Comprehensive Needs Assessment

School:	Brassfield ES
Plan Year	2016-2018

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	According to 2013-2015 EOG Data: **Reading** *From 2013 to 2015 white students increased in proficiency in reading by 12%; black students increased by 30%; Hispanic students increased 16%; SWD increased by 16%; LEP students increased by 32%.* **Math** From 2013 to 2015 white students increased in proficiency in math by 4%; black students increased by 2%; Hispanic students increased 12%; LEP students increased by 20%. **Science** *From 2013 to 2015, white students increased in proficiency in Science by 9%; black students increased 24%.* The first year we had a Hispanic subgroup to report was 2014 and there were 70% of students that were proficient. In 2014 we met 33 out of 35 NC AMO targets. In 2015 we met 35 out of 35 NC AMO targets.	According to 2013-2015 EOG Data: From 2013-2015 SWD decreased in proficiency by 5% in math, but increase in reading. From 2013-2014 SWD increased in proficiency from 36.8% to 57%, but decreased from 57% back down to 36.8% in 2015. We are seeing significant growth in our subgroups, but we are concerned that a 25% achievement gap exists for our subgroups. In 2013 we did not meet Federal AMO target for economically disadvantaged students in reading. In 2015 we did not meet Federal AMO target for economically disadvantaged students and SWD in reading and economically disadvantaged students in math. In 2013-2015 we did not have enough students to qualify for a Federal AMO group for LEP students. However, our population will be changing in 2016 and we may have enough students to qualify. In 2015, overall EOG proficiency for 4th and 5th grade are 4% below 3rd grade. This discrepancy is seen across all subgroups except Hispanic students.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	According to the 2015-2016 WCPSS Teacher Survey, 85% of Brassfield teachers reported that as a PLT we systematically gather evidence about the impact of various strategies that affect student learning. According to the 2016 WCPSS Teacher Survey, 92% of teachers agree that as a PLT we engage in problem solving to adjust instruction and curriculum in the learning environment to maximize student outcomes.	Teachers need training and time to collaboratively plan and implement PBL in their classrooms. Teachers need time to understand the data collected from mCLASS and other common assessments, and how to use the information to effectively plan for instruction. Teachers need a way to determine process data. The average percent of teachers meeting growth in EVAAS was 70% in 2013, 85% in 2014, and 73% in 2015. The percent of teachers exceeding growth according to EVAAS was 30% in 2013, 15% in 2014, and 14% in 2015.
Staff and Student Demographics	Based on 2013-2015 data: Teacher turnover increased 3% which is consistent with WCPSS. From 2013-2015 total number of students remained consistent between 750 and 790. The percent of subgroups remained consistent. Approximately 75% white, 4% asian, 9% black, 10% Hispanic. About 10% SWD and 5% LEP. 15% of Brassfield teachers have higher than a 4 year degree, 10% of teachers are National Board Certified, 10% of teachers have worked for 25 or more years.	While our student population is diverse, 95% of the staff members are white.

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	Regular and consistent communication systems have improved. Systems are in place to acknowledge and promote positive interaction among staff. Brassfield has a supportive and highly responsive PTA. 91% percent of teachers report that Brassfield is a good place to teach and learn according to the 2013-2014 Teacher Working Conditions survey.	Some staff express concern over constant change in new initiatives that are implemented by the county before teachers are trained and prepared.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
According to 2014-2015 EOG data, Brassfield's Limited English Proficient, Black, Hispanic/Latino, and Students with Disabilities are performing below 70% proficiency.	Inconsistent collaborative processes due to limited time and increased professional responsibilities restraints. Students enrolling late in the school year due to transiency, limiting the fidelity and integrity of meaningful instruction and interventions at our school.	Strengthen teacher PLTs and collaborative planning. Teachers will implement researched based strategies for students in subgroups with a focus on LEP students in reading, successfully using interventions and progress monitoring.
According to the 2014 TWC survey, 36% of Brassfield teachers disagreed that Professional Development at our school is differentiated to meet individual needs.	Lack of shared understanding	Create a survey to assess individual needs and implement differentiated Professional Development that is based on these needs.

School Improvement Plan

Data Summary
Describe your conclusions
Brassfield's composite percent proficient continues to be at least 15 percent points higher than the district's composite proficiency (2013-2015). However, subgroups are less than 60% proficient on average. In 2016 our student population is expected to change based on redistricting and the number of LEP students will increase. In order to meet the needs of the students we will focus on using research based best practices for students in all subgroups. We will continue to strengthen our PLTs and professional development to support teacher growth as well.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	Brassfield ES
Plan Year	2016-2018
Principal:	Stephanie Covill
Date:	Sep - 2015

SIP Team Members

	Name	School Based Job Title
1	David Wall	Assistant Principal
2	Deb Betheil	Teacher
3	Ellen Beyer	Teacher
4	Kathleen Harrell	Instructional Support Personnel
5	Kimberley Fuller	School Improvement Chair
6	Krista Chern	Teacher
7	Meg Cassidy	Teacher
8	Meghan Koester	Teacher
9	Melinda Jackson	Teacher Assistant
10	Omar Colon	Teacher
11	Stephanie Covill	Principal
12	Suzanne Averett	School Improvement Chair

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Mission, Vision and Value Statements

School:	Brassfield ES
Plan Year	2016-2018
Date:	Apr - 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
As you walk through the doors of Brassfield Road Elementary, students, teachers, and parents will be fully engaged in meaningful learning opportunities. We will collaborate, in person and virtually through the use of innovative applications on modern technological devices, to investigate and solve real world problems. Relationships will be nurtured through acts of recognition, kindness, and professionalism.   Teaching and learning will be at the forefront of all distributive decision making processes.

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
1. We value collaboration and opportunities to grow. 2. We value each other (students, teachers, parents, and volunteers) and our time. 3. We value purposeful instruction. 4. We value accountability. 5. We value community support.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

School Goal

By June 2018, 100% of Brassfield students will meet or exceed a year's growth on Common Core State Standards in English Language Arts, as measured by state and local assessments.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Deb Betheil	Learning and Teaching	Globally Competitive Students

Resources

PLT - Agendas and minutes
Parental Engagement Committee
Read to Achieve Plan
Healthy Active Children Policy
Duty Free Lunch/Planning
Safe and orderly schools plan
Character Education Plan
We would like to utilize DPI flexibility in financial transfers.

Key Process

1. Teachers will participate in purposefully planned, agenda driven PLT's utilizing student data to establish flexible student groups in order to achieve academic growth.

Tier

Tier 1 / Core

Process Manager

Ellen Beyer

Measurable Process Check(s)

A designee will share PLT minutes and action items schoolwide that reflect the utilization of student data to monitor academic growth/proficiency.

PLT's will participate in quarterly collaborative reflection meetings to analyze and assess practice and to establish department goals.

All PLTs will monitor available state and local assessments including AMO targets in EVAAS data.

Action Step(s)

1. Teachers will post minutes to Google Drive.

> **Timeline**   From 7/2014 To 6/2016

2. Teachers will utilize common agendas.

> **Timeline**   From 7/2014 To 6/2016

3. Teachers will analyze data weekly from site based, local, and state assessments.

> **Timeline**   From 7/2014 To 6/2016

4. Teachers will determine all agenda items by the Friday prior to the PLT.

> **Timeline**   From 7/2014 To 6/2016

5. Teachers and administration will collaborate to designate department quarterly review dates and times.

> **Timeline**   From 7/2014 To 6/2016

6. Teachers will maintain electronic data weekly to prepare for meaningful discussion.

> **Timeline**   From 7/2014 To 6/2016

7. Teachers will develop shared goals per department based on specific student data (EVAAS, mClass, Case 21, etc.)

> **Timeline**   From 7/2014 To 6/2016

Key Process

2. Teachers will foster shared responsibility for student success by building trust, collaboration, and engagement among students, staff, families, and community partners.

Tier

Tier 1 / Core

Process Manager

PBIS Chair/IRT

Measurable Process Check(s)

All students will use SeeSaw portfolios to set goals and track growth with their teachers and their families.

Action Step(s)

1. Specialists and PLTs will work to expand opportunities for students to record evidence of learning using SeeSaw.

> **Timeline**   From 7/2016 To 6/2017

2. Teachers and parents will organize efforts to publicize student portfolios available in SeeSaw and engage parents in two-way communication between school and home.

> **Timeline**   From 7/2016 To 6/2017

3. PBIS Committee will create new leadership responsibilities for students to promote accountability and efficacy.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

    Timeline   From 7/2016 To 6/2017

4. PBIS committee will create positive classroom reward structures to be implemented by PLTs in order to encourage student accountability and efficacy.

    Timeline   From 7/2016 To 6/2017

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Goal

By June 2018, all faculty and staff will be provided differentiated professional development opportunities, as measured by attendance verification and PD evaluation documents.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Suzanne Averett	Balanced Assessment System	21st Century Professionals

Resources

Professional Development Plan
Teacher Surveys
PLTs

Key Process

1. Teachers will participate in meaningfully differentiated Professional Development opportunities, in order to provide educators and students with the opportunity to participate in a relevant, rigorous, and comprehensive learning environment.

Tier

Tier 1 / Core

Process Manager

Jason Danahy

Measurable Process Check(s)

Teachers will complete evaluations after participating in differentiated professional development opportunities. 100% of staff will indicate on an informal Teacher Working Conditions survey that these sessions were differentiated to meet their individual needs.

Action Step(s)

1. Brassfield's Leadership Team will compile teacher input on a start of year survey to drive authentic individualized Professional Development.

    Timeline   From 7/2014 To 6/2016

2. Teachers will strategically choose Professional Development sessions based on student and teacher needs.

    Timeline   From 7/2014 To 6/2016

3. Teachers will plan and facilitate instruction that embeds visible thinking, specific, timely feedback, clear academic and behavioral expectations, frequent and purposeful formative assessments, real world application, and digital resources within their practice.

    Timeline   From 7/2014 To 6/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps
School: Brassfield ES
Plan Year 2016-2018
LEA: Wake County (920)

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School Goal
100 % of LEP Students will demonstrate one year of growth on all reading assessments for each of the 2017-2018 and 2018-2019 school years.

Goal Manager	Strategic Objective	State Board of Education Goal
Meg Cassidy	Achievement	21st Century Students

Resources

mClass data, reading fluency data

Key Process
1. Teachers will implement research based intervention activities in their daily literacy instruction in order to increase educational opportunities for LEP students and improve student fluency.

Tier

Tier 2

Process Manager

Kim Fuller

Measurable Process Check(s)

PLTs will review and analyze DORF and high frequency word fluency words biweekly in order to determine effectiveness of instruction and intervention.

Action Step(s)
1. PLTs will identify shared research based literacy best practices to implement daily instruction.

    Timeline   From 7/2016 To 6/2017

2. Teachers will participate in collaboration with ESL and Intervention teachers weekly.

    Timeline   From 7/2016 To 6/2018

3. Teachers will collaborate to co-plan weekly to effectively implement fluency strategies in the classroom.

    Timeline   From 7/2016 To 6/2018

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Date	Apr - 2016
Waiver Requested	
None	
How will this waiver impact school improvement?	
N/A	
Please indicate the type of waiver:	State
Please indicate the policy to be waived	N/A

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Brassfield ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Learning in the Fast Lane (acceleration strategies)	All certified staff	Goal 1, 2, 3
PBIS Writing Differentiation Literacy/ESL Technology	Teachers will complete a survey to select their area of study for PD on track in days.	Goal 2

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Brassfield ES
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? ● Once students have been identified as below benchmark through the triangulation of data points, such as mCLASS, Report Cards, EOG, CASE 21, KEA, etc. a best service meeting is scheduled **What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?** ● All students who are red and/or yellow in two or more measures, not including composite will be discussed at Best Service Meetings ● Students who have a red composite and red TRC are identified as needing intensive interventions ● Students who have a yellow composite and red TRC are identified as needing strategic interventions ● Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points, digging deeper, and/or formative assessment data as well as mutual agreement of all stakeholders, including teachers, administration, and parents **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** ● Collaboration between Intervention, Core, ESL, CCR teachers, and all other stakeholders will triangulate data to determine intervention, duration, frequency, and intensity of service as well as who, where, and when services will be provided to best meet students' needs ● Ongoing PLTs will review student data and their response to instruction and make decisions to update/modify the plan based on ROI ● New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and documented on class summaries **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks?** ● After benchmarking periods, student data will be used to evaluate the effectiveness of Intervention Matrix	What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? ● Once math class summary forms are completed for K-5, we will have evidence of identified need ● Once students have been identified as below benchmark through the triangulation of data points, such as CASE 21, EOG, Report Cards, Number Knowledge Test, etc. a Best Service Meeting is scheduled. What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior? ● Students who are highlighted according to math class summary form directions will be discussed at Best Service Meetings ● Students are identified as needing intensive or strategic service based on grade level multiple criteria rubric points What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations. ● We will use SIRS discipline data: Minor and Major- Both will have been collected and entered into the system on a consistent basis and grade level will have a common understanding and common language about what major and minor data is entered. ● Other data to consider: Attendance data Walk through observations Student Feedback (perception) survey Staff Survey (Teacher Working Conditions and Staff Assessment Survey) ● Behavioral Screening, Universal Rating Scale (aligned with school-wide expectations), Behavior data collection forms to collect baseline data ● Number of Days=ISS + OSS What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior? ● Entering Strategic intervention: Student data when compared to his or her peer group is falling below benchmark, a prevalent decrease in instructional time based on behavior has occurred Threshold for identification example: and maintained as evidenced by progress monitoring data points, digging deeper, and/or formative assessment data as well as mutual agreement of all stakeholders, including teachers, administration, and parents. **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** ● Collaboration between Intervention, Core, ESL, CCR teachers, and all other stakeholders will triangulate data to determine intervention, duration, frequency, and intensity of service as well as who, where, and when services will be provided to best meet students' needs ● Ongoing PLTs will review student data and their response to instruction and make decisions to update/modify the plan based on ROI ● New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and documented on class summaries How will your team determine the effectiveness of this plan, as evidenced ● Students will exit intervention when benchmark is achieved and maintained as evidence by data as well as mutual agreement of all stakeholders, including teachers, administration, and parents What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year? ● Collaboration between Intervention, Core, ESL, CCR teachers, and all other stakeholders will triangulate data to determine intervention, duration, frequency, and intensity of service as well as who, where, and when services will be provided to best meet students' needs ● Ongoing PLTs will review student data and their response to instruction and make decisions to update/modify the plan based on ROI ● New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and documented on math class summary forms BOY- Student who has 2-5 days of OSS from previous yr. Q2- Student has 1-2 days of OSS since BOY Q3- Student has 3-4 days of OSS Q4- Student have 5 days of OSS since BOY ● Fading intervention: Student is demonstrating progress toward meeting benchmark (rate of growth) *Fading will occur in frequency first and then in intensity. ● Intensive Intervention: Placement happens when the students growth rate trajectory is parallel to or wider than baseline data Entry happens when: At beginning of Q1, the student has 6 days or more of suspension from the previous year At beginning of Q2, the student has 3 days or more of suspension from the current year At beginning of Q3, the student has 5 days or more of suspension from the current year At beginning of Q4, the student has 6 days or more of suspension from the current year Exiting: Student meets benchmark. **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** ● Frequency- At least 1 time a month ● Structure- During Kid Talk, PLT, intervention team, PBIS meeting, the TIPS process will be utilized to determine the effectiveness of core (instruction, curriculum and by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks? ● After benchmarking periods, student data will be used to evaluate the effectiveness of Intervention Matrix How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks? ● After benchmarking periods, student data will be used to evaluate the effectiveness of Intervention Matrix	What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? ● We will use SIRS discipline data: Minor and Major- Both will have been collected and entered into the system on a consistent basis and grade level will have a common understanding and common language about what major and minor data is entered. ● Other data to consider: Attendance data Walk through observations Student Feedback (perception) survey Staff Survey (Teacher Working Conditions and Staff Assessment Survey) ● Behavioral Screening, Universal Rating Scale (aligned with school-wide expectations), Behavior data collection forms to collect baseline data ● Number of Days=ISS + OSS What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior? ● Entering Strategic intervention: Student data when compared to his or her peer group is falling below benchmark, a prevalent decrease in instructional time based on behavior has occurred Threshold for identification example: and maintained as evidenced by progress monitoring data points, digging deeper, and/or formative assessment data as well as mutual agreement of all stakeholders, including teachers, administration, and parents **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** ● Collaboration between Intervention, Core, ESL, CCR teachers, and all other stakeholders will triangulate data to determine intervention, duration, frequency, and intensity of service as well as who, where, and when services will be provided to best meet students' needs ● Ongoing PLTs will review student data and their response to instruction and make decisions to update/modify the plan based on ROI ● New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and documented on class summaries How will your team determine the effectiveness of this plan, as evidenced ● Students will exit intervention when benchmark is achieved and maintained as evidence by data as well as mutual agreement of all stakeholders, including teachers, administration, and parents What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year? ● Collaboration between Intervention, Core, ESL, CCR teachers, and all other stakeholders will triangulate data to determine intervention, duration, frequency, and intensity of service as well as who, where, and when services will be provided to best meet students' needs ● Ongoing PLTs will review student data and their response to instruction and make decisions to update/modify the plan based on ROI ● New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and documented on math class summary forms BOY- Student who has 2-5 days of OSS from previous yr. Q2- Student has 1-2 days of OSS since BOY Q3- Student has 3-4 days of OSS Q4- Student have 5 days of OSS since BOY ● Fading intervention: Student is demonstrating progress toward meeting benchmark (rate of growth) *Fading will occur in frequency first and then in intensity. ● Intensive Intervention: Placement happens when the students growth rate trajectory is parallel to or wider than baseline data Entry happens when: At beginning of Q1, the student has 6 days or more of suspension from the previous year At beginning of Q2, the student has 3 days or more of suspension from the current year At beginning of Q3, the student has 5 days or more of suspension from the current year At beginning of Q4, the student has 6 days or more of suspension from the current year Exiting: Student meets benchmark **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** ● Frequency- At least 1 time a month ● Structure- During Kid Talk, PLT, intervention team, PBIS meeting, the TIPS process will be utilized to determine the effectiveness of core (instruction, curriculum and by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks? ● After benchmarking periods, student data will be used to evaluate the effectiveness of Intervention Matrix **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks?** ● After benchmarking periods, student data will be used to evaluate the effectiveness of Intervention Matrix environment). If core is effective TIPS will further be utilized to identify students in need of behavior intervention. **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks?** ● The team will determine the effectiveness by reviewing and evaluating the data through progress monitoring toward the targeted goal.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

	Reading	Math	Behavior
Intervention Structure	**What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** ● Intensive Service: direct instruction in pull-out or station teaching groups of no more than 3 students 20-30 minutes a day 4-5 days per week ● Strategic Service: station teaching groups of no more than 5 students 10-20 minutes a day 2-4 days per week ● Classroom Strategy Groups: 5-15 minutes 1-3 days per week **How does your master schedule allow for delivery of strategic and intensive intervention in addition to core? What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** ● Based on need, students will be identified as intensive or strategic and will be served in small groups of 4-6 students during daily Team Time ● Core teachers will provide differentiated core in flexible groups **How does your master schedule allow for delivery of strategic and intensive intervention in addition to core?** ● Team Time allows for 30 additional minutes of interventions **What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** ● Strategic and intensive interventions can be delivered through core. ● Classroom-based interventions will be delivered throughout the day by core teachers. ● More intense interventions like Social Skills instruction will be delivered during the day outside of core during a time such as enrichment time, smart lunch, etc. **How does your master schedule allow for delivery of strategic and intensive intervention in addition to core?** ● The master schedule has been designed to allow time for flexible grouping to occur for strategic and intensive intervention. Examples: smart lunch, electives, advisory time ● Intervention times can be altered in the master schedule based on student need. ● The literacy block allows Core teachers to provide small group instruction and Intervention teachers to services during Daily 5 rotations, outside of mini-lessons	**What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** ● Based on need, students will be identified as intensive or strategic and will be served in small groups of 4-6 students during daily Team Time ● Core teachers will provide differentiated core in flexible groups **How does your master schedule allow for delivery of strategic and intensive intervention in addition to core?** ● Team Time allows for 30 additional minutes of interventions	**What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** ● Strategic and intensive interventions can be delivered through core. ● Classroom-based interventions will be delivered throughout the day by core teachers. ● More intense interventions like Social Skills instruction will be delivered during the day outside of core during a time such as enrichment time, smart lunch, etc. **How does your master schedule allow for delivery of strategic and intensive intervention in addition to core?** ● The master schedule has been designed to allow time for flexible grouping to occur for strategic and intensive interventions. Examples: smart lunch, electives, advisory time ● Intervention times can be altered in the master schedule based on student need. ● The literacy block allows Core teachers to provide small group instruction and Intervention teachers to provide intensive and strategic services during Daily 5 rotations, outside of mini-lessons Instruction **What structures are in place to ensure that instructional decisions and planning are aligned to core?** ● Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart ● Focus of intervention lessons will be discussed at grade level PLTs ensuring skills are generalized across settings and address grade level expectations on students' level **What is the intervention lesson format(s) for academic or behavior?** ● Intervention teachers will follow the recommended Next STEPS to Literacy lesson format ● K-2nd Phonics Intervention lessons will follow Letterland ○ Intensive will follow Letterland Intervention Strand ○ Strategic will follow Letterland Small Group ● All intervention formats will be direct and explicit instruction based on student need and What structures are in place to ensure that instructional decisions and planning are aligned to core? ● Assessing Math Concepts diagnostic assessments will be administered for Kindergarten, as outlined by WCPSS Flowchart ● Focus of intervention lessons will be discussed at collaboration ensuring skills are generalized across settings and address grade level expectations on students' levels What is the intervention lesson format(s) for academic or behavior? ● Kindergarten Intervention teachers will follow lessons from Assessing Math Concepts ● 1st-5th Intervention teachers will include warm up, concept building and reflection of the Number World lesson format ● All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes What structures are in place
Instruction	**What structures are in place to ensure that instructional decisions and planning are aligned to core?** ● Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart ● Focus of intervention lessons will be discussed at grade level PLTs ensuring skills are generalized across settings and address grade level expectations on students' level **What is the intervention lesson format(s) for academic or behavior?** ● Intervention teachers will follow the recommended Next STEPS to Literacy lesson format ● K-2nd Phonics Intervention lessons will follow Letterland ○ Intensive will follow Letterland Intervention Strand ○ Strategic will follow Letterland Small Group ● All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes **How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?** ● by using our fidelity checklist ● The intervention team, including the Core and Intervention teacher for students receiving intervention	**What structures are in place to ensure that instructional decisions and planning are aligned to core?** ● Assessing Math Concepts diagnostic assessments will be administered for Kindergarten, as outlined by WCPSS Flowchart ● Focus of intervention lessons will be discussed at collaboration ensuring skills are generalized across settings and address grade level expectations on students' levels **What is the intervention lesson format(s) for academic or behavior?** ● Kindergarten Intervention teachers will follow lessons from Assessing Math Concepts ● 1st-5th Intervention teachers will include warm up, concept building and reflection of the Number World lesson format ● All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes How will you know the interventions have been implemented with fidelity? Who will ensure fidelity? ● by using our fidelity checklist ● The intervention team, including the Core and Intervention teacher for student receiving intervention	**What structures are in place to ensure that instructional decisions and planning are aligned to core?** ● 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 during SIP meetings, whole school and grade level data is reviewed. PLTs meet the next day to further review grade level discipline trends and use TIPS for problem solving to make adjustments. **What is the intervention lesson format(s) for academic or behavior?** ● Examples for Social Skills: Second Step, Steps to Respect, Skills Streaming, "I Do, We Do, You Do" format. ● CICO: Consistent feedback statements for teachers, Guiding questions for CICO coordinators ● Lessons exist to teach school-wide expectations and reteach them.
Assessment and Progress Monitoring	**What data will be used to assess the student's responsiveness to intervention?** ● mCLASS Progress Monitoring following WCPSS Steps to Effective Progress Monitoring with DIBELS Next ● Common Assessments ● Formative Assessments ● Benchmark Assessments ● Letterland Assessments How does the data guide your instruction? ● Identify, continue, and update target learning focus How often will you progress monitor? ● Students in the red will be progress monitored every 10 school days ● Students in the yellow will be progress monitored every 20 school days ● Students will be progress monitored by the teacher providing the most intensive intervention What is the process for analyzing the data & making data-based decisions? ● After 3 data points, collaborative conversations will be conducted to discuss students' progress towards ROI and consider adjustment of duration, frequency, intensity, group size, and delivery	**What data will be used to assess the student's responsiveness to intervention?** ● Common Assessments ● Formative Assessments ● K-1 Summative Assessments ● Assessing Math Concepts (K) How does the data guide your instruction? ● Identify, continue, and update target learning focus How often will you progress monitor? ● Students will be progress monitored by the teacher providing the most intensive intervention. Frequency will be determined by the progress	**What data will be used to assess the student's responsiveness to intervention?** ● SIRS discipline data: Minor and Major, Attendance data, Walk through observations, Student Feedback, Staff Feedback, Parent Feedback ● Behavioral Screening Universal Rating Scale (aligned with school-wide expectations) ● Behavior data collection forms to collect baseline data and progress monitor behavioral goals **How does the data guide your instruction?** ● Based on the data reviewed the frequency and duration of the intervention will be increased, faded, or modified. **How often will you progress monitor?** ● Progress monitoring will occur at least monthly, with the possibility of occurring more frequently based on the action plan step in the TIPS process. **What is the process for analyzing the data & making data based decisions?** ● Use the TIPS model

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School Improvement Plan

	Reading	Math	Behavior
Curriculum/Resources	What evidence based materials and resources will be used to support the academic or behavior strategic intervention? ● Letterland Intervention Strand and Small Group activities for K- 2nd students ● Recipe for Reading for 3rd-5th students ● Leveled text (Benchmark, Fast Track & Wild Cats) ● C-MAPP ● Anchor Comprehension Workshop to support	What evidence based materials and resources will be used to support the academic or behavior strategic intervention? ● Letterland Intervention Strand and Small Group activities for K- 2nd students ● Recipe for Reading for 3rd-5th students ● Leveled text (Benchmark, Fast Track & Wild Cats) ● C-MAPP ● Anchor Comprehension Workshop to support	What evidence based materials and resources will be used to support the academic or behavior strategic intervention? ● PBIS.org ● PBIS School Based Team ● PBIS District Coach ● Teacher's Encyclopedia of Behavior Management ● Interventions-Evidence Based Behavioral Strategies for Individual Students

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School Improvement Plan

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