

School Improvement Plan

School:	Fuquay-Varina ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>Overall mClass composite for all grades increased (60%, 65%, 67%) for the beginning of the year students meeting benchmarks from 2013-2015.</p> <p>According to end of the year mClass composite, fourth (45% to 13%), first (50% to 29%) and second (42% to 22%) nonproficient Black/African-American/nonHispanic students decreased at each grade level from 13-15.</p> <p>Based on mClass TRC proficiency, kindergarten students increased by 50% from the beginning of the year to the end of the year in 2014-2015.</p> <p>The total percent proficient AMO increased for all students from 2012-2015 in math.</p> <p>Three years of "meeting or exceeding" growth in EVAAS.</p> <p>In 2014-2015 students with disabilities met AMO targets and increased from 11.8 to 34.1 in reading and from 17.6 to 36.4 in math.</p> <p>AIG students were 100% proficient on the Science EOG from 2013-2015.</p>	<p>According to EVAAS Overall Southern Area School Designation, each year the data decreased (2.99, 2.52, -1.55) in student growth from 2012-2015.</p> <p>Overall mClass TRC proficiency for all grades decreased (54%, 52%, 43%) for the beginning of the year students meeting benchmarks from 2013-2015.</p> <p>According to end of the year mClass composite, third grade nonproficient Black/African-American/nonHispanic students increased from 27% in 2013-2014 to 39% in 2014-2015 which shows a gain but still not meeting benchmark.</p> <p>According to end of the year mClass composite, fifth grade nonproficient Black/African-American/nonHispanic students increased from 30% in 2013-2014 to 43% in 2014-2015 which shows a gain but still not meeting benchmark.</p> <p>Based on the kindergarten beginning of the year mClass TRC proficiency, FVES is significantly lower than the District: 47% compared to 23% in 13-14, 35% compared to 15% in 14-15, 34% compared to 17% in 15-16.</p> <p>Third grade SWD students not meeting benchmark remained stable for the beginning of the year TRC proficiency to the middle of year TRC proficiency from 2013-2016.</p> <p>In 2014-2015 Hispanic students did not meet AMO targets for the first time in reading.</p> <p>Black students did not meet math or reading AMO targets in 2014-2015.</p> <p>The Overall Performance on the Math EOG has remained stable from 2012-2015 (70%, 72%, 70%).</p> <p>Based on 2012-2015 EOG Overall Performance in Math, Level I/II, SWD, and Black have an average of 40% proficiency.</p> <p>The Overall Performance on the Reading EOG has remained stable from 2012-2015 (65%,67%,66%).</p> <p>Based on 2012-2015 EOG Overall Performance in Reading, Level I/II, SWD, and Black have an average of 36% proficiency.</p> <p>Science proficiency had an overall 10% decline between 2013-2015 (83%, 81%, 73%).</p>

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Process Data	<p>Math Walkthrough Data: From 2013-2015, there was an increase from 86% to 100% with the alignment of common core standards. From 2013-2015, there was an increase from 82% to 96% with students reasoning thinking and proving our answers.</p> <p>2013-2015 suspensions have remained stable at less than 1%.</p>	<p>Math Walkthrough Data: From 2013-2015, there was a decrease from 36% to 8% with students leading and participating in math discussions. From 2013-2015, there was a decrease from 68% to 42% with teacher to student math talk. From 2013-2015, there was a decrease from 50% to 27% with student to student math talk.</p> <p>2013-2015 suspension have increased from 0.7% to .98% at the middle of the year.</p> <p>Based on the NCRreport Card and the Early Warning System attendance and decreased from 96% to 92% from 2013-2015.</p>
Staff and Student Demographics	<p>Teacher turnover rate (11.3 in 2015) has been lower than the district over the last 2 years.</p> <p>100% of teachers are fully licensed and highly qualified as defined by federal law. 7% of teachers are National Board Certified. 20% of teachers have an advanced degree.</p>	<p>On average from 2012-2015:</p> <ul style="list-style-type: none"> • Teacher Demographic profile: White-92%, Asian-4%, Black-5% , Hispanic-0%, Multi-0% • Student Demographic profile: White-57%, Asian-1% Black-18%, Hispanic-19%, Multi-5% • Teacher demographics do not reflect student demographics <p>2012-2015 LEP students have increased from 7% to 9% which is 57 students to 67 students. 2013-2014 free and reduced lunch population was 38.6%, 2014-2015 free and reduced lunch was 40.4%, and 2015-2016 free and reduced lunch is 38%.</p>

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<p>In the 2014-2015 Grade level student survey 90% of FVES students believe care about students.</p> <p>In the 2014-2015 Grade level student survey 89.8% of FVES students believe adults listen to students.</p> <p>Based on the teacher working conditions survey 2012, 94% of teachers believe Professional Learning Teams provide a more supportive environment for teachers.</p> <p>Based on the teacher working conditions survey 2012, 88% of the staff recorded that FVES was a good place to work and learn. 83% of teachers feel they have an appropriate level of influence in decision making at FVES.</p> <p>Based on the teacher working conditions survey 2012, 100% of teachers believe the school was a safe place to work.</p> <p>Based on the teacher working conditions survey 2012, 96% of teachers enforce rules for student conduct.</p>	<p>Based on the 2012-13 High Five PLT survey 24% of teachers disagree that time spent with their PLT will save them time overall.</p> <p>Based on the 2012-2013 High Five PLT survey 27% of teachers disagree that their students are learning more because of their work in their PLT.</p> <p>In the 2014-2015 grade level student survey 35.8% disagree or strongly disagree that most teachers at FVES are interested in them as a person, not just a student.</p> <p>In the 2014-2015 student survey 18.2% disagree that their teacher gives them challenging work.</p>

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>The Overall Performance on the Math End of Grade has remained stable from 2012-2015 (70%, 72%, 70%).</p>	<p>Black Students did not meet math AMO targets in 2014-2015.</p> <p>Teacher Demographic profile does not reflect student demographics.</p> <p>In the 2014-2015 grade level student survey 35.8% disagree or strongly disagree that most teachers at FVES are interested in them as a person, not just a student.</p> <p>In the 2014-2015 student survey 18.2% disagree that their teacher gives them challenging work.</p>	<p>Teachers/Staff will utilize the 4Cs in all lessons and Hattie Instructional Strategies in Core Instruction, specifically Clarity and Feedback.</p> <p>Professional Development for staff on culturally responsive teaching and equity in core instruction</p>

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>The Overall Performance on the Reading EOG has remained stable from 2012-2015 (65%, 67%, 66%).</p>	<p>Black Students did not meet math AMO targets in 2014-2015.</p> <p>Teacher Demographic profile does not reflect student demographics.</p> <p>In the 2014-2015 grade level student survey 35.8% disagree or strongly disagree that most teachers at FVES are interested in them as a person, not just a student.</p> <p>In the 2014-2015 student survey 18.2% disagree that their teacher gives them challenging work.</p>	<p>Teachers/Staff will utilize the 4Cs in all lessons and Hattie Instructional Strategies in Core Instruction, specifically Clarity and Feedback.</p> <p>Professional Development for staff on culturally responsive teaching and equity in core instruction</p>
<p>Science Proficiency had an overall 10% decline between 2012-2015 (83%, 81%, 73%).</p>	<p>Black subgroup declined from 77.8% to 42.1% on the Science End of Grade Test from 2013-2015 and the white subgroup declined from 84.9% to 77.9% which shows a gap between the two subgroups.</p> <p>Teacher Demographic profile does not reflect student demographics.</p>	<p>Teachers/Staff will utilize the 4Cs in all lessons and Hattie Instructional Strategies in Core Instruction, specifically Clarity and Feedback.</p> <p>Professional Development for staff on culturally responsive teaching and equity in core instruction</p>

Data Summary

Describe your conclusions

For the past three school years, we have "Met" or "Exceeded Expected Growth" according to EVAAS, increased our overall mClass composite for all grades for the beginning of the year students from 2013-2015, increased SWD students AMO targets in reading from 11.8 to 34.1 and from 17.6 to 36.4 in math, and AIG students were 100% proficient on the Science EOG from 2013-2015. However, all of our students are not experiencing the same rates of success. Particularly, we have observed gaps of up to 37% between white and black students on the Math and Reading End of Grade Tests, Students with Disabilities consistently score 45% below the white subgroup in Reading and Math End of Grade Tests, and for the first time in 2014-2015 Black and Hispanic students did not meet their AMO target in reading. According to demographic data our staff demographics do not represent our student demographics. As a result of our findings, we will use more equitable teaching practices and provide professional development on culturally responsive teaching. Early interventions for kindergarten students, collecting more student feedback, and increasing co-teaching will ensure we are better able to meet the needs of all students. PLTs will need to focus on integrating the 4 Cs: Creativity, Communication, Collaboration, and Critical Thinking into daily instruction.

School Improvement Plan
Membership of School Improvement Team

School:	Fuquay-Varina ES
Plan Year	2016-2018
Principal:	Heather Johnson
Date:	Aug - 2016

SIP Team Members

	Name	School Based Job Title
1	Ana Tschampion	Parent
2	Carye Howerton	Teacher
3	Gretta Radbill	Teacher
4	Heather Johnson	Principal
5	Holly Bushhouse	Teacher
6	Kathy Colley	Instructional Support Personnel
7	Kelly Bradshaw	Assistant Principal
8	Kim Perkins	Teacher
9	Kristen Bush	School Improvement Chair
10	Leigh Ann Massengill	Other
11	Linda Cole	Teacher
12	Molly Cotten	Teacher
13	Pamela Morman	Teacher Assistant
14	Sherron Hornaday	Other

School:	Fuquay-Varina ES
Plan Year	2016-2018
Date:	Feb - 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

FVES will create a culture that promotes collaboration, communication, creativity, and critical thinking so that every student becomes a productive, successful global citizen.

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

All children through hard work and persistence can show academic growth. Highly effective principals and teachers with the ability to adapt are the key to improving growth in student achievement. All stakeholders, including teachers, administrators and students, will use data to ensure all students achieve growth.

School Goal

By June 2018, Fuquay-Varina Elementary School will increase overall Grade Level Proficiency in grades 3-5 by 10% in Math, Reading, and Science and all subgroups will meet their growth targets as measured by the End of Grade Tests. By June 2018, 80% of K-3 students will be at benchmark as measured by the end of year mClass TRC level.

Goal Manager

School Improvement Team

Strategic Objective

Learning and Teaching

State Board of Education Goal

Globally Competitive Students

Resources

EVAAS, Professional Learning Teams, AMO Targets, Parental Engagement, DPI Flexibility in Financial Transfers "We wish to utilize DPI flexibility with funds transfer", Elementary (K-3 Read to Achieve Plan), Healthy Active Children Policy (K-8), Duty Free Lunch and Planning, Safe and Orderly Schools Plan, Character Education Plan

Key Process

1. Teachers will recognize the importance of culturally responsive instruction by acknowledging, responding to, and celebrating fundamental cultures for all students and develop patterns for learning and communicating that engage and sustain student participation, motivation, and achievement in a positive learning environment.

Tier

Tier 1 / Core

Process Manager

Kristen Bush

Measurable Process Check(s)

The cultural responsive committee will analyze student survey data to assess the level of culturally responsive instruction, student engagement, and motivation. The cultural responsive committee will monitor the impact of culturally relevant instruction on student achievement by reviewing the number level 1's and 2's using report card data. High Expectations Committee will analyze student behavior data to monitor the team building time in all k-5 classrooms.

Action Step(s)

1. Teachers will understand the cultures represented in their classroom by getting to know their students and families, understand what and whom they care about, consistently engage in real conversation and dialogue with their students.

Timeline

From 8/2016 To 6/2018

3. Teachers will actively engage students in learning by coaching students to question, consult original material, connect content to their own lives, write to learn, read broadly to include authentic text, build models, and test hypotheses

Timeline From 8/2017 To 6/2018

4. The High Expectations Team will establish a Team Building Time in K-5 classrooms.

Timeline From 6/2016 To 6/2018

6. Teachers will cultivate a classroom atmosphere that celebrates mistakes and recognizes that they are part of learning.

Timeline From 8/2016 To 8/2018

Key Process

2. PLTs will plan, teach and model the 4C's to increase student engagement through the delivery of core instruction. Teachers will incorporate communication, collaboration, critical thinking, and creativity in lessons.

Tier

Tier 1 / Core

Process Manager

Kristen Bush

Measurable Process Check(s)

The School Improvement Team Core Committee will conduct quarterly implementation checks to determine the level of implementation of the 4C's and to assess professional development needs. The PLTs and School Wide Data Team will analyze data quarterly, in order to determine next steps for student success.

Action Step(s)

1. PLT's will plan, teach and model critical thinking and problem solving effectively in the classroom using reasoning effectively, systems thinking, making judgments and decisions and solving problems.

Timeline From 8/2016 To 6/2017

2. PLT's will plan collaboratively to teach students how to clearly articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts to communicate innovatively and effectively.

Timeline From 10/2016 To 6/2017

2. PLT's will plan, teach and model communication for a range of purposes and expect students to express thoughts clearly, crisply articulate opinions, communicate coherent instructions and motivate others through powerful speech in diverse environments.

Timeline From 10/2016 To 6/2017

3. PLTs will plan collaboratively to teach students to work creatively with others to develop, implement, and communicate new ideas to others, demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas and view failure as an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes Implement Innovation

Timeline From 8/2016 To 6/2018

4. PLT's will collaborate on how to build student capacity to demonstrate the ability to work effectively and respectfully with diverse teams, exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal, assume shared responsibility for collaborative work and value the individual contributions made by others.

Timeline From 10/2016 To 6/2018

5. PLTs will work collaboratively to curriculum map standards ("I can" statements and strategies from Learning in the Fast Lane) quarterly to support lesson planning.

Timeline From 8/2016 To 6/2018

6. The instructional lead team will outline Professional development needed to support implementation of the 4C's.

Timeline From 8/2016 To 6/2018

7. In PLT's, Teachers will plan to utilize all minutes of a lesson to activate knowledge, facilitate learning and provide scaffolded levels of support to all learners

Timeline From 8/2016 To 5/2018

School Improvement Plan

Waiver Request

School:	Fuquay-Varina ES
Plan Year	2016-2018

Date	Aug - 2016
Waiver Requested	
NA	
How will this waiver impact school improvement?	
NA	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	NA

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Fuquay-Varina ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Learning in the Fast Lane Research Active Learning Instructional Strategies 4C's	Certified Teachers	By June 2018, Fuquay-Varina Elementary School will increase overall Grade Level Proficiency by 10% in Math, Reading, and Science and all subgroups will meet their AMO Targets. By June 2018, 80% of K-3 students will be at benchmark as measured by the end of year mClass TRC level.

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

School:	Fuquay-Varina ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:
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School Improvement Plan

Intervention Planning Matrix

School:	Fuquay-Varina ES
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>The following data will be used to indicate students need additional data points: MTSS Early Warning System Indicators (co-hort 1 & 2) K-3: mCLASS data, ELA Report Card grades below a 3 4-5: EOG below 4, ELA Report Card grades below a 3 (administer mCLASS assessments)</p> <p>Threshold for Entry into the Problem Solving Cycle: students demonstrating a need in two or more measures (excluding composite). Team refers to WCPSS Tiered Support Flowchart to guide decisions. Exit: Reference WCPSS Tiered Support Flowchart as well as gaining mutual agreement of all stakeholders.</p> <p>PLTs will meet with their case managers 2 times a month. Intervention Team will meet 1-2 times 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 MTSS Early Warning System Indicator (co-hort 1 & 2) K-5: Common Summative Assessments K-1: Number Knowledge Test 2-5: Report Card, EOY math summative or EOG</p> <p>Threshold for Entry into the Problem Solving Cycle: K/1st reference WCPSS Using NKT to Make Data-Based Decisions. 2-5:Students demonstrating a need in two or more measures.</p> <p>Exit: Reference WCPSS Tiered Support Flowchart as well as gaining mutual agreement of all stakeholders.</p> <p>PLTs will meet with their case managers 2 times a month. Intervention Team will meet 2 times 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 K/1st NKT scores in Oasis. 2-5: The Intervention team will review Common Summative Assessments and Report Card Data to determine the number of students responding to interventions.</p>	<p>Core: SIRS discipline data: Major referrals will be consistently collected and entered into Easi</p> <p>Class Dojo Conduct Score on Report Card Attendance</p> <p>ENTRY in Strategic (Tier II) A Student will be discussed at grade level PLT for potential strategic interventions when a student receives:</p> <p>_2_Major Referrals _Classroom data points (class dojo) _2_Conduct Score on Report Card _18_Absences</p> <p>Exiting Strategic:</p> <p>Plan to gradually decrease intensity, frequency, and/or duration of intervention. Continue to monitor success within Core.</p> <p>Student has met at least 70% success rate based on expectations as outlined in Tier II Plan.</p> <p>Entry into Intensive (Tier III):</p> <p>If Student has not responded to Tier II intervention after modifying plan twice with fidelity.</p> <p>Exiting Intensive Intervention:</p> <p>Student has met goal (s) outlined in formal Tier III Plan. Implement tier II intervention in order to gradually fade supports.</p> <p>PLTs will meet with their case managers_2_times a month. Intervention Team will meet_1-2_times 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 use TFI data to evaluate the effectiveness of the behavior structures outlined in the intervention matrix.</p>

School Improvement Plan

Intervention Planning Matrix

School:	Fuquay-Varina ES
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	Reading	Math	Behavior
Intervention Structure	<p>Students in need of strategic support will receive intervention 2 to 4 days a week for 10 minutes per session with no more than 4 in a group.</p> <p>Students in need of intensive support will receive interventions 4 to 5 days a week for 10 minutes per session with no more than 2 in a group.</p> <p>Interventions will be delivered during: Daily 5 rotations, Arrival Time, Dismissal Time</p>	<p>Students in need of strategic support will receive intervention 2 to 4 days a week for 10 minutes per session with no more than 4 in a group.</p> <p>Students in need of intensive support will receive interventions 4 to 5 days a week for 10 minutes per session with no more than 2 in a group.</p> <p>Interventions will be delivered during: Math rotations, Arrival Time, Dismissal Time</p>	<p>Strategic Options: Check-In, Check-Out Mentoring Small Social/Emotional Groups Brief PTR Sheet Classroom Success Chart/Contract Structure: Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness.</p> <p>Intensive Options: PTR framework for FBA/BIP aligned with wraparound services Structure: Core + Intensive interventions will vary by frequency and duration based on student need and responsiveness</p> <p>Interventions will be delivered during: Throughout the school day</p>
Instruction	<p>All stakeholders will be informed of instructional decisions & planning by grade level PLT collaboration</p> <p>Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart</p> <p>K-2 Phonics Intervention lessons will follow Letterland • Intensive will follow Letterland Intervention Strand • Strategic will follow Letterland Small Group Lessons 3-5 Phonics intervention lessons will use Recipe for Reading.</p> <p>All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration and anecdotal notes.</p> <p>Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions</p>	<p>All stakeholders will be informed of instructional decisions & planning by grade level PLT collaboration</p> <p>Assessing Math concepts diagnostic assessments will be administered for Kindergarten & 1st grades as outlined by the WCPSS</p> <p>K & 1st grade will follow lessons from Kathy Richardson's Assessing Math Concepts</p> <p>2-5: Common assessments</p> <p>Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions</p>	<p>All stakeholders will be informed of instructional decisions & planning by Meeting structures/Minutes/Communication_</p> <p>Strategic: Explicit behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan.</p> <p>Intensive: 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 EASi and the Intervention Team will be checked using the TFI three times a year.</p>

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	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>Reference EASi Progress Monitoring Master List spreadsheet</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>Every 20 days for Strategic Need Every 10 days for Intensive Need</p> <p>Using the TIPS problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Reference EASi Progress Monitoring Master List spreadsheet</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 3 to 4 weeks</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>Strategic: Progress monitoring based upon entry/exit criteria or intervention Data collection will be documented in Easi 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 3 to 6 week</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>
Curriculum/Resources	<p>K-2 Word Work: Strategic: Letterland Small Group lessons Intensive: Letterland Intervention Strand</p> <p>3-5 Word Work: Recipe for Reading K-5: The Reading Strategies Book EASi Interventions Master List spreadsheet EASi Progress Monitoring Master List spreadsheet</p>	<p>K/1 : WCPSS Strategic Interventions to Support K-2 Mathematics document & Linking AMC Instruction document for intensive students. Assessing Math Concepts book EASi Interventions Master List spreadsheet EASi Progress Monitoring Master List spreadsheet</p>	<p>Core: PBIS/Core Behavior Systems and Structures</p> <p>Strategic: Check In Check Out Anxiety Workbook (school counselors K-12) Second Step, Steps to Respect CMAPP curriculum (small groups) Teachers Encyclopedia of Behavior Management</p> <p>Intensive: PTR-Prevent, Teach, Reinforce</p>

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