

School Improvement Plan

School:	Barwell Road ES
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<p>Based on 2012-2013 EVAAS data Barwell MET GROWTH EXPECTATIONS. MClass demographic data shows..... Title I Intervention teachers have decreased the number of Far Below Proficient students schoolwide from 62% at the beginning of the year to 54% at the Middle of the Year. ELL students have made small gains in the percent of students with a TRC of Far Below Proficient from 44% to 41%. Students with Disabilities have made small gains in the percent of students with a TRC of Far Below Proficient from 71% to 68%. Based on Current Mclass data the whole school has moved Far Below students for 39% at the Beginning of the Year to 29% in the Middle of the Year.</p> <p>Based on the 2013-2014 school year 5th grade math exceeded growth expectations for the End of Grade Tests.</p> <p>Based on the 2013-2014 school year 5th grade reading met growth expectations for the End of Grade Tests.</p> <p>Based on the 2013-2014 school year 3rd grade black students met their AMO target goal in both reading and math.</p> <p>Based on the 2013-2014 school year 3rd grade LEP students met their AMO target goal in math.</p>	<p>Based on 2012-2013 AMO Data reading was projected at 43.9% and we fell short of meeting the target, by 10.4% (we scored 33.5%)</p> <p>Based on 2012-2013 AMO Data math was projected at 42.3% and we fell short of meeting the target, by 6.7% (we scored 35.6%)</p> <p>Based on 2012-2013 AMO Data our science score was 36.1% in the area of all students. Compared to the district (56.5%) and the region (58.9%) this is a concern and not where we would like our scores. Currently (2014-2015) 11 out of 135(8%) students are college and career ready on the Beginning of the Year third grade test. 20 out of 135(15%) students are proficient.</p> <p>Overall reading, math, and school did not meet expected growth according to EVAAS. A significant concern is 4th grade reading(-5.7) and math(-7.3) and 5th grade science(-1.3).</p> <p>SWD students are a top priority as currently less than < 5% were proficient on any of the End of Grade tests.</p> <p>LEP students are a top priority concern as currently < 5% were college and career ready in 4th and 5th grade reading and 5th grade science.</p> <p>Hispanic and ED students are a top priority concern as currently 21.8% were college and career ready. In order to meet 2014-2015 target goal Barwell will need to increase by 22 percentage points to 43% reading for both subgroups.</p> <p>In order to meet AMO target goals, black students must increase 16 points in reading and 11 points in math.</p>

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Instructional Practices/Strategies	<p>During the 2014-2015 school year second grade teachers will be trained and implement Letterland. Barwell teachers have a common planning time each week and have monthly vertical meetings. CCR and ESL collaborate weekly with co-teaching model.</p> <p>As a result of Letterland implementation Barwell saw an increase in TRC proficiency from 11% to 66% in Kindergarten and 53% to 63% in 1st grade from BOY to EOY.</p>	<p>Based on previous data and current EOG data our concerns are as follows:</p> <ul style="list-style-type: none"> • Implementation of Essential components of Literacy instruction • Tier I instruction is not meeting needs of students. • High need students are missing core instructions(SWD, LEP, and ED). <p>82% of certified staff are new to Barwell or within first three years of teaching which creates a lack of cohesiveness within instruction.</p> <p>Instructional calendar has limited the amount of collaborative planning among grade levels and departments.</p>
Staff and Student Demographics	<p>During the 2012-2013 school year 96% of our students attended school regularly. This is above the state and in line with the district based on our NC School report card.</p> <p>During the 2012-2013 school year and results on the NC school report card 100% of our classes are taught by highly qualified teachers.</p> <p>According to the NC school report card for 2012-2013 there is only an 8% teacher turnover rate. This is lower than the state and the district.</p>	<p>Students: Our suspension rate has increased in the 2013-2014 school year to 20.</p> <p>Percentage of students who qualify for Free and Reduced Lunch is 69.8%. All students receive a free breakfast.</p> <p>Staff: During the 2012-2013 School year the number of Beginning teachers was 30 and the number of mentors being 8-9. During the 2013-2014 School year the number of Beginning teachers is 32 and climbing higher with only 5 mentors. They have a learning curve of program and practices within Barwell and Wake County Schools, as well as, teaching in general.</p> <p>During the 2014-2015 school year the number of Beginning teachers is 18 and 12 mentors.</p>

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Perception	<p>Based on the data from the 2012 TWC, 91% of teachers said that the school was a good place to work and learn. We had 13 areas of 100% based on the TWC survey in 2012. Two 100% areas were in the category of community support and involvement. Two 100% in the areas of teacher leadership. Three 100% scores in the areas of school leadership, professional development, and instructional practices and support. Strengths based on 2014 TWC</p> <ul style="list-style-type: none"> • 96.4% of staff feel the physical environment of the school supports teaching and learning. • 92.7% of staff feel they have access to reliable communication and technology. • 96.4% of staff feel the school environment is clean and well maintained. • 98.1% of staff feel they work in a safe school environment. • 90.6% of staff feel teachers are effective leaders in the school. • 96.4% of staff feel teachers use assessment data to inform their instruction. 	<p>Based on the 2012 TWC survey there were three areas that fell below 80%.</p> <ul style="list-style-type: none"> • 79.4% School administrators consistently enforce rules for student conduct. Wake County 68.2 while North Carolina was 78.6% (Positive Reflection station was implemented and teachers have input into the suspension of the student) • 75.0% Teachers have sufficient training to fully utilize instructional technology Wake County was 70.9% while North Carolina was 73.7% • 76.1% Teachers feel comfortable raising issues and concerns that are important to them. Wake County was 70.1% while North Carolina was 70.7% <p>Based on the 2014 TWC survey the following areas will be addressed as concerns:</p> <ul style="list-style-type: none"> • 58.5% of teachers felt they were allowed to focus on educating students with minimal interruptions. • 38 % of teachers felt parents are influential decision makers in the school. • 51.9% of teachers felt parents support teachers, contributing to the success of the students. • 69.1% of teachers feel students at this school follow rules of conduct. • 56.6% of teachers feel they have an appropriate level of influence on decision making in this school. • 46.3% of teachers feel comfortable raising issues and concerns that are important to them. • 54.5% of teachers feel there is an atmosphere of trust and mutual respect. • 59.6% of teachers feel follow up is provided from professional development.
Program	<p>Currently in our 2014-2015 school year</p> <ul style="list-style-type: none"> • staff retreat that identified common vision and goals (75% staff attended on a Saturday) • narrowing the focus for school improvement plan • restructuring of behavior system 	<p>Currently in our 2014-2015 school year:</p> <ul style="list-style-type: none"> • 27% of Tier I instruction is effective according to EOG results • lack of appropriate resources for literacy instruction • lack of school-wide implementation of behavior system • lack of student recognition incentives for academics and behavior

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Priority Concerns	Root Causes (with evidence)	Solutions
<p>Academics: All teachers will strengthen Tier I instruction.</p>	<p>Based on EOG data from 2013-2014, students were not making adequate academic progress or growth. According to EVAAS data, students did not make expected growth overall in reading, math, and school. 28% of students were college and career ready (reading 25.4%, math 29.7%, and science 30.5%).</p>	<p>All teachers will implement essential components of literacy instruction.</p> <p>Teachers will use essential questions to clearly communicate learning goals, anchor the lessons, teach vocabulary in context, and require students to summarize knowledge learned.</p> <p>Teachers will ensure student engagement and participation through incorporation of collaborative pairs and distributive practice opportunities.</p>
<p>Healthy School: Communication, participation, and ownership among key stakeholders of Barwell community (staff, parent, and students)</p>	<p>Based on the Teacher Working Conditions Survey data, teachers need time to plan, clear expectations for student and staff of student conduct, rewards and consequences, meaningful professional development, and want an opportunity for their voice to be heard.</p> <p>Based on the student survey data, students indicated that they want more leadership opportunities at the school.</p> <p>Based on the beginning of the year parent survey, parents would like more communication between the school and home and opportunities to be involved in the school.</p>	<p>Barwell will develop opportunities for students to participate in Leadership roles within the school environment.</p> <p>Barwell will gather and use suggestions and feedback from staff to improve teacher working conditions.</p> <p>Barwell will work with PTA and community to ensure positive and clear communication is occurring to allow for parent input and encouragement of more parental involvement.</p> <p>Barwell will establish clear behavior expectations using PBIS model.</p>

Data Summary

Describe your conclusions

Based on the EOG data, students are not making adequate growth or progress. We need to address Tier I instruction including essential components of literacy and best instructional practices.

Based on the TWC data, parent survey, and students survey there is an overall need to improve communication among key stakeholders to promote ownership, participation, and increase student achievement.

School Improvement Plan
Membership of School Improvement Team

School:	Barwell Road ES
Plan Year	2014-2016
Principal:	Tammy Jahad
Date:	Aug - 2014

SIP Team Members

	Name	School Based Job Title
1	Aqueelah Robinson	Teacher
2	Betty Ann Chester	Instructional Support Personnel
3	Brittaney Berbach	Teacher
4	Larissa Bryant	Teacher
5	LaShara Gilkes	Assistant Principal
6	Lyn Carter	Teacher Assistant
7	Mandy Hays	Teacher
8	Marc Hardy	Instructional Support Personnel
9	Mary Swan	Teacher
10	Michael Stiefel	Instructional Support Personnel
11	Monte Moss	Assistant Principal
12	Ricky Tarver	Other
13	Sharisse McClain	Teacher
14	Stephen Shields	Teacher
15	Tameka Quick	Teacher
16	Tammy Jahad	Principal
17	Thirza Whitney	Instructional Support Personnel

School Improvement Plan**Mission, Vision and Value Statements**

School:	Barwell Road ES
Plan Year	2014-2016
Date:	Apr - 2014

Mission Statement:

Barwell Road Renaissance Elementary School will empower students to become high achieving life-long learners who are responsible, productive and engaged with the global community.

Vision Statement:

Through daily inspiration, dedication, and motivation Barwell Renaissance will become a school that maintains high expectations for all stakeholders.

Value Statement:

Student achievement will increase at Barwell Renaissance based on the following beliefs:

-Through collaboration, respect, and high expectations students will reach their highest potential with the support of the staff, parents, and community.

-All learners are intrinsically driven to excel beyond their own greatness in a respectful environment that fosters life long learning.

-Monitor, implement, and adjust research-based strategies into our daily instruction in order to provide differentiated and engaging learning opportunities.

-High expectations will be used to reinforce our firm belief that all students can and will achieve.

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School Goal		Barwell will increase student proficiency to 70% by 2016 and meet AMO target goals (C&C Ready) for all students in Reading, Math, and Science.
Goal Manager		Michael Stiefel, IRT
Strategic Directive		Focus on Learning and Teaching
State Board of Education Goal		Globally Competitive Students
Data Justification for Goal Based on Comprehensive Needs Assessment		Based on 2013-2014 EOG data, AMO targets were met in 22/31.
1	Key Process	Implement essential components of literacy instruction <ul style="list-style-type: none"> • Guided reading • Word Work/ Vocabulary • Writing • Shared and Independent Reading
	Process Manager	Thirza Whitney
	Completion Date	Jun - 2016
	Restrainers	<ul style="list-style-type: none"> • Lack of leveled classroom libraries • Time for planning • Time for implementation of new program • Time for professional development/training
	Resources	<ul style="list-style-type: none"> • Benchmark Education-Guided Reading Materials • Achieve 3000 • mCLASS • Discovery Education • Big Universe • Each grade level will have a full planning day • In class Instructional support
	Measurable Process Check(s)	<ul style="list-style-type: none"> • Walkthroughs/observations
	1 Action Step	The Literacy committee will clearly define the four components of literacy instruction.
	Timeline	From 6/2014 To 7/2016
	2 Action Step	The Literacy committee will provide examples and model what literacy instruction should look like for each of the four components.
	Timeline	From 6/2014 To 7/2016
	3 Action Step	The Literacy committee will develop common language to use across grade levels for the four components.
	Timeline	From 6/2014 To 7/2016
2	Key Process	Use essential questions to clearly communicate learning goals, anchor the lesson, teach vocabulary in context and require students to summarize what they learned.

School:	Barwell Road ES
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Process Manager	Mary Swan, Stephen Shields, Tammy Jahad, LaShara Gilkes	
Completion Date	Jun - 2016	
Restrainers	<ul style="list-style-type: none"> • Not differentiated • Not for all content areas/specialties • Time to decompose essential questions for student understanding • Teacher understanding of how to use essential questions effectively 	
Resources	<ul style="list-style-type: none"> • Essential question posters for literacy and math • Guided Reading Materials-Benchmark Education • CMAPP • Ongoing professional development 	
Measurable Process Check(s)	<ul style="list-style-type: none"> • Walk-throughs/Observations 	
	1 Action Step	The Science committee will write essential questions and e-mail them to grade level chairs.
	Timeline	From 6/2014 To 7/2016
	2 Action Step	All teachers, during grade level planning, will determine what essential questions need to be posted for the upcoming week.
	Timeline	From 6/2014 To 7/2016
	3 Action Step	All classroom teachers will post essential questions, teach the vocabulary used in the questions, and refer to these questions throughout the school day.
	Timeline	From 6/2014 To 7/2016
3 Key Process	Ensure student engagement and participation through incorporation of collaborative pairs and distributive practice opportunities	
Process Manager	Mary Swan, Stephen Shields, Tammy Jahad, and LaShara Gilkes	
Completion Date	Jun - 2016	
Restrainers	<ul style="list-style-type: none"> • Teachers understanding how to incorporate collaborative pairs effectively • Teachers being able to change their teaching style 	
Resources	<ul style="list-style-type: none"> • Common planning time • Guided Reading Materials-Benchmark Education • Ongoing professional development 	
Measurable Process Check(s)	Walk-throughs/Observations	
	1 Action Step	The Math committee will analyze Score 21 math data to determine progress and areas of concern.
	Timeline	From 6/2014 To 7/2016

Summary of Goals, Key Processes and Action Steps

School:	Barwell Road ES
Plan Year	2014-2016
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2 Action Step	The Math committee will identify evidence-based math strategies to support teachers across grade levels.
Timeline	From 6/2014 To 7/2016
3 Action Step	All staff members will collaborate to decide when and how collaborative pairs could be used during instruction.
Timeline	From 6/2014 To 7/2016

School:	Barwell Road ES
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School Goal		By the end of the 2015-2016 school year, 90% of stakeholders (parents, teachers, and students) will agree that Barwell is a safe and orderly place to work and learn.
Goal Manager		S. McClain
Strategic Directive		Retaining, Recruiting, and Training High Quality Employees
State Board of Education Goal		Healthy Responsible Students
Data Justification for Goal Based on Comprehensive Needs Assessment		Based on the TWC data, parent survey, and students survey there is an overall need to improve communication among key stakeholders to promote ownership, participation, and increase student achievement.
1	Key Process	Barwell staff will work with PTA and community to ensure positive and clear communication is occurring to allow for parent input and encouragement of more parent involvement.
	Process Manager	Marc Hardy
	Completion Date	Jun - 2016
	Restrainers	<ul style="list-style-type: none"> • Low Parent participation (In some cases) • Consistent leaders among the PTA • Parent transportation to school meeting nights • Parental participation due to economical issues out of our control.
	Resources	<ul style="list-style-type: none"> • School-wide relationship building activities • Parent Nights • PTA Leaders/Members • Social Climate Committee
	Measurable Process Check(s)	The Barwell Leadership Team will review and analyze Beginning of Year, Middle of Year and End of Year survey data to assess the implementation of effective communication activities and tools.
	1 Action Step	Leadership Team will distribute BOY Parent Survey. Leadership Team will collect and analyze BOY survey data to identify best practices for effective communication activities and tools (e.g. Tuesday Folders, Phonemessenger). Parents responded that they prefer Teacher communications to be phone calls (42%) and weekly (Tueaday) folders (36%).
	Timeline	From 7/2014 To 6/2016

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2 Action Step	Leadership Team will implement school-wide communication plan, activities and tools.
Timeline	From 7/2014 To 6/2016
3 Action Step	Teachers will compile important information to be communicated to Parents and distribute information weekly.
Timeline	From 7/2014 To 6/2016
4 Action Step	Leadership Team will review and analyze data (i.e. Teacher record of #/% of communication tools returned signed regularly, Phonemessenger call records) and make appropriate adjustments to school-wide communication plan.
Timeline	From 7/2014 To 6/2016

2 Key Process	Barwell staff will develop opportunities for students to participate in Leadership roles within the school environment.
Process Manager	Betty Ann Chester
Completion Date	Jun - 2016
Restrainers	<ul style="list-style-type: none"> • Staff buy-in or not meeting deadlines • Students not being able to attend meetings due to transportation
Resources	<ul style="list-style-type: none"> • Funds to start school store • PTA
Measurable Process Check(s)	<ul style="list-style-type: none"> • Attendance • Quarterly updates on timeline of initiatives

1 Action Step	Barwell students will vote on classroom representatives for student council and hold school wide elections for student council offices.
Timeline	From 11/2014 To 6/2015
2 Action Step	Barwell students will have come up with an essential question about where they want to be by the end of the school year.
Timeline	From 11/2014 To 6/2015
3 Action Step	Barwell students will come up with a constitution for students.
Timeline	From 11/2014 To 6/2015
4 Action Step	Barwell students will participate in community service projects to give back to the community.
Timeline	From 11/2014 To 6/2014

School:	Barwell Road ES
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3	Key Process	Barwell staff will gather and use suggestions and feedback from staff to improve Teacher Working Conditions.	
	Process Manager	Brittaney Berbach and Tameka Quick	
	Completion Date	Jun - 2016	
	Restrainers	<ul style="list-style-type: none"> • Multi-track schedule • Funds 	
	Resources	<ul style="list-style-type: none"> • Teacher Working Condition Survey • Staff input • PTA 	
	Measurable Process Check(s)	<ul style="list-style-type: none"> • Staff survey 	
	1 Action Step	Social Climate Committee will increase staff morale by promoting staff appreciation.	
	Timeline	From 7/2014 To 6/2016	
4	Key Process	Barwell staff will establish clear behavior expectations using the PBIS model.	
	Process Manager	Larissa Bryant and Lyn Carter	
	Completion Date	Jun - 2016	
	Restrainers	<ul style="list-style-type: none"> • Staff buy-in • Time 	
	Resources	<ul style="list-style-type: none"> • Coordinating teacher for PBIS • PBIS matrix • SIRS referral forms • Additional administration • Additional guidance counselor 	
	Measurable Process Check(s)	<ul style="list-style-type: none"> • Begin collecting baseline data using the SIRS form 	
	1 Action Step	The PBIS committee will create a video of cafeteria behavior expectations.	
	Timeline	From 7/2014 To 6/2016	
	2 Action Step	The PBIS committee will create lesson plans, for each grade level, for teachers to use to explicitly teach appropriate cafeteria behavior.	
	Timeline	From 6/2014 To 7/2016	
	3 Action Step	All teachers will teach and model the cafeteria behavior expectations.	
	Timeline	From 6/2014 To 7/2016	

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School:	Barwell Road ES
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4 Action Step	Administrators will train all staff members how to complete SIRS referral forms in order to keep track of behavioral problems occurring across the school setting.
Timeline	From 6/2014 To 7/2016
5 Action Step	All staff members will utilize SIRS referral forms to track severe behavior throughout the school.
Timeline	From 6/2014 To 7/2016

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Date	Apr - 2014
Waiver Requested	
No waiver is needed at this time.	
How will this waiver impact school improvement?	
No waiver is needed at this time.	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	none

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Plan Year	2014-2016
School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
The Literacy Framework The Math Framework The Writing Framework	All staff	Goal 1-By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.	By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.
mClass Math mClass Math-Progress Monitoring mClass Math-A closer look at data mClass Reading mClass-Progress Monitoring mClass Reading-A closer look at data	All Staff	Goal 1-By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.	By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.
Literacy Strategies Guided Reading and Literacy Stations	All Staff	Goal 1-By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.	By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.

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School Year:	2014-2015

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Topic:	Participants:	Goal Supported:	Supporting Data:
Math Strategies Math Small Group	All Staff	Goal 1-By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.	By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.
Effectively teaching writing	All Staff	Goal 1-By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.	By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.
Letterland Power Phonics and Phonemic Awareness	All Staff	Goal 1-By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.	By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.

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Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Dreambox Math-Math Computer Achieve 3000-Computer Literacy	All Staff	Goal 1-By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.	By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.
Project Based Learning	All Staff	Goal 1-By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.	By the end of the 2015-2016 school year, student achievement will increase in the areas of reading from 32.3% proficient to 95% proficient, in math from 33.2% proficient to 95% proficient, and science from 36.1% proficient to 95% proficient. In addition, we will meet expectations with all subgroups of students as measured by the AMO target reports.

School Improvement Plan**Summary Sheet of Professional Development Activities**

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Plan Year	2014-2016
School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
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School Improvement Plan

Intervention Planning Matrix

School:	Barwell Road ES
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Student Identification	<p>Criteria used to identify students:</p> <ul style="list-style-type: none"> • Students who perform below benchmark on initial reading universal screenings (K-5) and/or Level I or II on EOG (grades 4-5) • mCLASS proficiency reports will be used to determine eligibility for students in grades K-5. Students below benchmark and considered “at risk” on Universal Screenings and/or TRC level below proficient will be identified as eligible for intervention services. <p>Frequency, methods and processes to address/identify students exhibiting need for intervention throughout the year:</p> <ul style="list-style-type: none"> • Conduct best-served meetings with CCR, ESL, Tier II Intervention, and classroom teachers to determine the most appropriate placement of eligible students. • At monthly collaboration meetings, classroom teachers will update ranking sheets to include data on any new students within one month of the student starting at Barwell. <p>Process by which data will be collected:</p> <ul style="list-style-type: none"> • Tier II Intervention Teachers will check ranking forms regularly to place any eligible students in available spaces. • Classroom teachers will complete mCLASS TRC assessments for their class. • Universal Screening Team will complete the other mCLASS benchmark assessments. <p>Threshold at which students will exit:</p> <ul style="list-style-type: none"> • Long-range/Intensive students will remain in the program through the end of the year or until they are performing at or above grade level expectations for two consecutive quarters. This will be determined through collaboration with classroom teachers, universal screening data, and other grade appropriate assessments 	<p>Criteria used to identify students</p> <ul style="list-style-type: none"> • Students who scored a Level I or II on EOG(grades 4-5) • Students who averaged a 1 or 2 for quarters 3 and 4 on their previous year report card in math • Students who scored 1 or 2 on 3rd quarter Case 21 Benchmark Assessment from the previous year • Multiple criteria points will be given to the above information <p>Frequency, methods and processes to address/identify students exhibiting need for intervention throughout the year:</p> <ul style="list-style-type: none"> • Conduct best-served meetings with CCR, ESL, Tier II Intervention, and classroom teachers to determine the most appropriate placement of eligible students. • At monthly collaboration meetings, classroom teachers will update ranking forms to include data on any new students within one month of the student starting at Barwell. <p>Process by which data will be collected:</p> <ul style="list-style-type: none"> • Classroom teachers will administer the previous years Case 21 Benchmark #3 for students who are new to the county or there is no current data. • Tier II Intervention Teachers will check ranking forms regularly to place any eligible students in available spaces. <p>Threshold at which students will exit:</p> <ul style="list-style-type: none"> • Long-range/Intensive students will remain in the program through the end of the year or until they are performing at or above grade level expectations for two consecutive quarters. This will be determined through collaboration with classroom teachers, universal screening data, and other grade appropriate assessments 	<p>Criteria used to identify students:</p> <p>Frequency, methods and processes to address/identify students exhibiting need for intervention throughout the year:</p>

School:	Barwell Road ES
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Intervention Structure	<p>Structure for Delivering Services, frequency and duration of the intervention instruction</p> <p>Long-range/Intensive students</p> <ul style="list-style-type: none"> • Pull-out or push in Intervention will be delivered during the school day • Sessions will last 20-45 minutes • Sessions will meet up to five times a week • Alternate instruction of reading/math (for those who qualify for both) so that they have a consistent, predictable schedule • Maximum Group size: Kindergarten - 4, 1st-5th grades - 6 <p>Short-term/Strategic students</p> <ul style="list-style-type: none"> • For targeted skills deficits • Based on grade level collaboration; fluid/flexible groups based on specific needs <p>Title 1 After-School Tutorial</p> <ul style="list-style-type: none"> • Provided for grades 3-5 for students who are eligible based on previous grades' EOG score • Number of service delivery days will be contingent on staffing and available funding <p>Literacy Coaches</p> <ul style="list-style-type: none"> • K-2 Literacy coach supports teachers through staff development and modeling literacy instruction in classrooms. Literacy coach will work short-term/strategic groups during team time. 	<p>Structure for Delivering Services, frequency and duration of the intervention instruction</p> <p>Long-range/Intensive students</p> <ul style="list-style-type: none"> • Pull-out or push in Intervention will be delivered during the school day • Sessions will last 20-45 minutes • Sessions will meet up to five times a week • Alternate instruction of reading/math (for those who qualify for both) so that they have a consistent, predictable schedule • Maximum Group size: Kindergarten - 4, 1st-5th grades - 6 <p>Short-term/Strategic students</p> <ul style="list-style-type: none"> • For targeted skills deficits • Based on grade level collaboration; fluid/flexible groups based on specific needs <p>Title 1 After-School Tutorial</p> <ul style="list-style-type: none"> • Provided for grades 3-5 for students who are eligible based on previous grades' EOG score • Number of service delivery days will be contingent on staffing and available funding 	

School Improvement Plan

Intervention Planning Matrix

School:	Barwell Road ES
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Instruction	<p>Structures in place to guide instructional decisions</p> <ul style="list-style-type: none"> • Intervention Team conduct monthly PLT and weekly team meetings. • Collaboration meetings with be held every 6-12 weeks with classroom teachers to plan interventions. • Weekly attendance at grade level PLTs • Intervention teacher attends staff development with classroom teachers <p>Long-range/intensive students Intervention Lesson format</p> <ul style="list-style-type: none"> • Lessons at instructional level will be data driven and loosely aligned with quarterly grade level objectives • Intervention lessons will be based on students' demonstrated academic need according to assessment data 	<p>Structures in place to guide instructional decisions</p> <ul style="list-style-type: none"> • Intervention Team conduct monthly PLT and weekly team meetings. • Collaboration meetings with be held every 6-12 weeks with classroom teachers to plan interventions. • Weekly attendance at grade level PLTs • Intervention teacher attends staff development with classroom teachers <p>Long-range/intensive students Intervention Lesson format</p> <ul style="list-style-type: none"> • Lessons at instructional level will be data driven and loosely aligned with quarterly grade level objectives • Intervention lessons will be based on students' demonstrated academic need according to assessment data 	<p>This will be completed by July 7th.</p>

School Improvement Plan

Intervention Planning Matrix

School:	Barwell Road ES
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Assessment	<p>The following assessments are given at the beginning, middle, and end-of-the year as needed by individual students.</p> <p>Letter ID (K-1) Sound ID (K-1) Oral Reading Fluency (grades 1-5) Nonsense Word Fluency (K-2) Phoneme Segmentation (K-1) PAST (K-2) Hearing and Recording Sounds and Words (K-2) Writing Vocabulary (K-2) Fountas and Pinnell Text Level or mCLASS/DIBELS (K-5) Early NAMES Test (2nd grade) NAMES test (grades 3rd-5th)</p> <p>Data gathered from these assessments will be used to determine student growth, student service placement (long-term/intensive or short-term/strategic) and to drive/focus instruction.</p>	<p>The following assessments are given at the beginning, middle, and end-of-the year as needed by individual students.</p> <p>Case 21 Quarterly/summative math assessments (K-2) i-Ready</p> <p>Data gathered from these assessments will be used to determine student growth, student service placement (long-term/intensive or short-term/strategic) and to drive/focus instruction.</p>	This will be completed by July 7th.
Curriculum/Resources	<p>Research-based materials and resources: C-MAPP Case 21 assessments Benchmark materials Wildcats Fast Track Take-home books Support from Local Literacy Coach, classroom teachers and Comprehension Strategies Kits</p>	<p>Research-based materials and resources: C-MAPP Case 21 assessments Support from classroom teachers and ESL teachers Targeted Mathematics Intervention Kits EnVisions Kits and online resources</p>	This will be completed by July 7th.

School Improvement Plan

Intervention Planning Matrix

School:	Barwell Road ES
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Student Identification			
Intervention Structure			
Instruction			
Assessment			
Curriculum/Resources			