

School Improvement Plan

Comprehensive Needs Assessment

School: Wendell MS

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p><i>Science three year trend indicates an increase of 0.7% from the 2012-2013 (68.4%) to 2014-2015 (69.1%) school year.</i></p> <p><i>6th grade reading three year trend indicates an increase of 22.9% from the 2012-2013 (27.4%) to 2014-2015 (50.3%) school year.</i></p> <p><i>7th grade reading three year trend indicates a slight increase of 2.1% from the 2012-2013 (37.1%) to 2014-2015 (39.2%) school year.</i></p> <p><i>8th grade reading three year trend indicates an increase of 5.5% from the 2012-2013 (31.3%) to 2014-2015 (36.8%) school year.</i></p> <p><i>6th grade math three year trend indicates an increase of 12.4% from the 2012-2013 (23.7%) to 2014-2015 (36.1%) school year.</i></p> <p><i>7th grade math three year trend indicates an increase of 16.5% from the 2012-2013 (22.4%) to 2014-2015 (38.9%) school year.</i></p> <p><i>8th grade math three year trend indicates an increase of 9.6% from the 2012-2013 (19.6%) to 2014-2015 (29.0%) school year.</i></p> <p><i>AIG subgroup three year trend for math indicates an increase of 12.9% from the 2012-2013 (73.8%) to 2014-2015 (86.7%) school year.</i></p> <p><i>Our three year overall growth trend (EVAAS) is a +1.7 in science.</i></p> <p>2012-2013 Science; All students- 68% proficient; Level 1 and 2- 38% proficient (26% for WCPSS)</p> <p>2012-2013 Reading EOG scores were higher than Math EOG scores for the first time in 4 years.</p> <p>2012-2013 Reading EOG 8th Grade Hispanic/Latino scored higher for WMS compared to Eastern Wake and equal to WCPSS scores.</p> <p>2013-2014 Met growth in 7th and 8th grade reading and exceeded growth in 8th grade science.</p> <p>2014-2015 School met overall growth. Exceeded growth in 7th and 8th grade math. Met growth in 7th grade reading, 8th grade science, and CC Math I.</p>	<p><i>WMS three year reading proficiency indicates that the gap between our white students and black students has been stable, but the gap is large. The gap was 28.6% for the 2014-2015 school year.</i></p> <p><i>WMS three year reading proficiency indicates that the gap between our white students and Hispanic students has been stable, but the gap is large. The gap was 18.9% for the 2014-2015 school year.</i></p> <p><i>WMS three year math proficiency indicates that the gap between our white students and black students has been stable, but the gap is large. The gap was 31.1% for the 2014-2015 school year.</i></p> <p><i>Our three year math proficiency indicates that the gap between our white students and hispanic students has been stable, but the gap is large. The gap was 18.0% for the 2014-2015 school year.</i></p> <p><i>AIG subgroup three year trend for reading indicates a decrease of 9.3% from the 2012-2013 (85.2%) to 2014-2015 (75.9%) school year.</i></p> <p><i>Our three year overall growth trend (EVAAS) is a -2.7 in math.</i></p> <p><i>Our three year overall growth trend (EVAAS) is a -1.0 in reading.</i></p> <p>2012-2013 All EOG/EOC and Alternate Assessments were at 34% percent proficient.</p> <p>2012-2013 there were no subgroups that made their AMO targets in math.</p> <p>2013-2014 All math tested areas did not meet growth.</p> <p>2014-2015 6th grade reading, 6th grade math, and 8th grade reading did not make growth.</p> <p>Case 21 Benchmark Data Winter 2016:</p> <p>6th Projected Achievement score was 2.5 in reading. 7th Projected Achievement score was 2.6 in reading. 8th Projected Achievement score was 2.4 in reading.</p> <p>6th Projected Achievement score was 2.4 in math. 6th Projected Achievement score was in 4.1 math plus. 7th Projected Achievement score was 2 in math. 7th Projected Achievement score was 3.8 in math plus. 8th Projected Achievement score was 1.7 in math. 8th Projected Achievement score was 3.6 in math I</p>
Process Data	<ol style="list-style-type: none"> Teachers within PLT's are collaborating to create instructional material and tests that reflect the rigor of benchmark and end of year testing. Teachers are completing quarterly data review and analysis to identify strengths and areas that need to be addressed. Feedback is provided to and from Administration. The iReady instructional program has been utilized in our ALP classes this year. The average growth for the entire year is 15 points, and the math students grew 14 points in one semester. The reading students grew 23 points. WMS PBIS program received State recognition for being a Green Ribbon school. 	<ol style="list-style-type: none"> Current instructional practices are not maintaining student engagement. Current instructional practices are not making connections to show relevance of curriculum to student lives. Current instructional practices need to support a variety of learning styles and skill levels through differentiation. Path Driver screening data indicated that students who were at low, medium, and high risk in reading and math did not change significantly from Fall to Spring. WMS does not have any walk through data from the 2015-2016 school year.

School Improvement Plan

Comprehensive Needs Assessment

School: Wendell MS

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	<p>100% of the teachers at Wendell Middle School are highly qualified. Neighborhood/community-focused (students live in the area)</p> <p>Community/WCPSS Demographics: Wake County Demographics, according to US Census Bureau (2013) Total Population- 929,214 White- 61.8%, Black- 20.5%, Hispanic- 9.8%, Asian- 5.6%, Two or More Races- 1.8%, Some Other Race- 0.3%, American Indian/Alaskan Native- 0.2%, and Native/Hawaiian/Other Pacific Islander- 0%</p> <p>Three Year Student Demographic trends for Wendell Middle: Total student population has decreased from 984 students to 937 students. Percentage of White students has decreased from 30% to 26.5% Percentage of African American students has decreased from 38.2% to 33.1% Percentage of Hispanic students has increased from 26.7% to 33.3% Percentage of Other/multi races has increased from 5% to 7%</p> <p>Staff Demographics - 82% White, 15% African American, 3% Hispanic/Asian</p> <p>Wake County Schools student population of free and reduced lunch as of October 2015 is 37%.</p>	<p>There is not a significant difference between our subgroup and attendance. During the 2014-2015 school year, 29.6% of our Hispanic students had 10 or more absences, 29.8% of our black students had 10 or more absences, and 35% of our white students had 10 absences. There was no significant difference between the subgroups during previous school years as well.</p> <p>Between 2012 and 2015 there was a 5% increase in teachers with 0-3 years experience. The percentage of teachers with 0-3 years of experience at Wendell Middle is roughly double the WCPSS average.</p> <p>The number of NBCTs at WMS has decreased each year since the 2012-2013 school year. During the 2012-2013 school year, there were a total of 10 NBCTs at WMS. At the end of the 2014-2015 school year, that number decreased in half to a total of 5 NBCTs. The WCPSS average is 12 NBCTs.</p> <p>The turnover rate at WMS increased from 15% (2013-2014) to 19%(2014-2015). This percentage is above both the county (11%) and state (16%) averages.</p> <p>School attendance fell from 95% to 94% over three years, meaning about 58 students on average are missing school which impacts their performance. 2014-2015 Student Retention Data: • 9 students were retained in 6th grade out of 335 students (3% retention rate). There were a total of 85 students on the potential failure list midway through the third nine weeks. • 6 students were retained in 7th grade out of 321 students (1% retention rate). Short term suspension rate per 100 students have been higher than both the county and state for the last three school years. Our short term suspension rate per 100 students was 33 for the 2012-2013 school year. For the the 2014-2015 school year the rate was 28. The three year trend is a drop of 5 suspensions per 100 students.</p> <p>Suspension rate per 100 students for the 2014-2015 school year. • Overall 272 suspensions rate per 100 is 28 • Black 158 suspensions rate per 100 is 46.75 • Hispanic 50 suspensions rate per 100 is 16.83 • White 44 suspensions rate per 100 is 16.85</p> <p>Current suspension data for the 2015-2016 school year as of January 7, 2016. • Overall 49 suspensions rate per 100 is 5.23 • Black 33 suspensions rate per 100 is 10.57 • Hispanic 10 suspensions rate per 100 is 3.23 • White 5 suspensions rate per 100 is 1002.02</p> <p>Projected suspension data for the 2015-2016 school year based on above data. • Overall 109 suspensions rate per 100 is 11.63 • Black 74 suspensions rate per 100 is 23.61 • Hispanic 22 suspensions rate per 100 is 7.1 • White 11 suspensions rate per 100 is 4.45</p> <p>2014-2015 Discipline Data, minor infractions: • 6th Grade Referrals (26 students w/ 5 or more minor referrals) • 7th Grade Referrals (75 students w/ 5 or more minor referrals) • 8th Grade Referrals (82 students w/ 5 or more minor referrals)</p> <p>Student population of free/reduced lunch for Wendell Middle as of October 2015 is 66.84%. This is an increase from 61.4% during the 2014-2015 school year. Our F&R population is 29.84 percentage points higher than the county.</p> <p>Wendell Middle suspension rate is well above the Wake County average of 4.5% (from 2013-2014). Our African American males represent our subgroup with the highest suspension rate.</p>

School Improvement Plan

Comprehensive Needs Assessment

School: Wendell MS

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	1. New website improves school visibility/information dissemination - over 1500 unique visitors daily 2. A climate committee was formed with a focus on staff morale and responding to the BT and staff surveys 3. Based on 6 months of staff perception survey data, PLTs were noted as a strength each month.	<p>According to the 2015 WCPSS Teacher Survey</p> <ul style="list-style-type: none"> • 62.8% of teachers agree "there is an atmosphere of trust and mutual respect." • 78.6% of teachers agree "this school is a good place to work and learn." • 64.3% of teachers agree "school administrators support teachers' efforts to maintain discipline in the classroom." • 58.1% of teachers agree "school leadership consistently supports teachers." • 37.2% of teachers spend greater than 3 hours addressing student discipline issues. <p>According to the 2014 TWC Survey</p> <ul style="list-style-type: none"> • 73% of teachers agree "there is an atmosphere of trust and mutual respect." • 62% of teachers agree "this school is a good place to work and learn." • 43% of teachers agree "school administrators support teachers' efforts to maintain discipline in the classroom." • 57% of teachers agree "school leadership consistently supports teachers." • 28% of teachers spend greater than 3 hours addressing student discipline issues. <p>According to the 2016 TWC Survey</p> <ul style="list-style-type: none"> • 61% of teachers agree "there is an atmosphere of trust and mutual respect." • 88% of teachers agree "this school is a good place to work and learn." • 64% of teachers agree "school administrators support teachers' efforts to maintain discipline in the classroom." • 61% of teachers agree "school leadership consistently supports teachers." • 33% of teachers spend greater than 3 hours addressing student discipline issues. <p>According to the 2015 WCPSS Student Survey (of 8th graders)</p> <ul style="list-style-type: none"> • 60.2% of students agree "Overall, adults at my school treat students fairly." This is 21.9 percentage points below WCPSS (82.1%). • 44% of students agree "most teachers at my school are interested in me as a person, not just as a student." This is 20.1 percentage points below WCPSS (64.1%). • 59.3% of students agree "the grades in my classes do a good job of measuring what I am able to do." This is 13.1 percentage points below WCPSS (72.4%).

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
No subgroups are meeting proficiency and growth expectations in reading and mathematics.	1. Classroom Core instruction 2. The need for effective PLTs 3. The need for lessons to match the levels of the learner	1. Monthly learning rounds for staff to exemplify being leaders of learning in areas of increasing student engagement, rigor and discourse with integrity and fidelity. 2. Highly functional PLT meetings with priority focus on strengthening core instruction around direct alignment to common core standards and The 4 C's- communication, collaboration, critical thinking and creativity, student discourse and rigor. 3. Walkthroughs with timely feedback to teachers.

School Improvement Plan

School: Wendell MS

Plan Year 2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
School Culture: WMS has a school culture in which 40.7% of students do not feel comfortable in the school, 60% of teachers do not feel comfortable addressing administration, over 50% of students feel that physical fighting and classroom disruptions are severe problems, and 48.2% teachers have a difficult time communicating with parents.	1. Lack of mutual relationships between all stake holders (School, parent and community). 2. Student behavior and motivation in school.	1. Implementing Capturing Kids Hearts with staff and students in order to strengthen relationships and have a common system in place with classroom management. 2. Fostering relationships with students and increasing parental and community involvement.

Data Summary

Describe your conclusions

The vision of improvement to impact our **growth** and **school performance grade** is to provide targeted instructional strategies/interventions for all students that are performing below grade level as measured by current assessment data. These strategies/intervention are reflected in goals, key processes and action steps. We will continue to focus on closing the achievement gaps between our subgroups.

We have chosen high yield literacy strategies to focus on for the coming school year which will be taught across all curriculum areas. Our students have many gaps in math skills. We are piloting iReady in math and reading to support students who have been identified with gaps in their math and/or reading skills. We will continue to use progress monitoring tools such as Pathdriver to assist in targeting and monitoring progress. Our intervention team will work closely with classroom teachers and PLTs to implement academic care plans.

School Improvement Plan

Membership of School Improvement Team

School:	Wendell MS
Plan Year	2016-2018
Principal:	Robert Morrison
Date:	Aug - 2016

SIP Team Members

	Name	School Based Job Title
1	Gilda Wall	Parent
2	Jennifer Palmer	Assistant Principal
3	Karrah Durham	Teacher
4	Kelli Hicks	School Improvement Chair
5	Linda Dextre	Instructional Support Personnel
6	Lindsay Mann	Teacher
7	Lindsay Spears	Teacher
8	Lorrie Hetzell	Instructional Support Personnel
9	Michael West	Instructional Support Personnel
10	Robert Morrison	Principal
11	Robert Walker	Teacher
12	ShaRhonda Smith	Assistant Principal
13	Tracy Moseley	School Improvement Chair

School Improvement Plan

Mission, Vision and Value Statements

School:	Wendell MS
Plan Year	2016-2018
Date:	Aug - 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

All Wendell Middle School students will be productive learners who embrace a challenge, utilize communication, collaboration, critical thinking, and creativity as avenues of success in order to become successful citizens in a complex and changing society.

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

- We will embrace our students as uniquely capable learners who will be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- We will assess, monitor, and reflect on relevant data to make instructional decisions.
- We will implement Capturing Kids Hearts to build strong meaningful relationships with our diverse school community to create an inclusive, respectful, welcoming environment.
- We will create a safe, orderly environment where all stakeholders are valued and expectations are clear.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Wendell MS
Plan Year	2016-2018
LEA:	Wake County (920)

School Goal		
By 2018, Wendell Middle School will increase the level proficiency on North Carolina Achievement Indicator Tests from 44% to 53% while meeting or exceeding growth status.		
Goal Manager	Strategic Objective	State Board of Education Goal
Robert Morrison	Learning and Teaching	Globally Competitive Students
Resources		
PLT Planning EVAAS data Benchmark data Common Formative Assessment Data iReady data Learning in the Fast Lane by Suzy Pepper Rollins Capturing Kid's Hearts training WCPSS Equity Modules		

Key Process
1. Wendell Middle School interdisciplinary teams, departments, and PLT's will implement MTSS (Multi-Tiered System of Support) problem-solving protocol (TIPS) to develop targeted instruction to develop students academic skills.
Tier
Tier 1 / Core
Process Manager
Jennifer Palmer and Kelli Hicks
Measurable Process Check(s)
SIP team is responsible for collecting and analyzing walkthrough data. PLT's will collect and analyze common formative assessment data to show student progress.

Action Step(s)
2. Administration will identify members of the MTSS
Timeline From 7/2016 To 9/2016
3. The MTSS team will provide staff development to learn and apply the TIPS problem solving model, including identifying problems, developing hypotheses, selecting solutions, developing and implementing action plans, and evaluating and revising action plans, all based on data.
Timeline From 9/2016 To 6/2017
4. The MTSS coach will attend interdisciplinary teams, departments, and PLT meetings periodically to to facilitate the TIPS process.
Timeline From 9/2016 To 6/2017

5.	PLT's will create common assessments and other formative assessments to measure student progress.
Timeline	From 9/2016 To 6/2018
6.	PLT's will use the data from common assessments to plan targeted instruction for students.
Timeline	From 9/2016 To 6/2018
7.	Interdisciplinary Teams will utilize data to create intervention and enrichment groups during our school-wide intervention/enrichment time (CIA).
Timeline	From 9/2016 To 6/2018
8.	Administration will establish protocols for accountability and a common CIA.
Timeline	From 9/2016 To 11/2016
9.	Teachers will conduct Walkthroughs, using a data capture survey, during all instructional times
Timeline	From 11/2016 To 6/2018
10.	Committee members will model and share strategies from Learning in the Fast Lane during staff meetings and/or hall meetings.
Timeline	From 11/2016 To 6/2017

Key Process
2. All staff members will foster an inclusive school culture that implements Capturing Kids Hearts in order to build relationships between students and staff and decrease discipline data.
Tier
Tier 1 / Core
Process Manager
ShaRhonda Smith
Measurable Process Check(s)
SIP team will collect, analyze, and share data from the Capturing Kids Hearts Walkthroughs.
Capturing Kids Hearts committee will evaluate the effectiveness of the professional development by sending out a quarterly survey to determine implementation strengths and opportunities for growth.

Action Step(s)
1. All staff will complete Capturing Kids Hearts training to build a common vision.
Timeline
From 7/2016 To 8/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School: Wendell MS
Plan Year 2016-2018
LEA: Wake County (920)

2. All teachers will introduce "Capturing Kids Heart" model throughout the first few weeks of school and implement it throughout each quarter.

Timeline From 8/2016 To 6/2017

3. The PBiS team will create a point system for school-wide Leader of the Pack that will recognize student successes quarterly.

Timeline From 7/2016 To 8/2016

4. All staff will give at least one "Howl Out" per month to share on the Wendell News and NewsFlash.

Timeline From 9/2016 To 6/2018

5. Staff will develop a common language around equity using Equity Modules.

Timeline From 9/2016 To 6/2017

6. Committee members will create a Capturing Kids Hearts walkthrough tool.

Timeline From 7/2016 To 9/2016

Key Process

3. Implement and increase the variety and number of opportunities for parents and community to engage in our students education.

Tier

Tier 1 / Core

Process Manager

Tracy Moseley

Measurable Process Check(s)

School Culture Committee with analyze exit survey results to evaluate event effectiveness.

The School Improvement Team will collect, organize, analyze, and share data from our focus group.

Action Step(s)

1. Administration will create a focus group to foster relationships with external partnerships designed to increase community presence within our school building.

Timeline From 7/2016 To 11/2016

2. Staff will host at least 4 after school student-led events per year to increase parent involvement.

Timeline From 8/2016 To 6/2018

School: Wendell MS**Plan Year** 2016-2018**LEA:** Wake County (920)

3. Staff will participate in two off-campus community events, one in the Wendell community and one in the Knightdale community.

Timeline From 10/2016 To 6/2017

4. Mentoring Program Coordinators will design a student outreach program with community volunteers to foster motivation and leadership in our identified students.

Timeline From 8/2016 To 6/2017

School Improvement Plan**Waiver Request****School:** Wendell MS**Plan Year** 2016-2018

Date	Jul - 2016
Waiver Requested	
No Waivers requested	
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:	Wendell MS
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Capturing Kid's Hearts as a schoolwide management system to decrease absenteeism and increase student focus and engagement during class.	All Staff Members	By 2018, Wendell Middle School will increase the level proficiency on North Carolina Achievement Indicator Tests from 44% to 53% while meeting or exceeding growth status.
Learning in the Fast Lane book study and implementation	All Instructional Staff	By 2018, Wendell Middle School will increase the level proficiency on North Carolina Achievement Indicator Tests from 44% to 53% while meeting or exceeding growth status.
MTSS	All Teachers	By 2018, Wendell Middle School will increase the level proficiency on North Carolina Achievement Indicator Tests from 44% to 53% while meeting or exceeding growth status.

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

School:	Wendell MS
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:
---------------	----------------------	------------------------

School Improvement Plan

Intervention Planning Matrix

School:	Wendell MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>Strategic:</p> <ul style="list-style-type: none"> • Path Driver Maze considered medium risk. • History of Level 2 on previous reading EOGs. • EVAAS probability of proficiency between 30% and 45%. • Below 69% on major common assessments. • Must show need in at least two of these stated data points. <p>Intensive:</p> <ul style="list-style-type: none"> • Path Driver Maze considered high risk. • History of Level 1 on most or all previous reading EOGs. • EVAAS data probability of proficiency below 30%. • Below 50% on major common assessments. • Must show need in at least two of these stated data points. <p>New Students:</p> <ul style="list-style-type: none"> • If Path Driver screening window is still open, a new student will be given the screening within two weeks of arrival by Mike West (Path Driver coordinator). • Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. • The same criteria as above will be used to determine the placement in intervention. • Additional data points can be used for new students such as another state's CC testing data. <p>Exiting:</p> <p>Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points from Path Driver, progress monitoring unique to the intervention program, and formative assessment data from the ELA core classroom teacher as well as mutual agreement of all stakeholders, including teachers, administrators, and parents.</p> <p>Review Schedule:</p> <ul style="list-style-type: none"> • Students in strategic intervention will be progress monitored every 3 weeks. • Intervention Team and/or core teachers will review data at least once per quarter. • Students in intensive intervention will be progress monitored every 3 weeks. • Intervention Team and/or core teachers will review data at least once every 4 weeks. 	<p>Strategic:</p> <ul style="list-style-type: none"> • Path Driver Math considered medium risk. • History of Level 2 on previous math EOGs. • EVAAS probability of proficiency between 40% and 50%. • Below 69% on major common assessments. • Must show need in at least two of these stated data points. <p>Intensive:</p> <ul style="list-style-type: none"> • Path Driver Math considered high risk. • History of Level 1 on most or all previous math EOGs. • EVAAS probability of proficiency below 40%. • Below 50% on major common assessments. • Must show need in at least 2 of these data points. <p>New Students:</p> <ul style="list-style-type: none"> • If Path Driver screening window is still open, a new student will be given the screening within two weeks of arrival by Mike West (Path Driver coordinator). • Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. • The same criteria as above will be used to determine the placement in intervention. • Additional data points can be used for new students such as another state's CC testing data. <p>Exiting:</p> <p>Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points from Path Driver, progress monitoring unique to the intervention program, and formative assessment data from the math core classroom teacher as well as mutual agreement of all stakeholders, including teachers, administrators, and parents.</p> <p>Review Schedule:</p> <ul style="list-style-type: none"> • Students in strategic intervention will be progress monitored every 3 weeks. • Intervention Team and/or core teachers will review data at least once per quarter. • Students in intensive intervention will be progress monitored every 3 weeks. • Intervention Team and/or core teachers will review data at least once every 4 weeks. 	<p>SIRS discipline data: Minor and Major-Both will be collected and entered into the system on a consistent basis and grade level. Our school has a common understanding and common language about what major and minor data is entered.</p> <p>Attendance Data:</p> <p><u>Red</u> (Significant Risk): 4 or more consecutive unexcused absences for current quarter</p> <p><u>Yellow</u> (Concern): 3 consecutive unexcused absences for current quarter</p> <p><u>Green</u> (On Track): 2 or fewer consecutive unexcused absences for current quarter</p> <p><u>Red</u> (Significant Risk): 10% or more unexcused absences/membership days current year</p> <p><u>Yellow</u> (Concern): 7-<10% unexcused absences/membership days current year</p> <p><u>Green</u> (On Track): <7% or less unexcused absences/membership days current year</p> <p>Behavior Data:</p> <p><u>Red</u> (Significant Risk): 3 majors and/or 5 minors for current quarter</p> <p><u>Yellow</u> (Concern): 1-2 majors and/or 3-4 minors for current quarter</p> <p><u>Green</u> (On Track): 0 majors and/or 1-2 minors for current quarter</p> <p>Entering Strategic Intervention:</p> <p>Yellow in either the attendance or behavior data.</p> <p>Intensive Intervention:</p> <p>Red in either the attendance or behavior data.</p> <p>Fading Intervention:</p> <p>Students show decrease in frequency of behavioral incidences and/or absences.</p> <p>Exiting:</p> <p>Intervention Team and/or core teachers and student services team will make exiting decision based upon individualized student mastery of attendance and/or behavior goals.</p> <p>Review Schedule:</p> <ul style="list-style-type: none"> • Individualized student attendance and/or behavior goals will be reviewed by Intervention Team, core teachers, and/or student services team as noted on student contract.

School Improvement Plan

Intervention Planning Matrix

School:	Wendell MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Intervention Structure	<p>Strategic: Daily intervention instruction during CIA time (30 minutes) No more than 15 students per teacher.</p> <p>Intensive: Daily instruction during elective time with reading intervention teacher (45 minutes) No more than 15 students per teacher</p>	<p>Strategic: Daily intervention instruction during CIA time (30 minutes) No more than 15 students per teacher.</p> <p>Intensive: Daily instruction during elective time with reading intervention teacher (45 minutes) No more than 15 students per teacher</p>	<p>Strategic and intensive interventions can be delivered through core.</p> <p>Classroom-based interventions will be delivered throughout the day by core teachers.</p> <p>More intense interventions, like Social Skills instruction, will be delivered during the day outside of core during a time such as CIA by our counselors.</p> <p>An intervention will be chosen and the frequency and duration will be determined during the TIPS process by the Intervention Team and/or core teachers and counselors. The frequency and duration will be contingent upon the progress made toward the individualized student goals.</p> <p>Example: A student has been identified for Check-In/Check-Out. Student progress will be monitored every two weeks. At the 4th week the team will decide whether to begin fade off, continue, or modify intervention.</p>
Instruction	<p>Strategic: CIA Reading Intervention teachers will use Read Up! strategies with high interest reading materials, AMP, and/or Fast Track.</p> <p>Intensive: Reading Intervention teacher will use i-Ready with fidelity. Intervention Team will meet monthly to review intensive intervention data and plans to adjust instruction as needed. **Any changes in instruction format will be approved by administration prior to changes.</p>	<p>Strategic: CIA Math Intervention teachers will use Quantile Framework resources, Number Worlds, and/or V-Math to pre-teach and/or re-teach math standards.</p> <p>Intensive: Math Intervention teacher will use i-Ready with fidelity. Intervention Team will meet monthly to review intensive intervention data and plans to adjust instruction as needed. **Any changes in instruction format will be approved by administration prior to changes.</p>	<p>School-wide expectations developed and taught. Once a month during PLTs, teams use their TIPS guiding document to help conduct Kid talk. Once a quarter PBIS team will share grade level data with the whole school.</p> <p>Examples for Social Skills: Second Step Lessons exist to teach school wide expectations and reteach them. This can fluidly be used with individual students.</p> <p>Stakeholders involved in the planning of interventions and identified staff to carry out instruction. The intervention team will consistently monitor how effective intervention is and how structures should modify as related to data. Grade levels and support staff may serve the role of monitoring.</p>

School Improvement Plan

Intervention Planning Matrix

School:	Wendell MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>All students will be screened using the Path Driver tool (Maze only).</p> <p>Any student that is receiving intensive or strategic intervention will be progress monitored using Path Driver Maze and/or progress monitoring tools unique to the research based intervention being used.</p> <p>In addition, i-Ready students will adhere to assessment time frame as prescribed by the program.</p> <p>Intervention Team and/or core teachers will meet and review data and adjust intervention as needed.</p> <p>PLT teams will meet to review progress monitoring results and plan accordingly.</p>	<p>All students will be screened using the Path Driver math tool.</p> <p>Any student that is receiving intensive or strategic intervention will be progress monitored using Path Driver Maze and/or progress monitoring tools unique to the research based intervention being used.</p> <p>In addition, i-Ready students will adhere to assessment time frame as prescribed by the program.</p> <p>Intervention Team and/or core teachers will meet and review data and adjust intervention as needed.</p> <p>PLT teams will meet to review progress monitoring results and plan accordingly.</p>	<p>SIRS discipline data: Minor and Major</p> <p>Attendance data Based on the data reviewed the frequency and duration of the intervention will be increased, faded, or modified.</p> <p>Progress monitoring will occur at least monthly, with the possibility of occurring more frequently based on the action plan step in the TIPS process.</p>

School Improvement Plan

Intervention Planning Matrix

School:	Wendell MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Curriculum/Resources	Resources: <ul style="list-style-type: none"> • Path Driver for student identification and progress monitoring • i-Ready (Tier 3) • MCI-Intensive reading support (Tier 2) • Read Up! (Tier 2) • AMP (Tier 2) • Fast Track (Tier 2) • Scope Magazine (Tier 2) • High Wire (Tier 2) • TweenTribune.com (Tier 2) • ReadWorks.org (Tier 2) 	Resources <ul style="list-style-type: none"> • Path Driver for student identification and progress monitoring • i-Ready (Tier 3) • Quantile Framework (Tier 1 and 2) • V-Math (Tier 2 and 3) • Number Worlds (Tier 2) 	PBIS <ul style="list-style-type: none"> • PBIS.org • PBIS School Based Team • PBIS District Coach Discipline/Social Skills (Resources below are located in media center, BST, and/or student services department) <ul style="list-style-type: none"> • Second Step Curriculum • Teaching Social Skills to Youth • The Incredible 5 Point Scale • Room 28-A Social Language Program • The Owning Up Curriculum • Kids' Guide to Working Out Conflicts • Motivation guide (Identifying strengths, interests, abilities, hopes, and dreams)

School Improvement Plan

Intervention Planning Matrix

School:	Wendell MS
Plan Year	2016-2018
School Year:	2017-2018

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