

School Improvement Plan

School:	Cary ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>"Met" Expected Growth the past 3 years. (According to EVAAS). Percent proficiency higher than WCPSS for the past 3 years, with a peak of +5% above.</p> <p>Met AMO targets in 4 out of 5 years (14-15,13-12,11-12,10-11), not meeting in 13-14 (5th grade Science FRL).</p> <p>Following a decrease in 12-13 at 65.6 the renorming year, student math scores have increased for the last 2 years. (13-14;72.3%,14-15;72.7%)</p> <p>Overall science EOG scores increased yearly (with a peak of 85.2% passing in 10-11) except for a decrease in 2013 to 72%.</p> <p>K-3 mClass TRC shows at or above proficiency throughout the year (14-15) at all levels , exceeding WCPSS.</p> <p>5th grade reading growth 3 year trend exceeds expectations/blue. (According to EVAAS)</p> <p>mClass K and 2nd grade TRC in 14-15 exceeded WCPSS by 12%pts and 19% pts respectively.</p>	<p>72nd overall in WCPSS math growth score.</p> <p>5th grade math- Made growth in 14-15 but the 3 year trend is -3.3 growth/red. (According to EVAAS)</p> <p>1st grade reading, mClass TRC in 14-15 showed no growth between midyear and end of year. (BOY:61%,MOY:58%,EOY 58% (Below county growth)).</p> <p>14-15 AMO targets met for all subgroups but considered red for the following due to closeness of cut line.</p> <ul style="list-style-type: none"> -Reading: Black students, Hispanic, FRL, and SWD -Math: SWD <p>Reading EOG percent proficient of SWD students has declined for the last 3 years. (60%, 58%,and 57.9%)</p>
Process Data	<ul style="list-style-type: none"> -All PLTs follow as assessment data review format that allows for frequent review and intervention -School climate is a strength according to the teacher working condition survey as all areas were scored above the county average. -PLTs are implemented and operating at a high level. -Parent communication- -All grade levels have a newsletter and/or web site. A school electronic newsletter goes out weekly -Moved to school-wide Title I - all TAs are highly qualified 	<ul style="list-style-type: none"> -Increase in the use of the pyramid of interventions from 83% to 100% as measured by question 16 on the PLT survey. -K-2 support for complete implementation of Letterland (K-2) for instruction and intervention -Lack of uniformity in collecting and evaluating data produced inconsistent results from one grade level to the next. - Multiple new staff members on a single team increased the learning curve in the areas of curriculum knowledge, scope/sequence and scheduling

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Staff and Student Demographics	<p>Cary Elementary is a small, traditional calendar elementary school with a student body that represents a variety of cultural and socioeconomic backgrounds. Current enrollment is 565 with 45.13% free/reduced lunch, 52% white, 27% Hispanic, and 12% black. FRL % has increased each year 2009-2013(30% to 45.13% currently) Total student population has been rather stable 2008-2014 Student attendance at the county average. 14-15 data -71.7% teachers have 3 or more years experience -100% of teachers are highly qualified and fully licensed 36.4 % of teachers have advanced degrees - 11 National Board Certified teachers -BT/mentor rate is 1:1 - Attendance committee meets monthly to review attendance patterns and concerns</p>	<p>14-15 update from 13-14 school year Teacher Turnover rate above county average CES 16.7 WCPSS 13.4</p>
Perception	<p>Teacher working conditions survey - 2012 - 92.3% (up from 90.7% in 2010) of teachers think that Cary Elementary is a good place to teach and learn compared to the county of 86.3%.</p> <p>Student Survey Results 2012-2013- Cary Elementary students scored our school in a more positive trend than the district across all questions. Notable differences noted in the preception that bullying is not an issue and they feel safe at school,</p>	<p>School climate is a strength according to the teacher working condition survey as all areas were scored above the county average.</p>

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>72nd overall in WCPSS math growth score</p> <p>5th grade math - while made growth was close to not making and 3yr trend is -3.3 growth/red</p>	<p>Lack of intervention and enrichment opportunities in 5th grade math to support growth of all levels of students. Large class sizes(29-30) and discipline concerns causing time off task from learning</p>	<p>Add opportunities for math intervention and enrichment in 5th grade. Resstructure classes to add a 4th class and decrease class sizes. Implement new behavior incentives and strategies for students.</p>
<p>4th grade reading growth - green but -3.0 which is right on border to red - 3 yr average is -2.3 red</p>	<p>K-5 Some assessments and data reviews were inconsistent</p>	<p>Implement a data system to review and respond to data more frequently and with a higher level of fidelity. Use a data review discussion protocol to help facilitate the data discussion and planning for intervention and enrichment process.</p>

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<p>1st grade reading - mClass TRC BOY 61% EOY 58% WCPSS 58% EOY</p>	<p>Instructional minutes for 1st grade reading were lower than the past year and other grade levels.</p>	<p>Monitor the master schedule for reading, PEPI and recess to be sure all grade levels have the adequate time daily for instruction. All teams follow schedules as posted. Implement guided reading and Daily 5 with fidelity. Support of a Literacy Coach provided for the entire school year.</p>

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>AMO targets met but in red due to being close: Reading: black students, Hispanic, FRL, SWD Math: SWD Behavior: 95% of office referrals were boys; 30% were Special Education students</p>	<p>Boys and special education students have unique needs and teachers some times struggle to find new strategies that are effective with these subgroups.</p>	<p>All research based reading staff development is provided for ALL teachers including support personal to ensure all level of services align. Implement staff development targeting strategies for working with these subgroups. Support the use of the Healthy Kids Policy</p>

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Data Summary

Describe your conclusions

Sept 2015 Update with new 14-15 data

Overall, Cary Elementary met expected growth as a school in addition to each grade level and subject 3-5 meeting expected growth. Cary Elementary continues to have a higher passing % than WCPSS and met 37/37 AMO targets. Looking at 3 year trends we have made expected or high growth during the past 6 years except for 13-14 where we did not meet growth overall. Science exceeded growth and the 3 year average for 5th grade reading exceeds growth. The 3 year average for 5th grade math however, does not meet expected growth. PLTs and data processes used have been adjusted along with several other structural and instructional strategies to support continued academic growth and proficiency. A new PLT assessment and data review process is at the center of these changes.

Staff and student survey data show Cary Elementary to be a good place to work and learn as 100% of teachers surveyed indicated that our school is a good place to work and learn. 97.3% of students reported that teachers care about students at our school.

Professional learning teams are in place and data is used consistently to establish SMART goals, implement interventions, and progress monitor student learning.

Overall, we showed stronger performance in math passing % when compared to reading but reading growth was stronger than math.

School Improvement Plan
Membership of School Improvement Team

School:	Cary ES
Plan Year	2016-2018
Principal:	Rod Stanton
Date:	Aug - 2017

SIP Team Members

Name	School Based Job Title
1 Audrey Owen	Teacher
2 Barbara Alexandre	Teacher
3 Carson Anderson	Teacher
4 Catherine Shearin	Assistant Principal
5 Eva House	Teacher
6 Glen Pascarella	Teacher
7 Hayden Miller	Teacher
8 Jeff Kleiber	Other
9 Jenn Smith	Parent
10 Jessica Randall	Instructional Support Personnel
11 Joy Hancock	Teacher
12 Kathy Phillips	Teacher
13 Kimberly Perez	Teacher
14 Laura Haun	Teacher
15 Lisa Dove	Instructional Support Personnel
16 Lori Cavaco	Teacher
17 Lori Shaw	Teacher
18 Megan Campbell Jernigan	Teacher
19 Meliene Bawden	Instructional Support Personnel
20 Melissa Bachman	Teacher
21 Natalie Mills	Teacher
22 Rod Stanton	Principal
23 Sobia Estrela	Instructional Support Personnel
24 Teresa Beard	School Improvement Chair

School:	Cary 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

Cary Elementary is a learning community focused on the success of every child. Commitment to academic excellence and personal growth of all children is a source of pride for students, parents, and staff. Through collaboration, creativity, communication, and critical thinking, we support and challenge our diverse population, engaging students with relevant learning opportunities that prepare them to embrace the challenges of a continually 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 provide a safe, nurturing and supportive environment for learning. We embrace honesty, integrity, and perseverance. We provide instruction based on best practices, as identified by current research and continuously improve instructional planning through data analysis and collaborative processes. We foster lifelong learning by demonstrating a commitment to continued professional growth. We strive to strengthen parent, staff, and community partnerships, thereby creating a culture of shared responsibility for student success.

School Goal		
By 2018, Cary Elementary will increase proficiency to 83% and exceed expected growth in Math as measured by EOGs and reported by EVAAS.		
Goal Manager	Strategic Objective	State Board of Education Goal
Catherine Shearin	Learning and Teaching	Globally Competitive Students
Resources		
DPI Flexibility in Financial Transfers, Healthy Active Children Policy, Duty Free Lunch and Planning, Safe and Orderly Schools Plan, Character Education Plan, cMapp, AIG teacher, online resources, K AMC, community partnerships, Math Investigations, Puddle Questions, Math Buddy On-Line, Math Journaling, Goal Setting		

Key Process
<ol style="list-style-type: none"> Based on the current use of our grade level common assessment and data talks, all teachers will provide differentiated instruction and/or learning tasks in response to assessment data throughout each quarter.
Tier
Tier 1 / Core Instruction
Process Manager
Fonalledas
Measurable Process Check(s)
Members of the math SIP committee will perform quarterly walkthroughs to assess the implementation of differentiated math lessons and/or learning tasks across all grade levels. The math SIP committee will analyze the data quarterly in order to determine if differentiation practices are being implemented in order to increase student proficiency and growth in math and to determine next steps for professional development.

Action Step(s)
<ol style="list-style-type: none"> Through the staff development process, staff will define differentiation. <p>Timeline From 8/2016 To 10/2016</p> Teachers will research instructional techniques for differentiation. <p>Timeline From 8/2016 To 12/2016</p> Teachers will work collaboratively to determine grade level appropriate methods of instruction for differentiated instruction and/or learning tasks. <p>Timeline From 11/2016 To 3/2017</p> The Math SIP Team will develop and implement a walk-through tool. <p>Timeline From 10/2016 To 12/2016</p>

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

5. Teachers will develop real world open ended math tasks that allow multiple entry points and various solution paths through instructional techniques.

Timeline From 1/2017 To 6/2018

6. An assessment calendar will be completed and followed by all grade level teams to include 2 assessments per quarter with dates of assessments given, data due, and data discussions.

Timeline From 9/2016 To 6/2018

7. Quarterly vertical planning meetings (PRIDE meetings) are conducted to establish common language among grade levels.

Timeline From 9/2016 To 6/2018

8. Use the DPI Flexibility in Financial Transfers in order to provide support for instruction and staff development. (Rod Stanton)

Timeline From 8/2016 To 7/2018

School Goal		
By June 2018, Cary elementary will increase reading proficiency, as measured by EOGs, to 76% for each grade level (3-5) and exceed expected growth as reported by EVAAS.		
Goal Manager	Strategic Objective	State Board of Education Goal
Lisa Dove	Learning and Teaching	Globally Competitive Students
Resources		
Mclass, Student Engagement, Independence & Accountability with Reading Matrix (WCPSS, 2016), K-3 Read to Achieve Plan/Data, CES Media Center, RazKids, Big Universe, Tumblebooks. ESL Programs, Elementary Programs, Special Education Services, Title I Programs, CMAPP, NC Common Core Standards for ELA, Professional Learning Teams, Vertical Meetings, CAFE, Daily5, Notice and Note, Strategy Reading Book, NC State University, Meredith College, DPI Flexibility in Financial Transfers, Healthy Active Kids Policy, Duty Free Lunch and Planning, Safe and Orderly Schools Plan, Character Education Plan		

Key Process
<p>1. K-5 Teachers will implement a formalized approach for student Goal Setting during the Literacy block to increase student Autonomy and Accountability in their reading.</p> <p>Tier Tier 1 / Core Instruction</p> <p>Process Manager Golden/Shaw/Owen</p> <p>Measurable Process Check(s) Appointed faculty members will utilize a Student Interview Protocol to assess a sampling of students in each grade level. The student responses will measure their ability to articulate the progress towards their selected literacy goal. This protocol will also reflect the effectiveness and fidelity of the Schoolwide Implementation. The tool will be used twice a year.</p>

Action Step(s)
<p>1. Goal team members will research and identify effective Student Goal Setting Models that can effectively be used with the students. (Entire Team)</p> <p>Timeline From 6/2016 To 8/2016</p> <p>2. Teachers will complete Professional Development on implementing a School-wide Student Goal Setting Model.(Golden, Alexander, Shaw)</p> <p>Timeline From 8/2016 To 10/2016</p> <p>3. Teachers will use BOY and MOY Mclass data to guide students in their individual goal setting.(Entire Team)</p>

School: Cary ES**Plan Year** 2016-2018**LEA:** Wake County (920)**Timeline** From 8/2016 To 6/2017

4. Teachers will participate in Vertical Discussions to share best practice. These Discussions will be scheduled shortly after the BOY and MOY mclass results are posted. (Golden, Alexander)

Timeline From 10/2016 To 6/2018

5. A Student Interview Protocol will be developed by an appointed committee to check for fidelity of the Key Process. This tool will determine the student's proficiency in goal setting by asking them to articulate their success in the goal and the strategies that are helping them.(Dove, Harrington)

Timeline From 8/2016 To 10/2016

6. Teaching Staff will complete staff development that addresses best practice and research on Sustained Engagement Strategies for Reading. (Hancock,Randall,Mills,Dove,Shaw)

- Note and Notice
- Academic Language
- Reading Strategies for small group

Timeline From 8/2016 To 5/2017

7. Outreach will be provided to educate and support parents in their understanding of Student Goal Setting.(Phillips,Hancock,House,Harrington)

Timeline From 10/2016 To 6/2018

8. Use the DPI Flexibility in Financial Transfers in order to provide support for instruction and staff development. (Rod Stanton)

Timeline From 8/2016 To 6/2018

Date	May - 2016
Waiver Requested	
No Waivers Requested	
How will this waiver impact school improvement?	
No Waivers Requested	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	None Needed

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Development Activities for

Topic:	Participants:	Goal Supported:
Using Academic Language	-All Certified Teaching Staff	Goal 1: Math: Increase Proficiency and Achieve High Growth Goal 2: Reading: Increase Reading Proficiency and Achieve High Growth
Equity in Math Instruction	- All Certified Teaching Staff	Goal 1: Math: Increase Proficiency and Achieve High Growth
Understanding and Implementing Student Goal Setting	- All Certified Teaching Staff	Goal 1: Math: Increase Proficiency and Achieve High Growth Goal 2: Reading: Increase Reading Proficiency and Achieve High Growth
Strategies for Engagement in Reading (K-2) (3-5)	- All Certified Teaching Staff	Goal 2: Reading: Increase Reading Proficiency and Achieve High Growth
Competency Awareness for the Latino Cultural	-Entire Staff	Goal 1: Math: Increase Proficiency and Achieve High Growth Goal 2: Reading: Increase Reading Proficiency and Achieve High Growth

School Improvement Plan
Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:
Goal Setting in the Classroom	Classroom teachers, Interventionists, Specialists	Goal 2: Reading achievement
Math Walk-through : Analysis and Practice	Math Committee members, classroom staff	Goal 1: Math achievement
Progress Monitoring in the K-5 Classroom	Classroom teachers	Goal 2: Reading Achievement
Learning in the Fast Lane: Book Study Meeting the needs of all children.	Entire staff	Goal 2 - Reading Achievement Goal 1- Math Achievement
Vertical Conversations in Reading and Math	Classroom teachers, Intervention Teachers	Goal 1: Math Achievement Goal 2: Reading Achievement

School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
<p>Data Decision Process for Entry and Exit</p>	<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) Kindergarten - Fifth:2 Essential Outcome based Quarterly Common Assessments Teachers will take into consideration the previous year's interventions. Threshold for Entry into the Problem Solving Cycle: students demonstrating a need in two or more measures (excluding composite). Team refers to WCPSS Tiered Support Flowchart to guide decisions. Exit: Reference WCPSS Tiered Support Flowchart as well as gaining mutual agreement of all stakeholders. PLTs will meet with their case managers one to two times a month. Intervention Team will meet one to two times a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions. At MOY & EOY, the intervention team will pull the mCLASS DEF report to determine the number of students responding to interventions.</p>	<p>The following data will be used to identify students K: Number Knowledge Test (1st where applicable) 1-5: Report Card, EOY math summative or EOG Kindergarten - Fifth:2 Essential Outcome based Quarterly Common Assessments Threshold for Entry into the Problem Solving Cycle: K/1st (where applicable) reference WCPSS Using NKT to Make Data-Based Decisions. 1-5: ● BOY - benchmarks established which includes prior year's EOG (3rd-5th), (2nd), End of Year Math Summative (1st) report card, Tier II and Tier III plan reviews. ● MOY - benchmarks establish which includes MOY 1st grade summative, report card, Progress Monitoring from Tier II and Tier III plans. ● EOY - - benchmarks established which includes EOG (3rd-5th), EOY 1st grade summative, report card, Progress Monitoring from Tier II and Tier III plans. Exit: Reference WCPSS Tiered Support Flowchart as well as gaining mutual agreement of all stakeholders. PLTs will meet with their case managers one to two times a month. Intervention Team will meet one to two times a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions. At MOY & EOY, the intervention team will pull K/1st (where applicable) NKT scores in Oasis. 1-5: 70% of students will be demonstrating mastery of Essential Outcomes on quarterly formative assessments. Each grade level will document student performance on a spreadsheet that will be reviewed during the 2 quarterly data talks.</p>	<p>Core: SIRS discipline data: Major behavior referrals will be consistently collected and entered into Easi At MOY & EOY, the intervention team will use TFI data to evaluate the effectiveness of the behavior structures outlined in the intervention matrix. ENTRY (Must show need in at least 2 data points) Strategic: -Major Referrals -Classroom data points -Suspensions Intensive: -Major Referrals -Classroom data points -Suspensions EXIT: Plan to gradually decrease intensity, frequency, and/or duration of intervention. Continue to monitor success within Core. Strategic: Student has met at least 70% success rate based on expectations and outlined in Tier II Plan. Intensive: Student has met goal(s) outlined in formal Tier III Plan (FBA/BIP). PLTs will meet with their case managers 2 times a month. Intervention Team will meet 2 times a month to problem solve on Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions.</p>

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	Reading	Math	Behavior
Intervention Structure	<p>Students in need of strategic support will receive intervention 2 to 4 days a week for 10-20 minutes per session with no more than 3-5 in a group.</p> <p>Students in need of intensive support will receive interventions 4 to 5 days a week for 10 - 30 minutes per session with no more than 5 in a group.</p> <p>Interventions will be delivered during Daily Cafe literacy block for core teachers and interventionists.</p>	<p>Students in 3rd -5th grade in need of strategic interventions will receive intervention 3 to 4 days a week for 5-10 minutes.</p> <p>Students in Kindergarten -2nd grade in need of strategic interventions will receive intervention 2-3 days a week for 5-10 minutes.</p> <p>Students in need of K-2 intensive interventions will receive interventions 4 to 5 days a week for 10-20 minutes.</p> <p>Students in 3rd -5th grade in need of intensive interventions will receive intervention 3 to 4 days a week for 10-20 minutes.</p> <p>Interventions will be delivered during Team Time. Grade levels will structure Team Time within their schedule for a minimum of 60 minutes per week.</p>	<p>Strategic Options: Check-In, Check-Out Mentoring Small Social/Emotional Groups Brief PTR Structure: Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness.</p> <p>Intensive Options: PTR framework for FBA/BIP aligned with wraparound services Structure: Core + Intensive interventions will vary by frequency and duration based on student need and responsiveness</p> <p>Interventions will be delivered during: _____</p>

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	Reading	Math	Behavior
Instruction	<p>All stakeholders will be informed of instructional decisions & planning by PLT minutes and grade level data spreadsheets.</p> <p>Digging deeper assessments will be administered by core teachers, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart</p> <p>K-2 Phonics Intervention lessons will follow Letterland</p> <ul style="list-style-type: none"> • Intensive will follow Letterland Intervention Strand • Strategic will follow Letterland Small Group Lessons <p>3-5 Phonics intervention lessons will use Recipe for Reading as a resource</p> <p>Each grade level will document student performance on a spreadsheet that will be reviewed during the 2 quarterly data talks.</p> <p>Intervention Team will review data quarterly to compile K-5 data.</p>	<p>All stakeholders will be informed of instructional decisions & planning by by PLT minutes and grade level data spreadsheets.</p> <p>Assessing Math concepts diagnostic assessments will be administered for Kindergarten & 1st - 5th grades as outlined by the WCPSS</p> <p>K & 1st grade where applicable will follow lessons from Kathy Richardson’s Assessing Math Concepts</p> <p>Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions</p>	<p>All stakeholders will be informed of instructional decisions & planning by_____</p> <p>Strategic: Explicit behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan.</p> <p>Intensive: Explicit behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan</p> <p>Fidelity checks will be a part of every student’s Tier II/Tier III plan within EASi and the Intervention Team will be checked using the TFI three times a year.</p>

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Assessment and Progress Monitoring	<p>Reference EASi Progress Monitoring Master List spreadsheet</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart Every 20 days for Strategic Need Every 10 days for Intensive Need Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Reference EASi Progress Monitoring Master List spreadsheet</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>Students will be progress monitored every 20 days for Tier II and every 5-10 days for Tier III interventions using NKT in Kinder and 1st or Common Formative Assessments in 2nd - 5th.</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Strategic: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier II Behavior Intervention plan.</p> <p>Intensive: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier III Behavior intervention plan.</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>Progress monitor every 4 to 6 week</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>
Curriculum/Resources	<p>K-2 Word Work: Strategic: Letterland Small Group lessons Intensive: Letterland Intervention Strand 3-5 Word Work: Recipe for Reading K-5: The Reading Strategies Book EASi Interventions Master List spreadsheet</p>	<p>K/1 (where applicable): WCPSS Strategic Interventions to Support K-2 Mathematics document & Linking AMC Instruction document for intensive students Assessing Math Concepts book EASi Interventions Master List spreadsheet</p> <p>EASi Progress Monitoring Master List spreadsheet K-1: NKT 2-5: Teacher Created Common Formative Assessments</p>	<p>Core: PBIS/Core Behavior Systems and Structures</p> <p>Strategic: Check In Check Out Check-N-Connect Why Try Anxiety Workbook (school counselors K-12) Second Step, Steps to Respect CMAPP curriculum (small groups) Teachers Encyclopedia of Behavior Management</p> <p>Intensive: PTR-Prevent, Teach, Reinforce</p>

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	Reading	Math	Behavior
<p>Data Decision Process for Entry and Exit</p>	<p>The following data will be used to indicate students need additional data points:</p> <p>K-3: mCLASS data 4-5: EOG below 4, ELA Report Card grades below a 4 (administer mCLASS assessments)</p> <p>Kindergarten – Fifth:2 Essential Outcome based Quarterly Common Assessments Teachers will take into consideration the previous year’s interventions.</p> <p>Threshold for Entry into the Problem Solving Cycle: students demonstrating a need in two or more measures (excluding composite). Team refers to WCPSS Tiered Support Flowchart to guide decisions.</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 one to two times a month. Intervention Team will meet one to two times a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions.</p> <p>At MOY & EOY, the intervention team will pull the mCLASS DEF report to determine the number of students responding to interventions.</p>	<p>The following data will be used to identify students MTSS Early Warning System Indicator (co-hort 1 & 2) K: Number Knowledge Test (1st where applicable) 1-5: Report Card, EOY math summative or EOG</p> <p>Kindergarten – Fifth:2 Essential Outcome based Quarterly Common Assessments</p> <p>Threshold for Entry into the Problem Solving Cycle: K/1st (where applicable) reference WCPSS Using NKT to Make Data-Based Decisions. 1-5: ● BOY - benchmarks established which includes prior year’s EOG (3rd-5th), (2nd), End of Year Math Summative (1st) report card, Tier II and Tier III plan reviews. ● MOY - benchmarks establish which includes MOY 1st grade summative, report card, Progress Monitoring from Tier II and Tier III plans. ● EOY - - benchmarks established which includes EOG (3rd-5th), EOY 1 st grade summative, report card, Progress Monitoring from Tier II and Tier III plans.</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 one to two times a month. Intervention Team will meet one to two times a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions.</p> <p>At MOY & EOY, the intervention team will pull K/1st (where applicable) NKT scores in Oasis.</p> <p>1-5: 70% of students will be demonstrating mastery of Essential Outcomes on quarterly formative assessments. Each grade level will document student performance on a spreadsheet that will be reviewed during the 2 quarterly data talks.</p>	<p>Core: SIRS discipline data: Major referrals will be consistently collected and entered into Easi</p> <p>ENTRY (Must show need in at least 2 data points) Strategic: _ Major Referrals _ Absences _ Suspensions</p> <p>Intensive: _ Major Referrals _ Absences _ Suspensions</p> <p>EXIT: Plan to gradually decrease intensity, frequency, and/or duration of intervention. Continue to monitor success within Core.</p> <p>Strategic: Student has met at least 70% success rate based on expectations and outlined in Tier II Plan.</p> <p>Intensive: Student has met goal(s) outlined in formal Tier III Plan (FBA/BIP).</p> <p>PLTs will meet with their case managers 2 times a month. Intervention Team will meet 2 times a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions.</p> <p>At MOY & EOY, the intervention team will use TFI data to evaluate the effectiveness of the behavior structures outlined in the intervention matrix.</p>

School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Intervention Structure	<p>Students in need of strategic support will receive intervention 2 to 4 days a week for 10-20 minutes per session with no more than 3-5 in a group.</p> <p>Students in need of intensive support will receive interventions 4 to 5 days a week for 10 - 30 minutes per session with no more than 5 in a group.</p> <p>Interventions will be delivered during Daily Cafe literacy block for core teachers and interventionists.</p>	<p>Students in 3rd -5th grade in need of strategic interventions will receive intervention 3 to 4 days a week for 5-10 minutes.</p> <p>Students in Kindergarten -2nd grade in need of strategic interventions will receive intervention 2-3 days a week for 5-10 minutes.</p> <p>Students in need of K-2 intensive interventions will receive interventions 4 to 5 days a week for 10-20 minutes.</p> <p>Students in 3rd -5th grade in need of intensive interventions will receive intervention 3 to 4 days a week for 10-20 minutes.</p> <p>Interventions will be delivered during Team Time. Grade levels will structure Team Time within their schedule for a minimum of 60 minutes per week.</p>	<p>Strategic Options: Check-In, Check-Out Mentoring Small Social/Emotional Groups Brief PTR Structure: Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness.</p> <p>Intensive Options: PTR framework for FBA/BIP aligned with wraparound services Structure: Core + Intensive interventions will vary by frequency and duration based on student need and responsiveness</p> <p>Interventions will be delivered during: Core Instruction with classroom teacher, individual times with CICO mentor, lunch times, etc.</p>
Instruction	<p>All stakeholders will be informed of instructional decisions & planning by PLT minutes and grade level data spreadsheets.</p> <p>Digging deeper assessments will be administered by core teachers, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart</p> <p>K-2 Phonics Intervention lessons will follow Letterland</p> <ul style="list-style-type: none"> • Intensive will follow Letterland Intervention Strand • Strategic will follow Letterland Small Group Lessons <p>3-5 Phonics intervention lessons will use Recipe for Reading as a resource</p> <p>Each grade level will document student performance on a spreadsheet that will be reviewed during the 2 quarterly data talks.</p> <p>Intervention Team will review data quarterly to compile K-5 data.</p>	<p>All stakeholders will be informed of instructional decisions & planning by PLT minutes and grade level data spreadsheets.</p> <p>Assessing Math concepts diagnostic assessments will be administered for Kindergarten & 1st - 5th grades as outlined by the WCPSS K & 1st grade where applicable will follow lessons from Kathy Richardson's Assessing Math Concepts</p> <p>Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions</p>	<p>All stakeholders will be informed of instructional decisions & planning by the Intervention Team Case Managers.</p> <p>Strategic: Explicit behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan.</p> <p>Intensive: Explicit behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan</p> <p>Fidelity checks will be a part of every student's Tier II/Tier III plan within EASi and the Intervention Team will be checked using the TFI three times a year.</p>

School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>Reference EASi Progress Monitoring Master List spreadsheet</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>Every 20 days for Strategic Need Every 10 days for Intensive Need</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Reference EASi Progress Monitoring Master List spreadsheet</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>Students will be progress monitored every 20 days for Tier II and every 5-10 days for Tier III interventions using NKT in Kinder and 1st or Common Formative Assessments in 2nd - 5th.</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>Strategic: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier II Behavior Intervention plan.</p> <p>Intensive: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier III Behavior intervention plan.</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>Progress monitor every 4 to 6 week</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>
Curriculum/Resources	<p>K-2 Word Work: Strategic: Letterland Small Group lessons Intensive: Letterland Intervention Strand 3-5 Word Work: Recipe for Reading K-5: The Reading Strategies Book EASi Interventions Master List spreadsheet</p> <p>EASi Progress Monitoring Master List spreadsheet</p>	<p>K/1 (where applicable): WCPSS Strategic Interventions to Support K-2 Mathematics document & Linking AMC Instruction document for intensive students Assessing Math Concepts book EASi Interventions Master List spreadsheet</p> <p>EASi Progress Monitoring Master List spreadsheet K-1: NKT 2-5: Teacher Created Common Formative Assessments</p>	<p>Core: PBIS/Core Behavior Systems and Structures</p> <p>Strategic: Check In Check Out Second Step CMAPP curriculum (small groups) Teachers Encyclopedia of Behavior Management</p> <p>Intensive: PTR-Prevent, Teach, Reinforce</p>