master schedule *Common planning *Intervention model for push-in and pull-out *Increased teacher accountability for data collection and analysis.</p> <p>In 2015-2016 school year, 70% of staff members agree that the current PLT structures have strengthened instruction.</p> <p>For the third year in 2014-15, PLTs are continuing to work on additional common assessments along with common rubrics and scoring. Our current PLT structures have improved long-range planning and backwards design. *We use a variety of instructional resources and assessments: I-Ready, Running Records, Common Assessments, Xtra Math, PIPS math problem solving framework, and FUNdations.</p> <p>According to the 2015-2016 SIP committee survey, school-based PD has been aligned with SIP goals.</p> <p>According to math walkthroughs conducted at the school, 58% of students were engaged in mathematical discourse, an increase of 23% from last year.</p>	<p>According to PLT Surveys, in Reading and Math: Some mini-lessons are too long and not engaging students. Based on observation data, Independent reading is not consistently purposeful across all grade levels, and children have not reached goals for reading stamina. After interventions are provided, PLTs in grades 3-5 are not consistent in reassessing to check for mastery or growth of targeted skill. Differentiating for both the struggling student and the high level learner is a challenge for teachers. There is a need for more pre-assessment to help determine the needs of the students before instruction begins as well as resources and time to plan for the differentiated activities. Knowledge and interpretation of Common Core learning objectives and the lack of backward design lesson planning is hindering strong core instruction.</p> <p>According to Walkthrough data, student to student math talk was only 18% as opposed to teacher to student which was 48%.</p>

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<b>Staff and Student Demographics</b>	<p>2014-2015 Membership 753  Male: 51%, Female: 49%  2014-2015 data (compared to 2013-2014 data)  White: 51% (compared to 50.5% 2013-2014)  Black: 23% (compared to 23.4%)  Hispanic: 18% (compared to 17.7%)  American Indian: .002 (compared to .12%)  Asian: 5% (compared to 5.6%)  Multi-Racial: 3% (compared to 2.7%)  Free/Reduced: 41.6 (compared to 39%)  AIG Total: 3rd grade - 13%; 4th grade - 21%; 5th grade - 21%</p> <p>Beginning Teacher (BTs):  2013-2014: 10 BTs  2014-2015: 8 BTs  2015-2016: 6 BTs</p> <p>2016-2017: 4 BTs  Every BT has a certified mentor on campus. 3 new staff members completed mentor training and are now certified mentors.</p> <p>Teacher Retention Rates: Over the past three years, at least 75% of staff members returned for the following year.  2012-2013: 96% of staff remained at NRE  2014-2015: 75.5% of staff remained at NRE</p> <p>Behavior Data: The number of short-term suspensions from 2013-2014 to 2014-2015 has decreased from 35 to 6.</p>	<p>Attendance Data:  2014 - 2015: 6,263 absences</p> <p>Behavior: Male students are showing a 3-year trend of having a higher number of referrals than females. Black males make up 62% of our major discipline referrals. 2013-2014 there were 35 short term suspensions. In 2016-2017 short term suspensions decreased, yet remain predominantly black subgroup.</p>

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<b>Perception</b>	<p>Based on school created Teacher Working Conditions Survey administered in February 2014, 90% or higher of certified staff agree that:</p> <ul style="list-style-type: none"> <li>-Teachers have sufficient access to instructional resources and materials.</li> <li>-The school maintains clear two-way communication with the community.</li> <li>-Teachers receive feedback that helps them improve teaching. 80-89% of certified staff agree that:</li> <li>-The School Leadership consistently addresses teacher concerns. -Teachers have sufficient access to a broad range of professional support personnel.</li> <li>-Teachers are trusted to make sound professional decisions about instruction.</li> <li>-School Leadership shields teachers from disruptions (including duty free lunch and planning), allowing teachers to focus on educating students.</li> <li>-School Leadership supports teachers efforts to maintain discipline in the classroom.</li> </ul>	<p>79% of certified staff agree or strongly agree that teachers are protected from duties that interfere with the central role of educating students.</p> <p>79% of certified staff feel that they have time available to collaborate with colleagues.</p> <p>76% of certified staff agree they have a role in establishing or implementing policies about student discipline.</p> <p>69% of certified staff feel that they have an appropriate level of influence on decision making in the school.</p> <p>69% of certified staff feel that there is a atmosphere of trust and mutual respect in the school.</p> <p>64% of certified staff feel that PD provides ongoing opportunities to work with colleagues to refine teaching practices.</p>

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<b>Priority Concerns/Problem Statement</b>	<b>Root Causes/Hypothesis (ICEL)</b>	<b>Solutions (evidence based)</b>
<p>Core Instruction: Core instruction is inconsistent and lacks rigor and relevance. There remains a lack of fidelity with implementation of methods and strategies.</p> <p>Core instruction is not differentiated to meet the needs of students in at-risk subgroups.</p>	<p>There have been limited professional development opportunities to focus on differentiation and rigor due to the focus on balance and structure within the literacy and math blocks.</p> <p>Teacher mindset is still a factor in student feedback and expectations.</p> <p>Teachers lack depth of standards and curriculum knowledge.</p> <p>Lack of written responses expected across all curriculum areas.</p> <p>Instructional tasks do not require depth of knowledge or application.</p> <p>We do not have a variety programs to assess mathematics and there is no consistent measure across grade levels to allow for vertical analysis and digging deeper to determine what skills are needed.</p>	<p>Provide professional development on how to differentiate and provide rigorous tasks in literacy and math.</p> <p>Continue to apply PD on mindset, feedback, and success criteria.</p> <p>PLT work will continue to work on digging deeper into standards and implementing backward design.</p> <p>Include written responses in all content areas to increase rigor.</p> <p>Put structures, expectations, and a system of accountability in place for PLTs, including the participation of ESL, CCR, and intervention teams.</p> <p>Schedule regular, strategic walkthroughs/Learning rounds with constructive feedback.</p> <p>Administrative team along with coaches are consistently pushing into PLTs needing the most support.</p> <p>Pre and Post tests to determine how to differentiate instruction.</p> <p>Frequent and consistent spiraling of math skills.</p> <p>Vertical discussions to follow the progression of skills and student proficiencies.</p>

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<p>Subgroup proficiency: Proficiency in reading and math for African American, Hispanic, SWD, Economically Disadvantaged, and LEP students continues to be a major concern, as we remain below the school district and our achievement gaps are increasing. These trends are consistent with 2014-2015 EOG data, grades 3-5, and K-3 mClass data.</p>	<p>Teachers have a lack of knowledge in how to differentiate for students who are from more diverse backgrounds.</p> <p>In reading and math, interventions for LEP, SWD and other subgroup students may not align with core instructional standards.</p> <p>Lack of historical data regarding subgroup proficiency on common assessments.</p> <p>PLTs and Leadership/SIP team do not consistently analyze data to address concerns.</p> <p>PLTs are not consistently modifying instruction in response to subgroup data.</p> <p>The families of students from diverse backgrounds do not attend events at school such as literacy and math PAC nights, open house, curriculum night, conferences, etc.</p>	<p>Provide PD to teachers on teaching students from poverty and on cultural proficiency.</p> <p>Provide SIOP training for staff.</p> <p>Align expectations between support staff and classroom teachers for providing interventions.</p> <p>Create a structure where Intervention student data is carried over year to year (vertical conversations.)</p> <p>PLTs/Leadership/SIP teams spend more time analyzing data.</p> <p>Put structures, expectations, and a system of accountability in place for PLTs, including the participation of ESL, CCR, and intervention teams.</p> <p>Communicate and provide translation for families more often to establish expectations for partnership with school.</p>

**Data Summary**

Describe your conclusions

After reviewing all of our data (EVAAS, QuickR, Universal Screenings, Dashboard, NCEES and teacher reported data), we feel our goals for this school year have aligned with our needs. Instructionally, our teachers are more focused and aware of how data can help drive their instruction for the whole class, as well as individual students. With that foundation we are looking for a formal structure to be used throughout the grade levels, particularly in literacy. We have worked to create more opportunities for vertical conversations due to the realization that with the implementation of Common Core, there are evident gaps in teaching and learning as evidenced by common formative and summative assessments. We began a process of implementing The Daily Café as a formative structure for literacy through cohorts and implementing a research based phonics program. In math, our grade levels are working on not only having common assessments, but also evaluating them in a common manner with appropriate, high expectations. As a school, we need to improve core instruction. We are equally aware that North Ridge must improve our RTI, specifically with the sub groups mentioned above. Professional development and resources such as i-Ready, Case 21 and M-CLASS have supported that process. Our Focused Intervention Team has been and will continue to be an important part of this necessary improvement. We are committed to providing each child with the educational experience needed to be career ready.

**School Improvement Plan**
**Membership of School Improvement Team**

<b>School:</b>	North Ridge ES
<b>Plan Year</b>	2016-2018
<b>Principal:</b>	Robert Soutter
<b>Date:</b>	May - 2016

**SIP Team Members**

<b>Name</b>	<b>School Based Job Title</b>
1 Beth Moss	Teacher
2 Hillary Loflin	Teacher
3 Julianne DeMay	Teacher
4 Kali Blaine	Teacher
5 Kathleen Mulder	School Improvement Chair
6 Katie Currin	Teacher
7 Kelly Cyr	Teacher
8 Kim Johnson	Instructional Support Personnel
9 Kimberly Russell-Whitaker	Teacher
10 Marie Palmer	Assistant Principal
11 Robert Soutter	Principal
12 Shawn Jackson	Parent
13 Susan Smith	Instructional Support Personnel
14 Sydney Sauers	Teacher

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<b>Date:</b>	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**

Inspiring one another to dream, empowering one another to achieve.

**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.



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<b>Date:</b>	May - 2016

<b>Value Statement</b>
<p><b>Central Value</b>  <b>All children</b>- All children have the potential to grow when given appropriate support. The needs of all learners will be the determining factor in our decisions.</p> <p><b>Core Values</b>  <b>Quality Instruction</b>- We will consistently provide rigorous, high-quality, differentiated instruction.  <b>Whole child</b>- Teaching academics is only one aspect of our job. We will help children grow socially, emotionally, and behaviorally. They will learn to be both academic and social problem solvers.  <b>Relationships</b>- All students need a champion, who will love them and advocate for them. We will develop deep and meaningful relationships with our students.  <b>Academic feedback</b>- We will give specific and clear academic feedback.</p> <p><b>Intentional Culture</b>- The culture of any organization is the primary factor in that organization’s success. We will be builders of intentional culture: a culture of excellence, fun, innovation, and collaboration.  <b>Mindset and Expectations</b>- We will hold high expectations and build growth mindsets in ourselves and our students, recognizing this as the most critical factor in student achievement.  <b>Professional Conduct</b> - We dress and carry ourselves in a professional manner, consistent with the responsibility with which we have been entrusted. We will celebrate success, remain positive, and go to the source when we have concerns.  <b>Continuous Improvement</b> - We are reflective practitioners who seek out feedback, and work diligently to improve our craft.  <b>Diversity</b>- We appreciate the gift of having families from a wide variety of backgrounds, ethnicities, and cultures. We will celebrate our diversity and seek foster strong engagement and collaboration with students, parents, and our community.  <b>Balance</b>- We believe that life should be balanced, that taking care of ourselves and our families first will allow us to be our best selves at school.</p> <p><b>Collaboration</b>- We are stronger together. We will respect, challenge, and support each other in meaningful collaboration.  <b>Debate</b>- Our best ideas will come from healthy, passionate, intelligent debate.  <b>Backward design</b>- We will plan rigorous, high-quality instruction using the process of backward design, ensuring a deep understanding of the content by both teachers and students.  <b>Data</b>- We will use student data to make decisions and drive high quality instruction for all students.</p>

<b>School Goal</b>		
Goal: By June 2018, 70% of North Ridge ES students will show proficiency in core standards as measured by multiple state, local, and school assessments. All students will show growth equivalent to one academic year from BOY to EOY benchmarks and all subgroups will meet or exceed their AMO targets.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
MTSS/SIP Team	Learning and Teaching	Globally Competitive Students
<b>Resources</b>		
MTSS training and staff, Effective Teacher Framework resources, Student Achievement data, CMAPP, DPI Instructional resources		

<b>Key Process</b>
<p><b>1.</b> NRE staff will intentionally foster and maintain environments where students believe they can be successful.</p> <p><b>Tier</b> Tier 1 / Core Instruction</p> <p><b>Process Manager</b> MTSS/SIP Team</p> <p><b>Measurable Process Check(s)</b> Staff will share evidence of Growth Mindset in staff meetings and PD. Walk through data will demonstrate evidence of Growth Mindset.</p>

<b>Action Step(s)</b>
<p><b>1.</b> Staff will participate in Growth Mindset PD during opening staff workdays.</p> <p><b>Timeline</b> From 8/2016 To 8/2016</p> <p><b>2.</b> Students will participate in the creation of a Mindset Motto</p> <ul style="list-style-type: none"> <li>• Students in each class will create and vote on a class motto within the first 3 weeks of school</li> <li>• Class motto's will be posted for school viewing (Sept 19-23)</li> <li>• School will vote on mottos (Sept 26-30)</li> <li>• School motto will be announced on Oct 7</li> </ul> <p><b>Timeline</b> From 8/2016 To 10/2016</p> <p><b>3.</b> Staff will participate in poverty PD from August workday through November.</p> <p><b>Timeline</b> From 8/2016 To 11/2016</p> <p><b>4.</b> Alternate Learning in the Fast Lane PD will be offered from September through November.</p> <p><b>Timeline</b> From 9/2016 To 11/2016</p>

5. Guidance and support staff will create a video archive of student responses to the following question, "What are you working on?" (September-December)

**Timeline** From 9/2016 To 12/2016

6. At February's staff meeting we will have a celebration highlighting success stories connected to fall's PD.

**Timeline** From 2/2016 To 2/2016

7. Staff will share "Spotlights on Growth Mindset" during each staff meeting. (Oct-May)

**Timeline** From 10/2016 To 5/2017

8. During opening workdays NRE staff will participate in PD on growth mindset and poverty review.

**Timeline** From 8/2017 To 8/2017

9. During August/September staff will be provided a profile of a growth mindset classroom.

**Timeline** From 8/2017 To 9/2017

10. Monthly, teachers will share spotlights on fostering positive classroom environments. Teachers can share about growth mindset, relationship building, and how they make learning fun.

**Timeline** From 9/2017 To 6/2018

11. PLTs will participate in PD on student goal setting and data tracking by the end of the first quarter.

**Timeline** From 9/2017 To 11/2017

12. By the end of September, administration will add a section to the Google walkthrough form that focuses on the school environment (growth mindset, goal setting, celebrating success.)

**Timeline** From 9/2017 To 11/2017

13. Admin will share results of school environment data (Google form, observations, PBIS) at SIP quarterly reviews. (Nov, Feb, April)

**Timeline** From 11/2017 To 4/2018

14. NRE Teachers will conduct walkthroughs to share ideas about how to foster school environments centered on growth mindset, goal setting, and celebrating success.

**Timeline** From 1/2018 To 6/2018

**Key Process**

2. NRE teachers will understand their curriculum at a deep level and how it aligns with the grade level above and below in order to meet the needs of all students through meaningful instruction.

**Tier**

Tier 1 / Core Instruction

**Process Manager**

PLT Leaders

**Measurable Process Check(s)**

Administrators will address depth of content knowledge through comments and conferences following informal and formal observations throughout the school year.

IRT will monitor teacher content knowledge and challenge teachers to increase content expertise during quarterly PLT planning discussions.

PLTs will continuously devote time to explore standards and content in depth during planning time.

Teachers will create common assessments that reflect the depth of their curriculum knowledge.

**Action Step(s)**

1. PLTs will participate in quarterly Vertical ELA/Math team curriculum discussions.
  - Meet about Q1 during BOY workdays

**Timeline** From 8/2016 To 5/2017
2. PLTs will increase depth of knowledge and application of standards through use of unpacking documents, CMAPP, and other online resources.
 

**Timeline** From 8/2016 To 5/2017
3. IRT will train staff on elements of backward design and use of templates during PLTs
 

**Timeline** From 9/2016 To 10/2016
4. PLTs will backward design an ELA and/or Math unit for each quarter during the 2016-2017 school year.
 

**Timeline** From 8/2016 To 5/2017
5. IRT and Team Leaders will meet on an opening work day to map curriculum across grade levels and look for places of standard and calendar alignment across grade levels. Documentation of grade level alignment will be placed on the google drive
 

**Timeline** From 8/2017 To 5/2018
6. IRT and Team Leaders will identify resources for unpacking standards and unit planning.
 

**Timeline** From 8/2017 To 10/2017
7. District staff/IRT will deliver PD on unpacking standards through Understanding by Design.

**Timeline** From 8/2017 To 1/2018

- 8.** Each grade level in PLT will identify essential standards for reading and math prior to each quarter and review grade level alignment document in the google drive to prepare for vertical meetings at SIP.

**Timeline** From 8/2017 To 3/2018

- 9.** Each grade level will unpack the essential standards for reading and math for the upcoming quarter and determine the essential learning outcomes.

**Timeline** From 10/2017 To 3/2018

- 10.** Each quarter, PLTs will use Backwards Design for one unit in reading, writing, and math, in order to incorporate growth mindset, feedback, differentiation, small group instruction, pre/post tests and feedback.

**Timeline** From 8/2017 To 6/2018

- 11.** PLT's will meet in SIP meetings with the grade level above and below each quarter to share essential standards, unpacking of standards and essential learning outcomes for topics/standards that are aligned for ELA and Math.

**Timeline** From 10/2017 To 3/2018

- 12.** In PLT following the SIP meeting, grade levels will debrief vertical conversations and start backwards design for ELA and Math unit for the upcoming quarter. (PLT week of Oct 23-27; PLT week of Jan 10-18; PLT week of March 21-28)

**Timeline** From 10/2017 To 3/2018

**Key Process**

- 3.** NRE teachers will increase their knowledge and application of research-based instructional strategies.

**Tier**

Tier 1 / Core Instruction

**Process Manager**

MTSS/SIP Team

**Measurable Process Check(s)**

Administrators will address instructional strategies through comments and conferences following informal and formal observations throughout the school year.

IRT will facilitate planning and implementation of instructional strategies through PLT discussions and planning.

PLTs will continuously devote time to learn about, plan for, and practice effective instructional strategies.

Teachers will demonstrate use of effective instructional strategies during all content level instruction.

Students assessments will demonstrate their ability to think critically, collaborate with others, communicate effectively, and show creativity in their learning.

### Action Step(s)

1. Teachers and administration will identify a tool (mClass/Number Knowledge Test) K-5 to collect baseline data in reading and math.  
**Timeline** From 8/2017 To 6/2018
2. PLTs/Teachers will receive training on effective teaching strategy chosen by MTSS/Leadership team.  
**Timeline** From 9/2016 To 6/2017
3. NRE teachers will participate in training to learn how to administer the math tool (Number Knowledge Test)  
**Timeline** From 8/2017 To 10/2017
4. Teachers will participate in walkthroughs to observe teaching strategies.  
**Timeline** From 8/2016 To 6/2018
5. NRE teachers will participate in PD on interventions and/or differentiation. (Ongoing)  
**Timeline** From 8/2017 To 6/2018
6. NRE teachers will administer baseline assessments (mClass/Number Knowledge Test) to all students. Grade level PLTs will analyze reading and math baseline data to create individualized instructional groups.  
**Timeline** From 9/2017 To 10/2017
7. PLTs will look at grade level and individual schedules to maximize instructional time (transitions, bathroom breaks, snack, etc).  
**Timeline** From 8/2017 To 9/2017

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- 8.** NRE staff will participate in choose-your-own-adventure review PD to address past initiatives (possibilities include: PIPS, success criteria, guided reading, discourse, Kinesthetic learning, morning meeting, etc.)

**Timeline** From 9/2017 To 3/2018

- 9.** Teachers will participate in a choose your own adventure PD to share and learn new ideas for math and reading instructional strategies

**Timeline** From 10/2017 To 10/2017

- 10.** In January, staff will participate in PD on academic feedback.

**Timeline** From 1/2018 To 2/2018

- 11.** Teachers will use focused academic feedback during daily instruction.

**Timeline** From 1/2018 To 6/2018

**School Improvement Plan**

**Waiver Request**

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<b>Date</b>	May - 2016
<b>Waiver Requested</b>	
none	
<b>How will this waiver impact school improvement?</b>	
N/A	
<b>Please indicate the type of waiver:</b>	State
<b>Please indicate the policy to be waived</b>	N/A



**School Improvement Plan**

**Summary Sheet of Professional Development Activities**

<b>School:</b>	North Ridge ES
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<b>School Year:</b>	2016-2017

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
Growth Mindset Reboot	Entire Staff	Goal 1 (Academics)/Key Process 1 (Beliefs)
Backward Design for PLTs	IRT and PLTs	Goal 1 (Academic)/ Key Process 2 (Curriculum Depth)
Vertical Conversations	PLTs and Support Staff	Goal 1 (Academic)/ Key Process 2 (Curriculum Knowledge)
ICEL for Core and Intervention (MTSS)	Teachers and Support Staff	Goal 1 (Academic)/ Key Process 2 (Curriculum)
Poverty Framework (beliefs, strategies, relationship building)	All Staff	Goal 1 (Academic)/ Key Process 1 (Beliefs and Growth Mindset)

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**Summary Sheet of Professional Development Activities**

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**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
Differentiated Topics of Teacher Choice: Growth Mindset, kinesthetic learning, feedback, differentiation	Certified Staff	Goal 1
Effective Interventions	Certified Staff	Goal 1
Academic Language	Certified Staff	Goal 1
Review of Teaching Students in Poverty and Growth Mindset	Certified Staff	Goal 1
Administering and Using data from Number Knowledge Test	Certified Staff in PLTs	Goal 1

**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	North Ridge ES
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<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	<p>The following data will be used to indicate students need additional data points:            MTSS Early Warning System Indicators            K-3: mCLASS data            4-5: mCLASS dibels and running record on paper            Every quarter, grade levels administer at least one common formative assessment            Threshold for Entry into the Problem Solving Cycle: students demonstrating a need in two or more measures (excluding composite). Team refers to <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.            Exit: Reference <a href="#">WCPSS Tiered Support Flowchart</a> as well as gaining mutual agreement of all stakeholders.</p> <p>PLTs will meet with their FIT representatives 4 times a month.            Intervention Team (FIT) will meet every two weeks to problem solve Tier III students.            During the Problem Solving Cycle PLTs/Intervention Team will follow the <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.            At MOY &amp; 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            MTSS Early Warning System Indicator            K/1: Number Knowledge Test            2-5: Report Card, EOY math summative or EOG            Every quarter, grade levels administer at least one common formative assessment            Threshold for Entry into the Problem Solving Cycle: K/1st reference <a href="#">WCPSS Using NKT to Make Data-Based Decisions</a>.            2-5: students demonstrating a need in two or more data measures listed above.            Exit: Reference <a href="#">WCPSS Tiered Support Flowchart</a> as well as gaining mutual agreement of all stakeholders.            PLTs will meet with their FIT representatives 4 times a month.            Intervention Team (FIT) will meet every two weeks to problem solve Tier III students.            During the Problem Solving Cycle PLTs/Intervention Team will follow the <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.</p> <p>At MOY &amp; EOY, the intervention team will pull K/1st NKT scores in Oasis.            2-5: evaluate SIP spreadsheet quarterly</p>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• SIRS discipline data:</li> <li>• Major referrals</li> <li>• Teacher collected Minor data</li> <li>• Teacher collected data</li> </ul> <p><b>ENTRY into Strategic (Tier II):</b> (Must show need in at least 2 data points)            A student will be discussed at grade level PLT for potential strategic intervention when a student receives:</p> <ul style="list-style-type: none"> <li>• 5 Minor Referrals per quarter</li> <li>• 2 Major Referrals per quarter</li> </ul> <p><b>Exiting Strategic:</b>            Reference <a href="#">WCPSS Tiered Support Flowchart</a> as well as gaining mutual agreement of all stakeholders.</p> <p><b>Entry into Intensive (Tier III):</b>            IF a student has not responded to Tier II intervention after modifying plan twice with fidelity.</p> <p><b>Exiting Intensive:</b>            Student has met goal(s) outlined in formal Tier III Plan (FBA/BIP). Implement tier II intervention in order to gradually fade supports.            PLTs will meet with their FIT representatives 4 times a month.            Intervention Team (FIT) will meet every two weeks to problem solve Tier III students.            During the Problem Solving Cycle PLTs/Intervention Team will follow the <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.            At MOY &amp; EOY, the intervention team will use TFI data to evaluate the effectiveness of the behavior structures outlined in the intervention matrix.</p>

**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	North Ridge ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p>Students in need of strategic support will receive intervention 2 to 4 days a week for 10-20 minutes per session with no more than 5 in a group.</p> <p>Students in need of intensive support will receive interventions 4 to 5 days a week for 20-30 minutes per session with no more than 3 in a group. Interventions will be delivered during: literacy block (designated push-in/pull-out times) as determined by the master schedule.</p>	<p>Students in need of strategic support will receive intervention 2 to 4 days a week for 10-20 minutes per session with no more than 5 in a group. Students in need of intensive support will receive interventions 4 to 5 days a week for 20-30 minutes per session with no more than 3 in a group. Interventions will be delivered during: literacy block (designated push-in/pull-out times) as determined by the master schedule.</p>	<p><b>Strategic Options:</b></p> <ul style="list-style-type: none"> <li>• check-in/check-out</li> <li>• Mentoring</li> <li>• Small Social/Emotional Groups</li> <li>• Classroom success charts</li> <li>• Boot camp for buses</li> </ul> <p><b>Structure:</b></p> <p>Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness.</p> <p><b>Intensive Options:</b></p> <ul style="list-style-type: none"> <li>• FBA/BIP aligned with wraparound services</li> </ul> <p><b>Structure:</b></p> <p>Core + Intensive interventions will vary by frequency and duration based on student need and responsiveness</p> <p>Interventions will be delivered during: throughout school day</p>
<b>Instruction</b>	<p>All stakeholders will be informed of instructional decisions &amp; planning by grade level PLT meetings.</p> <p><a href="#">Digging deeper assessments</a> will be administered, as outlined by <a href="#">WCPSS Universal Screening &amp; Diagnostic Assessment Flowchart</a></p> <p>A targeted instructional model will be used to facilitate small group, intervention lessons.</p> <p><a href="#">Reference North Ridge Intervention Folder</a></p> <p>Intervention Team (FIT) will keep a MTSS Explorer Ad Hoc group of students receiving interventions</p>	<p>All stakeholders will be informed of instructional decisions &amp; planning by grade level PLT meetings. Assessing Math concepts diagnostic assessments will be administered for Kindergarten &amp; 1st grades as outlined by the <a href="#">WCPSS</a></p> <p>K &amp; 1st grade where applicable will follow lessons from Kathy Richardson’s Assessing Math Concepts 2-5 Reference the “<a href="#">If/Then</a>” chart</p> <p>Intervention Team will keep a MTSS Explorer Ad Hoc group of students receiving interventions</p>	<p>All stakeholders will be informed of instructional decisions &amp; planning by meeting structure.</p> <p><b>Strategic:</b></p> <p>Explicit behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan.</p> <p><b>Intensive:</b></p> <p>Explicit behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan</p> <p>Fidelity checks will be a part of every student’s Tier II/Tier III plan within Explorer and the Intervention Team (FIT) will check behavior systems and structures using the TFI three times a year.</p>

**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	North Ridge ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Assessment and Progress Monitoring</b>	<p>Reference EASi Progress Monitoring Master List spreadsheet Duration, frequency &amp; intensity will be adjusted based on progress monitoring data points and following the <a href="#">WCPSS Tiered Support Flowchart</a></p> <ul style="list-style-type: none"> <li>• Every 10 days for Strategic Need</li> <li>• Every 5 days for Intensive Need</li> </ul> <p>Using a problem solving framework, along with the <a href="#">WCPSS Tiered Support Flowchart</a>, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Reference EASi Progress Monitoring Master List spreadsheet Duration, frequency &amp; intensity will be adjusted based on progress monitoring data points and following the <a href="#">WCPSS Tiered Support Flowchart</a></p> <ul style="list-style-type: none"> <li>• Progress monitor every 3 to 4 weeks for strategic</li> <li>• Progress monitor every 2 weeks for intensive</li> </ul> <p>Using a problem solving framework, along with the <a href="#">WCPSS Tiered Support Flowchart</a>, 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 Easi and targets will be outlined in Tier II Behavior Intervention plan. Intensive: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier III Behavior intervention plan. Duration, frequency &amp; intensity will be adjusted based on progress monitoring data points and following the <a href="#">WCPSS Tiered Support Flowchart</a> Progress monitor every 4 to 6 weeks Using a problem solving framework, along with the <a href="#">WCPSS Tiered Support Flowchart</a>, PLTs and Intervention Team will analyze data to make data-based decisions</p>
<b>Curriculum/Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">Reference North Ridge Intervention Folder</a></li> <li>• Comprehension &amp; Text Reading:</li> <li>• K-5: The Reading Strategies Book</li> <li>• EASi Interventions Master List spreadsheet</li> <li>• EASi Progress Monitoring Master List spreadsheet</li> </ul>	<p><b>K/1:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">WCPSS Strategic Interventions to Support K-2 Mathematics document</a> &amp; Linking AMC Instruction document for intensive students</li> <li>• Assessing Math Concepts book</li> <li>• EASi Interventions Master List spreadsheet</li> <li>• EASi Progress Monitoring Master List spreadsheet</li> </ul> <p><b>2-5:</b></p> <ul style="list-style-type: none"> <li>• i-Ready, Number Worlds, Math Expressions</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• PBIS/Core Behavior Systems and Structures</li> <li>• Character Education</li> <li>• Growth mindset</li> <li>• Strategic:</li> <li>• Check In Check Out</li> <li>• Zones of regulation</li> <li>• Anxiety Workbook (school counselors K-12)</li> <li>• Second Step, Steps to Respect</li> <li>• CMAPP curriculum (small groups)</li> <li>• Teachers Encyclopedia of Behavior Management</li> </ul> <p><b>Intensive:</b></p> <ul style="list-style-type: none"> <li>• BIP based upon function outlined in FBA</li> </ul>

**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	North Ridge ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

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