

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** Jones Dairy ES

**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p><b>Trends 2013-2016</b> In 2013-2016, EOG Composite for College and Career Readiness, levels IV and V, shows an overall increase of 1.9%. (77.4 to 76.7 to 79.3)  In 2013-2016, EOG composite data for proficiency had an overall increase of 0.9% (86.2 to 84.2 to 87.1)  In 2013-2016, EOG proficiency for 4th grade MATH had an overall increase of 2.1%. (87.6 to 83.1 to 89.7) In 2013-2016, EOG proficiency for 5th grade MATH had an overall increase of 5.7%. (83.9 to 84.6 to 88.6) In 2013-2016, EOG proficiency for 4th grade ELA had an overall increase of 2.1% (83.2 to 83.1 to 85.3) In 2013-2016, EOG proficiency for 5th grade ELA had an overall increase of 0.5%. (81 to 77.7 to 81.5) In 2013 - 2016, EOG proficiency for 5th grade SCIENCE had an overall increase of 9.4% (83.9 to 83.8 to 93.3)</p> <p><b>2015-2016</b> All AMO Targets were met for the 2015-2016 school year. 87.1% of students in grades 3-5, levels III, IV, and V, were proficient as measured by the 2015-2016 End of Grade performance Composite. This overall composite for JDE is 18.2% above the WCPSS composite of 68.9%.  83.7% of students in grades 3-5, levels III, IV and V, were proficient in ELA. 88.6% of students in grades 3-5, levels III, IV and V, were proficient in Math. 93.3% of students in grades 3-5, levels III, IV and V, were proficient in Science.  79.3% of students in grades 3-5, levels IV and V, were proficient as measured by the 2015-2016 End of Grade performance Composite for College and Career Readiness.  75.1% of students in grades 3-5, levels IV and V, were proficient in ELA. 81.8% of students in grades 3-5, levels IV and V, were proficient in Math. 84.4% of students in grades 3-5, levels IV and V, were proficient in Science.</p> <p><b>Trends 2012-2015</b> In 2013-2015 data, EOG Proficiency in ELA had an overall increase of 1.5% for all students. (80.9 to 85.0 to 82.4)  In 2013-2015 data, EOG Proficiency in Math had an overall increase of 8.9% for all students. (77.2 to 88.5 to 86.1) In 2013 - 2015 data, EOG Proficiency in 3rd grade ELA had an overall increase of 0.2%. (85.8 to 90.2 to 86) In 2013-2015 data, EOG proficiency in 4th grade ELA had an overall increase of 1.5%. (81.6 to 83.2 to 83.1)  In 2013 - 2015 data, EOG proficiency in 5th grade ELA had an overall increase of 2.7%. (75 to 81 to 77.7)</p> <p><b>2014 - 2015</b> 76.7% of students in grades 3-5, levels IV and V, were proficient as measured by the 2014-2015 End of Grade performance Composite for College and Career Readiness.  73.2% of students in grades 3-5, levels IV and V, were proficient in ELA. 80.6% of students in grades 3-5, levels IV and V, were proficient in Math. 75.4% of students in grades 3-5, levels IV and V, were proficient in Science.</p> <p><b>2013-2014</b> 77.4% of Students in Grades 3-5, levels IV and V, were proficient as measured by the 2013-2014 End of Grade performance Composite for College and Career Readiness. This overall Performance Composite is well above the district's percentage of 59%.  100% of JDE's grade levels and departments are participating in collaborative PLT's to discuss data to address remediation/enrichment opportunities for all students, including {sub-groups}. Staff members will continue to collaborate in PLTs to ensure implementation of Bloom's Taxonomy and Higher Order Questioning into daily classroom instruction.</p>	<p><b>Trends 2013 - 2016</b> In 2013 - 2016, EOG proficiency for 3rd grade MATH had an overall decrease of 6.8% (93.5 to 90.2 to 86.7) In 2013 - 2016, EOG proficiency for 3rd grade ELA had an overall decrease of 4.7%. (88.9 to 86 to 84.2) In 2013- 2016 data, EOG composite data for Level III, IV, and V students in grade 3-5 saw an overall decrease of 0.8% in ELA. (84.5 to 82.4 to 83.7)</p> <p><b>2015 - 2016</b> Even though all AMO targets were met, the overall growth index was -0.97%.</p> <p><b>Trends 2012-2015</b> In 2013-2015 data, EOG composite data for Level IV and V students (4th and 5th grade) had an overall decrease of 10.2%. (98 to 98.9 to 87.8) In 2013-2015 data, Level IV and V students in 4th grade showed an overall decrease of 6.1% in ELA. (99.1 to 100 to 92.1)  In 2013-2015 data, Level IV and V students in 4th grade showed an overall decrease in Math of 5.3%. (96.4 to 100 to 94.1)  In 2013 - 2015 data, Level IV and V students in 5th grade showed an overall decrease of 7.9% in ELA. (100 to 100 to 92.1)  In 2013- 2015 data, EOG proficiency for SWD showed an overall decrease of 11.6% in ELA. (52.1 to 62.1 to 40.5)</p> <p><b>2014-2015</b> Even though we met all AMO targets, students with disabilities and AIG met with safe harbor in ELA.  We continue to show the same patterns with not meeting growth targets in ELA grade 4 and Math grade 4.  EOY TRC Benchmark dropped from 63% to 41% in grade 1. EOY TRC Benchmark dropped from 50% to 45% in grade 2. EOY TRC Benchmark went from 30% to 50% to 39% in grade 3.</p> <p><b>2013-2014</b> Provide the opportunity for students not identified as Academically or Intellectually Gifted to apply their skills in a diverse learning environment to help foster individual growth.  Ensuring that practices are in place to fully support the 2 sub-groups to attain maximum academic progress/growth for these students.  Ensuring that the school is meeting the needs of its diverse learners with a limited number of instruction support months.  Time demand/priority to monitor effectiveness of instruction and the implementation of bloom's taxonomy/differentiation and higher order thinking questions into daily classroom instruction.  Ensuring that student needs are being met through classroom differentiation and flexible groupings.  Ensuring that daily instruction incorporates instructional technology for students and that the classroom teachers and support staff are being supported in the area of technology integration and implementation.</p>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	<b>2016-2017</b>	<b>2016-2017</b>
	<b>2015-2016</b> PLTs continue to develop CFAs to ensure growth for all students. The walkthrough committee has been established and has compiled data from 41 walk throughs. 39% of walkthrough data indicates effective communication is happening in the classroom. 27% of walkthrough data indicates collaboration is taking place in the classroom.	<b>2015-2016</b> 14% of walkthrough data indicates creativity is taking place in the classroom. 17% of walkthrough data indicates critical thinking is taking place in the classroom.
	<b>2014-2015</b> 100% of JDE's grade levels are participating in collaborative PLTs to discuss data and address pretest and posttest assessments to ensure growth for all students.  Study Island and Moby Max are being used in grades 3-5 weekly to monitor specific objectives relating to testing standards.	Inconsistent recognition of best practices in English Language Arts and Math through informal monitoring.  Inconsistent use of flexible groupings and team teaching in Kindergarten through Fifth Grade.  Inconsistent use of effective instructional technology in Kindergarten through Fifth Grade classrooms, in Specials, and in Resource Classes as a tool for differentiation.
	<b>2013-2014</b> Having a master schedule that supports 45 minutes of Common Planning, time allowance for Weekly PLT's and Support to implement Bloom's Taxonomy and Differentiated Instruction using Higher Order Questioning to address the inclusion of rigor as an instructional norm.  Accessibility to mClass to progress monitor student growth and weaknesses.  Opportunities for remediation and enrichment to support low performing/high flying students through the implementation small group instruction with a strong focus on Level IV non-gifted Students.	Common consistency of instructional practices with the inclusion of rigor.

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Staff and Student Demographics	<p><b>2016-2017 Attendance</b> At this time, our social worker has initiated a school wide attendance challenge. She's also started a character trait of the month in which students will be recognized.</p> <p><b>2015-2016 SIRS</b> During the 15-16 school year, there were 13 incidents reported in SIRS. 38% of the incidents reported involved physical aggression/fighting.</p> <p>The majority of our instructional staff members are tenured/careered.</p> <p>A very low percentage of students are considered "At-Risk".</p> <p>Over 70% of students and families adhere to and deem attendance to be essential to student learning and achievement.</p>	<p><b>2016-2017 Attendance</b> Attendance and Early check out continues to be a struggle for JDE. Total Absences for July - 123; August - 258; Sept. - 370;(Q1 = 751) Oct. - 977; Nov. - 551 Total Tardies for July - 48; Aug. - 102; Sept. - 86; (Q1 = 236) Oct. 133; Nov. - 238 Total Instructional Time lost for October due to early check out: 363 hours, 10 mins Total Instructional Time lost for November due to early check out: 723 hours, 50 mins Attendance Letters Sent: Sept. - 5 letters; Oct. - 3 letters</p> <p><b>2015-2016 Attendance</b> Total Absences Q1 - 582 Total Tardies Q1 - 211 Total Absences Q2 - 1188 Total Tardies Q2 - 407</p> <p><b>Trends 2012-2015</b> In 2014-2015 attendance data, absences from K to 3rd grade increased by 1,437%. In 2014- 2015 attendance data, tardies from K to 3rd grade increased by 1,130%. In 2015-2016, so far, absences have increased 659% for Kindergarten students from the prior year. In 2015-2016, so far, tardies have increased 407% for Kindergarten students from the prior year.</p> <p><b>2014-2015</b> We had 636 students with unexcused absences. We also had 296 students with unexcused tardies.</p> <p><b>2013-2014</b> Identify and address the unique needs of our students who perform at a high level but receive no additional academic services outside of the classroom.</p> <p>To increase overall understanding of Differentiated Instruction, Bloom's Taxonomy and Higher Level Questioning.</p> <p>To increase the integration of instructional technology in daily instruction, and to increase the comfort with and exposure to technology among students and staff. To improve student attendance through dismissal. Many students are observed checking out after the 12:30 deadline which directly impacts instructional time.</p>

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Perception	<p><b>2015-2016</b>  <b>Parent Survey:</b>            94.1% of parents surveyed, agreed with the statement that they respect the teachers at JDE.            83.7% of parents feel comfortable raising concerns to teachers and staff at JDE.            79.4% of parents feel connected to JDE's environment and community.  <b>Student Survey:</b>            93% of students agree that teachers care about them.            85.3% of students agree that they feel safe at school.            84.2% of students agree that teachers are there for them when needed.  <b>TWC 2016:</b>            93.2% of teachers indicated JDE was a good place to work and learn.            96.6% of teachers indicated that the school does a good job of encouraging parent/guardian involvement.            100% of teachers agreed that the community we serve is supportive of JDE.  <b>Trends 2014-2016</b>            From 2014-2016 TWC survey, shows an increase of 24% in teachers' perception of an atmosphere of trust and mutual respect.            From 2014-2016 TWC survey, shows an increase of 20.4% in teachers' perception of available time to collaborate with colleagues.  <b>Trends 2012-2015</b>            From 2012-2014 TWC survey, shows an increase of 17.9% in teachers perception of professional development as a resource that enhances their instructional ability with student population.            From 2012-2014 TWC survey, shows an increase of 14.8% in teachers that say an appropriate amount of time is provided for professional development.            In 2014-2015 5th grade student survey, data shows 98.4% of students feel that teachers care about them.              In 2014-2015 5th grade student survey, data shows 95.2% of students feel that teachers are there for them when needed.              In 2014-2015 5th grade student survey, data shows 92.1% of students feel that adults at JDE treat them fairly.                Small percentage of low performing students.              Large percentage of average/above average students.</p>	<p><b>2015-2016</b>  <b>Parent Survey:</b>            47.2% of parents surveyed agreed that teachers provide videos and resources on their website to assist with homework and class content.            79.4% of parents surveyed indicated they feel connected to our school's environment and community.  <b>Student Survey:</b>            14.7% of students indicated they did not feel safe at school.            24.8% of students surveyed indicated that school rules were unfair.  <b>TWC:</b>            From 2016 TWC survey, 81.4% of teachers indicated an atmosphere of trust and mutual respect at JDE.            From 2016 TWC survey, 80.4% of teachers indicated that they have sufficient training to fully utilize instructional technology.            From 2016 TWC survey, 73.7% of teachers indicated that professional development is differentiated to meet the individual needs of teachers.    <b>Trends 2014-2016</b>            From 2014-2016 TWC survey, shows a decrease of 16.6% that members of the SIT are elected.            From 2014-2016 TWC survey, shows a decrease of 1.7% that faculty work in a school environment that is safe.    <b>Trends 2012-2015</b>            From 2012-2014 TWC survey, shows a decrease of 31.4% in teachers having sufficient access to technology.            From 2012-2014 TWC survey, shows a decrease of 21.7% in the perception of a trustful, respectful atmosphere.            In 2014-2015 5th grade student survey, data shows 78% of students feel their teachers are interested in them as a person rather than just a student.              That students will continue to perform within the same composite ranges and not reach our SIP academic goal of 100% growth in the areas of English Language Arts, Math, and Science.</p>

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>Level IV Non-Gifted Students not making adequate growth as measured by the End of Grade Assessments in English Language Arts, Math and Science. (2014-2016; continuing for 2016-2018)</p>	<p>Inconsistent instructional practices evident school-wide. Limited funds to support staff development opportunities for adding rigor to daily classroom instruction. The amount of students serviced by Intervention Team members are limited due to allocation of months and staff to support implementation.</p>	<p>More staff development opportunities through-PLT's with consistent, structured monitoring. Implementing strategic SIT monitoring, implementing consistent teaching practices/norms and effectively utilizing walk through data with immediate feedback to encourage and empower teacher leadership and performance.</p> <p>Differentiation/Bloom's Taxonomy/Higher Order Questioning Staff Development: Staff will continue to implement and discuss their use of Bloom's Taxonomy</p> <p>Walkthroughs will continue throughout the school to monitor the use of higher level questioning in all academic areas and the integration of Bloom's Taxonomy into daily lessons and activities. This data will be shared with teachers as well as the School Improvement Team to help ensure that school wide goals are being met.</p> <p>Provide opportunities for flexible cluster groupings using the collaborative/co-teaching model in kindergarten through fifth grade.</p>

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Students in Kindergarten through Fifth Grade are struggling to show proficiency in Math and English Language Arts due to their understanding of the Academic Vocabulary associated with the Common Core State Standards. (2014-2016; continuing for 2016-2018)	Jones Dairy has a seen an increase in the number of students struggling in English Language Arts and Math who also come from specific demographic backgrounds such as low socioeconomic, Black and Hispanic. Through the digging deeper assessments done as part of the intervention process and the evaluations done for Special Education a common factor in low student performance is the struggles that they have in applying academic vocabulary.	The development of a school-wide approach to exposing and teaching required academic vocabulary in classrooms, and resource settings with a focus on teaching strategies to develop the vocabulary of all students.
The inconsistent integration of Technology into daily classroom instruction due to the lack of support and professional development. (2014-2016; continuing for 2016-2018)	Lack of funds for specific technological needs in the classroom. Many pieces of technology continue to have similar issues at similar times which compound overall technological problems.	Continue our partnership and communication with PTA in order to utilize funds most effectively.
In 2013- 2015 data, EOG proficiency for students with disabilities (SWD) showed an overall decrease of 11.6% in ELA. (52.1 to 62.1 to 40.5)	<ul style="list-style-type: none"> <li>• Collaboration within grade levels and special education that supports SWD</li> <li>• Progress monitoring inconsistencies between special education/grade levels</li> <li>• Structure of special education instruction: mixed grade levels populations in the special education setting</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing common core/ classroom expectations within student goals</li> <li>• Adjust scheduling of special ed instruction to maximize core instruction</li> <li>• Incorporate common core standards into special ed instruction</li> <li>• Grade level and special education teachers plan together to incorporate common core requirements into special ed goals</li> <li>• Provide opportunities for pull out &amp; co-teaching instruction as appropriate to student needs</li> </ul>

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>Between EOY 2013-2014 and BOY 2014-2015, student proficiency in TRC decreased by an average of 13.5%.</p>	<ul style="list-style-type: none"> <li>• Inconsistency in giving TRCs, specifically when grading written comprehension portions</li> <li>• Relationships with previous teacher and potential student anxiety when testing with a new teacher</li> <li>• Teacher expectations of grading written component might be "too critical"</li> <li>• Teacher expectations/understanding about prompting during TRC</li> <li>• Subjectivity within oral retell and "buzz" words in retell</li> <li>• Lack of opportunity for students to test "on grade level" before lowering standards to their current level</li> <li>• Expectations for the beginning of the year</li> <li>• Expectations of growth/lack of growth interfering with subjectivity of retelling/grading of assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Shift teacher expectations to strictly follow DPI exemplars</li> <li>• Continue DPI expectations from year to year</li> <li>• Review of TRC benchmark Level Instructions per email sent 5/2/16</li> </ul>

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Based on Walkthrough data for the 2015-2016 school year, 4% of the classrooms observed were engaged in critical thinking.	<ul style="list-style-type: none"> <li>• Frontloading/direct instruction time</li> <li>• Students lining up to turn in assignments - This is an opportunity for students to think more critically by checking each other's work.</li> <li>• Work sheet based planning</li> <li>• Lack of time to discuss/implement professional development as a PLT</li> <li>• Revisiting professional development and reassessing needs/support</li> <li>• Separation of professional developments may create frustration instead of integrating topics to reduce stress and feelings of "adding more to our plates"</li> <li>• Parent "push-back" on teachers who challenge the status quo and push students critically - these teachers may be labeled as "too mean" or "too tough"</li> </ul>	<ul style="list-style-type: none"> <li>• Common planning time to discuss, implement, and revisit professional development to support student needs</li> <li>• Create engaging lessons as a grade level to go above worksheet planning</li> <li>• Communicating and engaging with parents in challenging the norms and elevating critical thinking in our children</li> </ul>

**Data Summary**

Describe your conclusions

Jones Dairy has a well established instructional staff and student population. On average 75% or more of students regularly perform at or above grade level. Although this is considered a strength, it is evident that there are several areas that can be improved to support the overall growth and continued success for this multi-track elementary school. A structured, systematic monitoring plan will be implemented to effectively track student growth and drive instructional practices at this school site. Regular walkthrough visits will continue and quarterly data discussions/reviews will occur to monitor/support student progress and instructional practices throughout the school community.

## School Improvement Plan

### Membership of School Improvement Team

<b>School:</b>	Jones Dairy ES
<b>Plan Year</b>	2016-2018
<b>Principal:</b>	Robert Bendel
<b>Date:</b>	Jul - 2016

### SIP Team Members

	<b>Name</b>	<b>School Based Job Title</b>
1	Altonia Bransome	Assistant Principal
2	Angela Cular	Parent
3	Donna Murphy	Teacher
4	Heather Cobb	School Improvement Chair
5	Jennifer Rinker	School Improvement Chair
6	Kathryn Linstruth	Teacher
7	Katie Faulkner	Teacher
8	Kevin Saeva	Assistant Principal
9	Kristin Glass	Teacher
10	Louisa Pennington	Teacher
11	Mary Smith	Instructional Support Personnel
12	Michele Farris	Instructional Support Personnel
13	Nicole Tillery	Teacher
14	Robert Bendel	Principal
15	Rosanne Dickerson	Teacher
16	Thelma Phillip-Perry	Teacher
17	Traci Johnson	Instructional Support Personnel

## School Improvement Plan

### Mission, Vision and Value Statements

<b>School:</b>	Jones Dairy ES
<b>Plan Year</b>	2016-2018
<b>Date:</b>	Mar - 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 Jones Dairy Elementary students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

#### 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 value our diverse school community that is inviting, respectful, inclusive, flexible, and supportive.  
We value data driven decision making to ensure relevant, rigorous, and meaningful learning is taking place each day.  
We value our well-supported, highly effective, and dedicated principals, teachers, and staff.  
We value our culture of continuous improvement, risk-taking, and innovation that will result in high success rates for all students.

## School Improvement Plan

### Summary of Goals, Key Processes and Action Steps

**School:** Jones Dairy ES  
**Plan Year** 2016-2018  
**LEA:** Wake County (920)

School Goal		
By 2018, 100% of students at JDES will demonstrate growth as measured by the EVAAS NCE percentiles.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Rob Bendel, Altonia Bransome, Kevin Saeva, Leadership Team; Classroom Teachers	Learning and Teaching	Globally Competitive Students
<b>Resources</b>		
mClass Quarterly Benchmark Assessments CMAPP Professional Learning Teams Common Formative Assessments (CFAs) We wish to utilize DPI Flexibility with funds transfers.		

Key Process
<b>1.</b> Increase overall student growth in all academic areas using the implementation of a school wide approach to teaching Vocabulary Development.
<b>Tier</b>
Tier 1 / Core
<b>Process Manager</b>
Kate Linstruth
<b>Measurable Process Check(s)</b>
The vocabulary committee will monitor the progress of (Grades K-5) Wordly Wise CFAs to measure the context to which students' apply vocabulary.
The mClass coordinators will compile mClass Data 3X a year in grades K-5 to show growth in comprehension.

Action Step(s)
<b>1.</b> Continue the use of Wordly Wise for students in Kindergarten through the Fifth Grade.
<b>Timeline</b> From 7/2016 To 6/2018
<b>2.</b> PLTs will provide quarterly data which demonstrates each student's application of the common vocabulary taught to date.
<b>Timeline</b> From 7/2016 To 6/2018
<b>3.</b> Provide strategic practices 3-5x a week using push-in/pull-out for students needing interventions.
<b>Timeline</b> From 7/2016 To 6/2018
<b>4.</b> PLTs will assess student application of common vocabulary using a benchmark assessment.

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**Timeline** From 7/2016 To 6/2018

5. Vocabulary Committee will be responsible for aggregating provided data and analyzing the data set for trends.

**Timeline** From 7/2016 To 6/2018

#### Key Process

2. Teachers and Special Education programs will collaborate to improve the structure, function, and monitoring of students with disabilities.

#### Tier

Tier 3

#### Process Manager

Altonia Bransome, Kevin Saeva, Special Education Teachers, Classroom Teachers

#### Measurable Process Check(s)

Teachers and Special Education will compile collaboration data for a minimum of 30 minutes per quarter about student goals and classroom instruction to determine best instructional practices.

#### Action Step(s)

1. Teachers and Special Education will collect progress monitoring data per IEP timeline.  
**Timeline** From 7/2016 To 6/2018
2. Special Education teachers will discuss progress monitoring data from the Special Education setting.  
**Timeline** From 7/2016 To 6/2018
3. Special Education will discuss student work samples completed in the special education setting.  
**Timeline** From 7/2016 To 6/2018
4. Teachers will discuss mClass data, progress monitoring data, and common formative assessments from the classroom.  
**Timeline** From 7/2016 To 6/2018

#### Key Process

3. Increase overall student growth in all academic areas by staff members utilizing prior professional development and 21st century based learning/application.

#### Tier

Tier 1 / Core

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### Process Manager

Rob Bendel, Altonia Bransome, Grade Level

### Measurable Process Check(s)

PLTs will compile mClass reports 3X a year in grades K-5 to measure student growth in Reading Fluency and Decoding.

PLTs will analyze common assessment data quarterly in grades K-5 to measure growth in Math, ELA, and Science.

The walkthrough committee will collect and analyze quarterly data based on evidence of critical thinking elements during classroom observations.

### Action Step(s)

1. Kindergarten through fifth grade will implement flexible cluster grouping during ELA or Math instruction.

**Timeline** From 7/2016 To 6/2018

2. Identify students currently reading below grade level and provide targeted interventions as designated by the Wake County Elementary Read to Achieve Plan.

**Timeline** From 7/2016 To 6/2018

3. Continue the use of mClass, EVAAS, Benchmark Assessments, and Common Formative Assessments (CFA) to structure groups and demonstrate growth.

**Timeline** From 7/2016 To 6/2018

4. All staff will participate in the Learning in the Fast Lane book study to increase understanding and implementation of critical thinking elements.

**Timeline** From 7/2016 To 6/2018

5. PLTs will plan, share, and reflect on activities/lessons that incorporate critical thinking strategies.

**Timeline** From 7/2016 To 6/2018

6. Continue the growth of BYOD program and provide strategic planning for implementation of technological devices.

**Timeline** From 7/2016 To 6/2018

7. Grade level/departments will integrate technology into engaging lesson plans that will be part of daily classroom instruction.

**Timeline** From 7/2016 To 6/2018

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**LEA:** Wake County (920)

School Goal		
By 2018, 95% of staff, students and parents surveyed will agree that Jones Dairy Elementary School is a good place to work and learn.		
Goal Manager	Strategic Objective	State Board of Education Goal
Traci Johnson, Altonia Bransome	Community Engagement	Healthy Responsible Students
Resources		
Powerschools Attendance Reports Staff, Parent, and Student Surveys Character Education Plan Safe and Orderly Schools Plan Duty Free Lunch and Planning for classroom teachers		

Key Process
<b>1.</b> Increase student attendance and decrease student tardiness. <b>Tier</b> Tier 1 / Core <b>Process Manager</b> Traci Johnson, Kathy Brown, School Social Worker, School Psychologist, PBIS Committee <b>Measurable Process Check(s)</b> The attendance committee will complete data checks and hold data discussions monthly with staff members to determine effectiveness of Positive Attendance Program.

Action Step(s)
<b>1.</b> Track student absences and tardiness monthly, specifically in regards to early dismissals past the 12:30 deadline as entered in Power Schools by Traci Johnson. <b>Timeline</b> From 7/2016 To 6/2018 <b>2.</b> Process managers will contact parents of students with absence and tardy trends and report data to school improvement team each month. <b>Timeline</b> From 7/2016 To 6/2018 <b>3.</b> Continue positive attendance program run through the school counselor, school social worker and PTA.

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**Timeline** From 7/2016 To 6/2018

4. Process Managers will report attendance data analysis to School Improvement Team monthly.

**Timeline** From 7/2016 To 6/2018

### Key Process

2. Build a positive school wide community by engaging all stakeholders in the learning and safety of our students.

#### Tier

Tier 1 / Core

#### Process Manager

PBIS Committee; PTA; Angela Cular

#### Measurable Process Check(s)

The PBIS Committee will create, collect, and analyze staff, student, and parent surveys annually to determine school climate.

The Climate Committee will analyze data from the NC Teacher Working Conditions Survey to determine areas of improvement for all staff members.

### Action Step(s)

1. Continue to develop PBIS program school wide.

**Timeline** From 7/2016 To 6/2018

2. Expand student leadership opportunities for students with multiple absences/tardies.

**Timeline** From 7/2016 To 6/2018

3. Continue Safety Patrol and Student Council programs by mentoring students and providing leadership roles within the programs

**Timeline** From 7/2016 To 6/2018

4. Continue student recognition program

**Timeline** From 7/2016 To 6/2018

5. Increase school/community outreach programs in collaboration with the school PTA.

**Timeline** From 7/2016 To 6/2018

6. Provide daily physical activity to all students either through structured and monitored recess or through weekly Physical Education Classes.

**School:** Jones Dairy ES  
**Plan Year** 2016-2018  
**LEA:** Wake County (920)

<b>Timeline</b>	From 7/2016 To 6/2018
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**School Improvement Plan****Waiver Request****School:** Jones Dairy ES**Plan Year** 2016-2018

<b>Date</b>	May - 2016
<b>Waiver Requested</b>	
N/A	
<b>How will this waiver impact school improvement?</b>	
N/A	
<b>Please indicate the type of waiver:</b>	State
<b>Please indicate the policy to be waived</b>	N/A

## School Improvement Plan

### Summary Sheet of Professional Development Activities

<b>School:</b>	Jones Dairy ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

### Development Activities for

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
Learning in the Fast Lane Book Study	All staff	By 2018, 100% of students at JDES will demonstrate growth as measured by the EVAAS NCE percentiles.
NCCAT - Critical Thinking	Walk through Committee	By 2018, 100% of students at JDES will demonstrate growth as measured by EVAAS NCE percentiles.
The 4 Cs: Collaboration, Creativity, Communication, Critical Thinking	All Staff	<p>By 2018, 100% of students at JDES will demonstrate growth as measured by EVAAS NCE percentiles.</p> <p>By 2018, 90% of staff, students, and parents surveyed will agree that JDES is a good place to work and learn.</p>
Effective Teaching Framework Community	All Staff	By 2018, 100% of students will demonstrate growth as measured by EVAAS NCE percentiles.

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

<b>School:</b>	Jones Dairy ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
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## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Jones Dairy ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	<p>The following data will be used to indicate students need additional data points: K-3: mCLASS data 4-5: EOG below 4, ELA Report Card grades below a 4 (administer mCLASS assessments )</p> <p>Threshold for Entry into the Problem Solving Cycle: students demonstrating a need in two or more measures (excluding composite). <a href="#">Team refers to WCPSS Tiered Support Flowchart to guide decisions.</a></p> <p>Exit: Reference <a href="#">WCPSS Tiered Support Flowchart</a> as well as gaining mutual agreement of all stakeholders.</p> <p>PLTs will meet with their case managers 1 time a month or as needed. Intervention Team will meet 1 Monday morning per month or as needed to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.</p> <p>New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs.</p> <p>At MOY &amp; EOY, the intervention team will pull the mCLASS DEF report to determine the number of students responding to interventions.</p>	<p>The following data will be used to identify students: 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 <a href="#">WCPSS Using NKT to Make Data-Based Decisions.</a> 2-5: Report Cards &amp; Common Assessments</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 1 time a month or as needed. Intervention Team will meet 1 Monday morning per month or as needed to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the <a href="#">WCPSS Tiered Support Flowchart</a> to guide decisions.</p> <p>New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs.</p> <p>At MOY &amp; EOY, the intervention team will pull K/1st NKT scores in Oasis. 2-5: create a report of grades using common assessments.</p>	<ul style="list-style-type: none"> <li>• SIRS discipline data: Documentation of Major office discipline referrals are collected and entered into the system on a consistent basis and grade levels will have a common understanding and common language about what major data is entered.</li> <li>• Minor offenses are documented by the classroom teacher. A copy is sent home, a copy is sent to the office, and one copy is kept on file by the classroom teacher.</li> <li>• Attendance data</li> <li>• Walkthrough observations</li> <li>• Student Feedback (perception) survey</li> <li>• Staff Survey (Teacher Working Conditions and Staff Assessment Survey)</li> <li>• Behavioral Screening, Universal Rating Scale (aligned with school-wide expectations), Behavior data collection forms to collect baseline data</li> <li>• Number of Days = ISS + OSS</li> </ul>

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Jones Dairy ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p>Students in need of <a href="#">strategic support</a> will receive intervention 2 to 4 days a week for 10 to 20 minutes per session with no more than 6 in a group.</p> <p>Students in need of <a href="#">intensive support</a> will receive interventions 4 to 5 days a week for 20 to 45 minutes per session with no more than 5 in a group.</p> <p>Interventions will be delivered during the literacy block which allows Core teachers to provide small group instruction and Intervention teachers to provide intensive strategic services during Daily 5 rotations, outside of mini-lessons.</p>	<p>Students in need of strategic interventions will receive intervention 2 to 4 days a week for 10 to 20 minutes per session with no more than 6 in a group.</p> <p>Students in need of intensive interventions will receive interventions 4 to 5 days a week for 10 to 20 minutes per session with no more than 3 in a group.</p> <p>Interventions will be delivered during the extended math block, while protecting core instruction.</p>	<ul style="list-style-type: none"> <li>Classroom-based interventions will be delivered throughout the day by core teachers. Check-In/Check-Out will be a mixed approach supported by staff.</li> <li>Classroom-based interventions are delivered within the regular class settings and either reduced or increased based on a review of monthly discipline data, with the ultimate goal being an elimination of the additional support.</li> <li>Social Skills instruction and Check-In/Check Out are fully delivered for at least one consecutive month and adjusted as needed with the intention that a student is not on either full-scale intervention for more than 9 weeks.</li> </ul>

## School Improvement Plan

## Intervention Planning Matrix

**School:** Jones Dairy ES

**Plan Year** 2016-2018

**School Year:** 2016-2017

	Reading	Math	Behavior
<b>Instruction</b>	<p>All stakeholders will be informed of instructional decisions &amp; planning by attending grade level PLTs. Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening &amp; Diagnostic Assessment Flowchart: <a href="#">K, 1.2, 3, 4, 5</a></p> <p>K-2 Phonics Intervention lessons will follow Letterland:</p> <ul style="list-style-type: none"> <li>• Intensive will follow Letterland Intervention Strand.</li> <li>• Strategic will follow Letterland Small Group Lessons.</li> </ul> <p>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 of students receiving interventions.</p>	<p>All stakeholders will be informed of instructional decisions &amp; planning by attending grade level PLTs. Assessing Math concepts diagnostic assessments will be administered for Kindergarten &amp; 1st grades as outlined by WCPSS.</p> <p>2-5th grade teachers will use common formative assessments.</p> <p>K &amp; 1st grade, where applicable, will follow lessons from Kathy Richardson's Assessing Math Concepts.</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>	<ul style="list-style-type: none"> <li>• School-wide expectations are developed and taught</li> <li>• Lessons exist to reteach school-wide expectations if needed.</li> <li>• PLTs meet to further review grade level discipline trends</li> <li>• PLTs use their TIPS guiding document to help conduct Kid Talk.</li> <li>• Students ear-marked for Social Skills Instruction are taught behavior specific lessons, which includes Second Step, Steps to Respect, Skills Streaming, "I Do, We Do, You Do" format.</li> <li>• Stakeholders involved in the planning of interventions and identified staff to carry out instruction.</li> <li>• The Intervention Team will consistently monitor how effective intervention is and how structures should modify as related to data.</li> <li>• Grade levels and support staff may serve the role of monitoring.</li> </ul>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Jones Dairy ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Assessment and Progress Monitoring</b>	<p>Reference EASi Progress Monitoring Master List spreadsheet.</p> <p>Duration, frequency &amp; intensity will be adjusted based on progress monitoring data points and following the <a href="#">WCPSS Tiered Support Flowchart</a>:</p> <ul style="list-style-type: none"> <li>• Every 20 days for Strategic Need</li> <li>• Every 10 days for Intensive Need</li> </ul> <p>Using a problem solving framework, along with the <a href="#">WCPSS Tiered Support Flowchart</a>, PLTs and Intervention Team will analyze data to make data-based decisions.</p>	<p>Reference EASi Progress Monitoring Master List spreadsheet.</p> <p>Duration, frequency &amp; intensity will be adjusted based on progress monitoring data points and following the <a href="#">WCPSS Tiered Support Flowchart</a>.</p> <p>Progress monitor every 3 to 4 weeks.</p> <p>Using a problem solving framework, along with the <a href="#">WCPSS Tiered Support Flowchart</a>, PLTs and Intervention Team will analyze data to make data-based decisions.</p>	<ul style="list-style-type: none"> <li>• Major discipline data, attendance data, staff feedback, walk through observations and daily points earned will be used to assess student responsiveness</li> <li>• Behavioral Screening Universal Rating Scale (aligned with school-wide expectations)</li> <li>• Based on the data, the intervention frequency will either decrease or increase and/or become more targeted.</li> </ul>
<b>Curriculum/Resources</b>	<p>K-2 Word Work:</p> <ul style="list-style-type: none"> <li>• Strategic: Letterland Small Group lessons</li> <li>• Intensive: Letterland Intervention Strand</li> </ul> <p>3-5 Word Work: Recipe for Reading</p> <p>K-5: The Reading Strategies Book</p> <p>EASi Interventions Master List spreadsheet</p> <p>EASi Progress Monitoring Master List spreadsheet</p> <p>Anchor Comprehension 2, 3 grade kits</p> <p>Jacob's Ladder Reading Comprehension Program</p>	<p>K/1: WCPSS Strategic Interventions to Support K-2 Mathematics document &amp; Linking AMC Instruction document for intensive students</p> <p>Assessing Math Concepts book</p> <p>EASi Interventions Master List spreadsheet</p> <p>EASi Progress Monitoring Master List spreadsheet</p> <p>2-5: C-Mapp as available</p>	<ul style="list-style-type: none"> <li>• PBIS School Based Team</li> <li>• PBIS District Coach</li> </ul>

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Jones Dairy ES
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

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