School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	2015-16 - All 3 grades were above the state mean for reading for information - SWD rose over each of the last 3 years 16-24 (root cause CA Lab) - SWD are up in reading, math, and science over the last 3 years - Improvement in the percent of students who passed overall/ all grades combined - 8th grade ELA closed the 3 year gap from below the county to the county - All grade levels were above the state mean for all math domains - Level 3 and 4 increased from 2014-15 to 2015-16 - 8th grade science- many scores 70% or higher - Female students in math 51,52,60 over the last 3 years - Black students in math 20,23,29 over the last 3 years - Overall, students are proficient in math 48-55 - Math I is 20+ points above the state average 2014-15 1. As a school we met 41/58 of our AMO goals. 2. 6th grade math, 7th grade reading & math, 8th grade science and CC math 1 all met or exceeded growth expectations 3. In regards to EVAAS math data, WMMS showed growth of 71-77.4% 4. When compared to other Northern area schools and the county, WMMS had the highest percentage of proficiency in CCM1. 5. Based on a three year trend, SWD improved 6.6% proficiency in reading. 2013-14 1. EVAAS Value Added for 7th Grade Reading was +3.8 (exceeding expected growth and beating district by 3.6). 2. EVAAS Value Added for 7th Grade Math was +.7 (meeting expected growth and beating district by .8). 3. Math CC1 (3,4,5) is 4.6 points above the district. (*) 4. We've MET growth expectations.* 5. Science(3,4,5) was above District 2.6% 6. Prof for all Science increased.* 7. Prof for Math L1 and L2 increased 11% (1-12) 8. Math Level 4 and Level 4 (not AG) are 97 and 96 % prof for all grades. AG is 96% prof 9. Reading prof (all grades) same as Northern area (51) but 3 points below WCPSS 10. Reading L1 and L2 grew 19pts from 3 to 21 %* 11. L1 and L2 (All EOG/Eoc) grew from 7% to 28% (up 21%) * 12.Level II students made a gain of 32 for all EOG/EOC tests. 13. Our level III students are 25% higher than the district for all EOG/EOC tests. 14. Our school improved with meeting the proficiency target for academically gifted students for both math and reading. 2012-13 EOG Data 7th Math: 4% higher than Northern Area % Proficient (47% and 43%) 8th Math: was the same as then Northern Area % Proficient (35%) 7th ELA: was the same as the Northern Area % Proficient (52%) 8th ELA: was the same as the Northern Area % Proficient (44%) 8th Sci: 1% higher than the Northern Area % Proficient (62% and 61%)	2015-16 - **Less than 15 black students over the last 3 years taking Math I each year** - **In the last 2 years, less than 15 Hispanic/Latino students in Math I** - **Only 5% of LEP students are proficient in reading and math and 8% overall** - **All 3 grades were below the state mean for literature** - **Science proficiency is below the county average by 4%** - **All grades proficiency in reading has dropped from 62-58%** - **Math I- students performed much better on the calculator active** - **Proficiency Gaps: Black 39; Hispanic 42- White 82** - **WMMS was below the county and northern area in all areas except math in the northern area** **2014-15** **1. According to the analysis of the last three years' AMO target data, the gap between the AMO target score and the actual score for the black, Hispanic, Economically Disadvantaged, and LEP student subgroups has increased in reading as follows: black: 6.2%, Hispanic: 16.6%, ED: 9%, and LEP: 16%.** **2. According to the analysis of the last three years' AMO target data, the gap between the AMO target score and the actual score for the black, Hispanic, Economically Disadvantaged, LEP, and SWD student subgroups has increased in math as follows: black: 12.4%, Hispanic: 9.6%, ED: 11.2%, LEP: 14.1%, and SWD 18.7%.** **3. According to EVAAS growth targets, 8th grade reading was at a -1.8 and 6th grade reading was at a -2 for their three year average. 6th grade math has a -2.4 three year trend and 8th grade math has a -2.2 three year trend.** **2013-14** **1. 6th Reading (3,4,5) is 2.1 points behind the district.** 2. 7th Reading (3,4,5) is 1.3 points behind the district. 3. 8th Reading (3,4,5) is 4.3 points behind the district. 4. 6th Math (3,4,5) is 7.9 points behind the district. 5. 7th Math (3,4,5) is 9.8 points behind the district. 6. 8th Math (3,4,5) is 4.0 points behind the district. 7. Science (3,4,5) is 3.0 points behind the district. 8. AMO targets not met in reading: Asian, Black, ED, LEP, and SWD.* 9. AMO targets not met in math: all, Asian, Black, Hispanic, ED, LEP, and SWD.* 10. Science SWD decreased 8% (25 to 17)* 11. Multiracial -8% Math all subgroups (46 to 38) 12. All grades Math 15% prof for Black. -34%* below County average. 13. LEP Math 8% (-41 % below County)* 14. Hispanic grew 4% from 20 to 24 % but still -25% below County for all students 15. Reading SWD dropped 2% (9-7) -47% below County average* 16. LEP only at 5% reading prof 17. Black Prof Reading +3% (21 to 24) but still -30% County average 18. Hispanic Reading -2 (33 to 31) and -23% below County. 19. Target Gaps Hispanic (-15.3%) Black (-14.6%) Asian (-32.9%) 1. Overall Math was 14.7% below the county for the 2013 EOGs (WMMS 39.6 WCPSS 54.3) 2. 6th Grade Math was 11.5% below county for 2013 EOG (WMMS 41.7 WCPSS 53.2) 3. LEP students were 9.3% below county average for 2013 EOGs (WMMS 7% WCPSS 16.3)
Process Data	1. All staff members were trained in using annotation strategies to improve student reading comprehension. Based on students surveyed, 98% of students reported annotating in Language Arts class, 93% percent reported annotating in science, and 82% reported annotating in Social Studies. 2. Based on a student survey, 54% of students reported annotating to improve their learning without being instructed. 2. All staff members were trained to create and use data spreadsheets to track and monitor student growth and achievement. 3. All PLTs have established common grading practices. Collaborative work groups in class Student use of technology - limited but where it exists it is powerful	1. According to learning round data, teachers need to be trained on strategies to promote student collaboration. 2. Only 59% of students think classes do a good job of measuring what I am able to do. We need to use different tools to measure knowledge. 3. 32% of teachers feel they do not have sufficient access to instructional technology as compared to only 21% of teachers in the state according to the TWC Survey. 1. WMMS needs more consistency in its grading parctices (i.e. acceptance of late work, use of zeros) 2. WMMS needs more access to technology. Student to device ratio needs to be improved.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	1. Our white students met their AMO targets in both reading and math. 2. Increase in African American students inducted in the Junior Beta Club. 1. Our school remains ethnically and socio-economically diverse. 2. Even though the turnover increased in 2011-12 by 8%, it decreased in 2012-13 by 4%. It is 1% above the district average and 3% below the state average. 3. The number of National Board teachers is above the state average. (WMMS 7)	1. We did not meet AMO Goals in reading and math for the following subgroups: African American, Hispanic, Economically disadvantaged, LEP and SWD 2. Suspension disparity is a concern. - Suspending- 40% Hispanics and African American is almost double the % they account for in the school population. 3. Teacher turnover is 5% higher than the district average at 16%. Even though the % of students scoring a level 1 or 2 droped from 31.1% to 29% we are still at 29%. This was a slight improvement but still a concern.

Wake County
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	1. Based on the results from students and parents, at WMMS, there is a consensus opinion that teachers are able to focus on direct instructions w/in their classrooms 2. According to survey, students share a strong connection w/their peers and teachers are able to focus on instruction which may directly influence students' decision, capacity, and interest for attending college. 2013-14 **As measured by the TWC Survey:** Two items in the "Managing Student Conduct" portion of the survey have improved more than 10 percentage points between the 2012 and 2014 surveys. Note that 2014 data from Daniels Middle School (DMS) and Durant Road Middle School (DRMS), schools with similar student populations as West Millbrook, have been added to each bullet point for comparison purposes: • "Students at this school follow rules of conduct," has increased from 36.9% to 71.9%. DMS = 62.3%. DRMS = 68.2%. • "School administrators consistently enforce rules for student conduct" has increased from 58.5% to 72.2%. DMS = 60.0%. DRMS = 56.1 %. • 100% of the teachers feel that the curriculum taught at WMMS is aligned with the Common Core, up from 96.7%. **As measured by Learning Walk Data:** Engaged, collaborative, student learning is commonplace on our campus with minimal student behavior issues. **As measured by other data:** • 91% of the 313 parents who responded to the winter 2014 Survey indicated that they are satisfied with their child's experience at WMMS. * As measured by the TWC Survey, Faculty Perception of local community support is high. * Learning walk data indicate that engaged, collaborative, student learning is commonplace on our campus with minimal student behavior issues. * 80% of our students surveyed in the Fall of 20134 believe that their teachers care about their academic success * Informal surveys of teachers, added to actual discipline referral data indicate that overall student behavior is improving. * 91% of the 313 parents who responded to the Winter 2014 Survey indicated that they are satisfied with their child's experience at WMMS.	1. Atmosphere of trust and mutual respect from 54%- 50% compared to county, we are 22% lower (72-50%) 2. School leadership consistently supports teachers dropped from 70-56% (-14%) Compared to district, we are 23% lower. 3. Students feel learning is not fun (57.1 vs 61.5 WCPSS avg) 2013-14 **As measured by the TWC survey:** • 74 of the 85 matching items trended down, with 46 of these items going down by more than 10%. Items of greater concern declined by 20% or more. Note that 2014 data from Daniels Middle School (DMS) and Durant Road Middle School (DRMS), schools with similar student populations as West Millbrook, have been added to each bullet point for comparison purposes: • "Teachers have sufficient instructional time to meet the needs of all students," declined from 68.8% agree in 2012 to 37.5% in 2014. DMS = 54.8%. DRMS = 72.7%. • "Teachers are trusted to make sound professional decisions about instruction" declined from 90.6% agree in 2012 to 62.5% in 2014. DMS = 93.5 %. DRMS =85.5%. • "Teachers are relied upon to make decisions about educational issues" declined from 90.6% agree in 2012 to 67.9% in 2014. DMS =91.7 %. DRMS = 82.3 %. • "The faculty has an effective process for making group decisions to solve problems" declined from 92.1% agree in 2012 to 66.7% in 2014. DMS = 73.8%. DRMS = 67.2%. • "In this school we take steps to solve problems" declined from 93.8% agree in 2012 to 70.2% in 2014. DMS = 77.0%. DRMS = 70.0 %. • Teachers have an appropriate level of influence on decision making in this school declined from 79.7% agree in 2012 to 51.9% agree in 2014. DMS = 71.7 %. DRMS = 70.3 %. • "The faculty and staff have a shared vision" declined from 96.9% agree in 2012 to 75.9% in 2014. DMS = 82.3 %. DRMS =57.8%. • "There is an atmosphere of trust and mutual respect in this school" declined from 85.9% agree in 2012 to 54.4% in 2014. DMS = 67.7 %. DRMS =45.5 %. • "The school leadership consistently supports teachers" dropped from 92.1% agree in 2012 to 70.2% in 2014. DMS =71%. DRMS =63.1%. • The procedures for teacher evaluation are consistent dropped from 93.8% in 2012 to 70.9% in 2014. DMS =81.7 %. DRMS = 67.2%. • The faculty are recognized for accomplishments declined from 100% in 2012 to 76.8% in 2014. DMS =95.2 %. DRMS =82.8%. • The school leadership makes a sustained effort to address teacher concerns about teacher leadership is down from 93.7% in 2012 to 65.5% in 2014. DMS = 85.5%. DRMS = 79.4 %. • Sufficient resources are available for professional development in my school dropped from 93.8% in 2012 to 70.9% in 2014. DMS =85%. DRMS =85.5%. • Professional development is evaluated and results are communicated to teachers declined from 78.7% to 54.9%. DMS =48.2%. DRMS = 71.2%. • While "State assessment data are available in time to impact instructional practices," is down from 78.9% in 2012 to 21.2% in 2014, is of great concern, we are unlikely to be able to change this at the school level, with regard to our School Improvement Plan. DMS =45.6 %. DRMS =63.2%. • Local assessment data are available in time to impact instructional practices, declined from 94.5% in 2012 to 56.6% in 2014. DMS = 75.4 %. DRMS =70.7 %. Items of greatest concern declined by 35% or more: • "Teachers feel comfortable raising issues and concerns that are important to them" declined from 84.4% agree in 2015 to 45.6% in 2014. DMS = 62.9%. DRMS = 63.6%. • The school leadership makes a sustained effort to address teacher concerns about leadership issues dropped from 93.3% in 2012 to 56.6% in 2014. DMS =80.3%. DRMS = 75%. **As measured by other data:** • Informal Teacher Morale Checks during the school year (13-14) indicate that less than 50% of the staff feels that they have positive morale. • The parent perception of WMMS's "balanced and vigorous education" declines significantly with each grade level. (92% for 6th grade, 91% for 7th grade, and 82% for 8th grade). Based on winter 2014 parent perception survey results, less than 90% of our parents feel informed about grade level, team, and PTA information. * Teacher working conditions survey from 2010-2012 showed significant decline in teacher perception in all areas exept for sommunity support, and preliminary data from an informal local survey shows tdhat the decline is more significant between 2012 and 2014. * Informal Teacher Morale Checks during the school year (13-14) indicate that less than 50% of the staff feels that they have positive morale. * The parent perception of WMMS's "balanced and vigorous education" declines significantly with each grade level. (92% for 6th grade, 91% for 7th grade, and 82% for 8th grade). * Based on winter 2014 parent perception survey results, less than 90% of our parents feel informed about grade level, team, and PTA information.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
2014-15 1. According to the analysis of the last three years' AMO target data, the gap between the AMO target score and the actual score for the black, Hispanic, Economically Disadvantaged, and LEP student subgroups has increased in reading as follows: black: 6.2%, Hispanic: 16.6%, ED: 9%, and LEP: 16%. 2. According to the analysis of the last three years' AMO target data, the gap between the AMO target score and the actual score for the black, Hispanic, Economically Disadvantaged, LEP, and SWD student subgroups has increased in math as follows: black: 12.4%, Hispanic: 9.6%, ED: 11.2%, LEP: 14.1%, and SWD 18.7%. 3. According to EVAAS growth targets, 8th grade reading was at a -1.8 and 6th grade reading was at a -2 for their three year average. 6th grade math has a -2.4 three year trend and 8th grade math has a -2.2 three year trend. 1. Overall Math was 14.7% below the county for the 2013 EOGs (WMMS 39.6 WCPSS 54.3) 2. 6th Grade Math was 11.5% below county for 2013 EOG (WMMS 41.7 WCPSS 53.2) 3. LEP students were 9.3% below county average for 2013 EOGs (WMMS 7% WCPSS 16.3)	2014-15 * Possible lack of vertical alignment esp with vocabulary * Core instruction is not meeting the needs of all students * Lack of equity training * Attendance issues • Lack of literacy strategies used consistently throughout content areas • Late identification of core skills problems • Lack of consistent strategies in addressing skills problems	• 2014-15 • 8th Grade math has restructured classes to have a push in teacher for the on grade level classes • 8th grade Math has a targeted ESL class with an ESL teacher as a push in. • Math teachers attended Foundations of Math training • Guided study groupings- based on EOG scores for Math and ELA guided studies • Targeted iReady guided study classrooms in each grade level • Annotation refresh • Emphasizing CFAs and tracking data to improve core instruction • Community tutors for targeted students • Young mens group EX-PLODE • • Creating and sustaining a culture of academic growth and achievement • Implement engaging and challenging lessons and instructional activities • Consistently utilize reading strategies across content areas • Assess formatively and adjust instruction or level of individual support to students • Utilize E&R to support students who are not growing and achieving academically • Increase support and accountability for struggling students through support specialists (e.g., student support team, guidance counselors, special programs teachers, intervention teachers, LEP teacher, administrators, social worker, school psychologist, literacy coach) • SMART Achievement Goals for PLTs and PDPs

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
2. 6th Grade Math was 11.5% below county for 2013 EOG (WMMS 41.7 WCPSS 53.2) 3. LEP students were 9.3% below county average for 2013 EOGs (WMMS 7% WCPSS 16.3)	• Lack of literacy strategies used consistently throughout content areas • Late identification of core skills problems • Lack of consistent strategies in addressing skills problems	• Creating and sustaining a culture of academic growth and achievement • Implement engaging and challenging lessons and instructional activities • Consistently utilize reading strategies across content areas • Assess formatively and adjust instruction or level of individual support to students • Utilize E&R to support students who are not growing and achieving academically • Increase support and accountability for struggling students through support specialists (e.g., student support team, guidance counselors, special programs teachers, intervention teachers, LEP teacher, administrators, social worker, school psychologist, literacy coach) • SMART Achievement Goals for PLTs and PDPs

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Summary
Describe your conclusions

2014-15
Our teachers feel that they have a work environment where they are able to focus on instruction within their classroom, but the overall atmosphere of trust and mutual respect has declined (particularly compared to the county) over the last three years. As a school we have seen growth and strong scores in 6th grade math, 7th grade reading and math, 8th grade science, and CCM1. However, we failed to meet our AMO target scores for reading and math with our black, Hispanic, Economically Disadvantaged, LEP, and SWD student subgroups. As a response to this data we have restructured our math intervention programs and made targeted guided study groups based on EOG data for math and reading. We are using the iReady Reading program to support targeted students, as well as highlighting annotation in all subject area classrooms, emphasizing formative assessment and subgroup data tracking, and providing community tutors for targeted students.

Overall we were 8.2% lower then the district average for ALL SUB.
Math was 14.7% lower then the district average with 6th grade Math having the largest gap from the district average (11.5% lower).

We were also below the district average for the following subgroups:
Black 21.3% (8.2% below)
Hispanic 30.2% (5.8% below)
LEP 7% (9.3% below)
SWD 11.4% (8.4% below)
Asian 39.2% (41.9% below).
The asian population had the biggest discrepency between our results and the county average but this is a small portion of our student population.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	West Millbrook MS
Plan Year	2016-2018
Principal:	Kelly Aman
Date:	Sep - 2016

SIP Team Members

	Name	School Based Job Title
1	Adrienne Grapes	Teacher
2	Aman, K.	Principal
3	April Leon	Instructional Support Personnel
4	Barnes, E.	Other
5	Bridget Rogers	Assistant Principal
6	Ces-Carou, M.	Teacher
7	Cloak, K.	School Improvement Chair
8	Daniels, D.	Assistant Principal
9	De Luna, M.	Teacher
10	Kimel, G.	Instructional Support Personnel
11	Nay, E.	School Improvement Chair
12	Patterson, C	Assistant Principal
13	Reece, M.	Teacher
14	Terrill Hartenstein	Instructional Support Personnel
15	Walters, D.	Teacher
16	Wishon, L.	Instructional Support Personnel

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Mission, Vision and Value Statements

School:	West Millbrook MS
Plan Year	2016-2018
Date:	Mar - 2016

School Improvement Plan

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

Our vision is to inspire a passion for learning in a caring school community in which each member thrives in a rich learning environment that values diversity, fosters respect, and nurtures the gifts and talents of all in an effort to equip our students with the skills necessary to 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

1. We are committed to authentic collaboration in all classrooms and to high performing professional learning teams.

2. We will maintain high expectations and use multiple data points to drive student learning and growth.

3. We believe all students have the right and deserve the support to achieve.

4. We value positive relationships where all members of our community feel welcome, respected, and supported.

	Summary of Goals, Key Processes and Action Steps

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

School Goal
By June 2018, West Millbrook will increase the performance of all subgroups in math and reading by 10% as measured by AMO targets and the NC EOG.

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

Resources

We wish to utilize DPI flexibility with funds transfer, Healthy Active Children Policy, Duty Free Lunch and Planning, Safe and Orderly Schools Plans, Character Education Plan

Key Process

1. All staff will utilize assessment data to improve student achievement.

Tier

Tier 1 / Core Instruction

Process Manager

Leonard

Measurable Process Check(s)

All staff will track and analyze EVAAS data, Case 21, common assessments and report card grades to guide instructional decisions, all staff will submit their common formative assessments and enrichment and remediation plans to the SIT box, teachers will submit their data quarterly.

Action Step(s)

1. All PLTs will create and administer at least one common formative assessment with questions tightly aligned to their standards by the fifth week of each quarter and turn in a copy of their assessment with an explanation of how the results impacted their instruction to the SIT box.

   Timeline   From 8/2016 To 5/2018

2. All staff will be provided with time and training if needed before the end of 09/2016 for the 16/17 school year and by 09/2017 for the 17/18 school year to create a data spreadsheet to track and monitor their benchmark and CFA subgroup data.

   Timeline   From 8/2016 To 6/2018

3. All staff will be trained to use the TIPS problem solving model by the MTSS Implementation Team.

   Timeline   From 8/2016 To 12/2016

4. All PLTs will use the TIPS problem solving process at least twice a year to analyze their data and look for potential root causes and solutions.

   Timeline   From 8/2016 To 6/2018

5. All staff will compile data from Case 21 and/or common assessments along with report card grades on the Data Monitoring tool to determine trends and/or discrepancies and guide instructional decisions.

    Timeline   From 8/2016 To 6/2018

Key Process

2. All staff will utilize strategies for authentic classroom collaboration weekly to enhance students' abilities to work in teams.

Tier

Tier 1 / Core Instruction

Process Manager

Ces

Measurable Process Check(s)

Teachers will look for high quality student collaboration and engagement within the classroom during the school scheduled learning rounds and will submit that data to SIT to assess regularity of high quality engagement and collaboration within the classroom. Administration will look for the use of collaboration in admin walk throughs.

Action Step(s)

1. Staff will be provided training on research-based strategies for classroom collaboration.

    Timeline   From 8/2016 To 12/2016

2. Each PLT will reflect on one lesson that utilized collaboration and share the strategy used and their reflections on its effectiveness at their monthly department meeting.

    Timeline   From 8/2016 To 6/2018

Key Process

3. Staff will create an environment of mutual trust and respect between all school stakeholders to support learning for all students.

Tier

Tier 1 / Core Instruction

Process Manager

Clark

Measurable Process Check(s)

Staff will track attendance at community nights and monitor PTA membership to assess the level of community involvement, and track the number of PBIS tickets given on a quarterly basis to monitor the impact of tickets on behavior.

Action Step(s)

1. The PBIS team will work with the staff to deliver Positive Behavior Recognition Tickets and reward recognized students.

    Timeline   From 8/2016 To 6/2018

2. Each grade level will offer at least one family outreach event a semester outside of regular school hours; at least one will be based on targeted student needs.

    Timeline   From 8/2016 To 6/2018

3. School teams will analyze feedback from TWC, faculty, parent and student surveys and make recommendations to enhance mutual trust and respect to SIP based on the data.

    Timeline   From 8/2016 To 6/2018

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

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

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:
Equity Training	Whole Staff	Goal 1
TIPS Problem Solving Model	Whole Staff	Goal 1
Data Spreadsheet Refresher	New staff, veteran staff who need to attend for additional support	Goal 1
Research Based Collaboration Strategies	Whole Staff	Goal 1

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	West Millbrook MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	**ENTRY (Must show need in at least 2 data points)** **Strategic:** • History of Level 2 on previous reading EOGs. • EVAAS probability of proficiency between 51% and 69%. • Common formative post assessments between 40% and 60%. • 0ne to two levels below grade level on iReady diagnostic. • Reading data (DIBELS, Mclass) from elementary school (review, analyze). Students in yellow need strategic reading support. (Most relevant for 6th grade.) **Intensive:** • History of Level 1 on most or all previous reading EOGs. • EVAAS data probability of proficiency below 50%. • Common formative post assessments below 39%. • 3 or more grade levels below on iReady diagnostic. • Reading data (DIBELS, Mclass) from elementary school (review, analyze). Students in red need intensive reading support. **New Students:** Using I-Ready diagnostic data and documents from previous school, progress monitoring will be paired with tier II or tier III interventions. Students from out-of-state/out-of-district/home-schooled: collect baseline data (reading, math) via Survey Level Assessment (SLA).. The same criteria as above will be used to determine to target an intervention. **EXIT (**Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.) **Strategic & Intensive:** Students have met benchmark as evidenced by progress monitoring data points and formative assessment data from reading core classroom teacher. Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, parents, and students.	**ENTRY (Must show need in at least 2 data points)** **Strategic:** • History of Level 1 and/or level 2 on previous math EOGs. • EVAAS probability of proficiency between 51% and 69%. • Common formative post assessments between 40% and 60%. • Below 60% on core benchmark indicators. • 0ne to two levels below grade level on iReady diagnostic. **Intensive:** • History of Level 1 on most or all previous math EOGs. • EVAAS probability of proficiency below 50%. • Common formative post assessments below 39%. • More than 3 grade levels below on iReady diagnostic **New Students:** Using I-Ready diagnostic data and documents from previous school, progress monitoring will be paired with tier II or tier III interventions. The same criteria as above will be used to determine to target an intervention. **EXIT (**Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.) **Strategic & Intensive:** Students have met benchmark as evidenced by progress monitoring data points and formative assessment data from math core classroom teacher. Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, parents, and students.	**Core:** SIRS discipline data: Major referrals will be consistently collected and entered into Easi/MTSS Explorer. Minor referrals will be collected/monitored by each classroom teacher (via gradebook, Easi, other). **ENTRY (Must show need in at least 1 data point)** **Strategic:** __ Major Referrals (2-3 a month not including bus) __ Absences (Attendance of 5% missed instructional time. (Days missed/membership day, ex. 5 days missed/Day 100=5% missed instructional time.) **Intensive:** __ Major Referrals (4+ a month not including bus) __ Absences (Attendance of 10% missed instructional time. (Days missed/membership day, ex. 10 days missed/Day 100=10% missed instructional time.) **MTSS Explorer Early Warning System:** -Red (Likely intensive support needed)): 4 or more consecutive unexcused absences for current quarter -Yellow (Likely strategic support needed): 3 consecutive unexcused absences for current quarter -Green (Likely core support only): 2 or fewer consecutive unexcused absences for current quarter -Red (Likely intensive support needed): 10% or more unexcused absences/membership days current year -Yellow (Likely strategic support needed):10% unexcused absences/membership days current year -Green (Likely core support only):9% or less unexcused absences/membership days current year **EXIT** (Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.) **Strategic:** Student has met goal(s) outlined in Tier II Plan. **Intensive:** Student has met goal(s) outlined in Tier III Plan. **Strategic & Intensive:** Students have met school-wide behavioral expectations as evidenced by progress monitoring data points and SIRS. Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, parents, and students.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

	Reading	Math	Behavior
Intervention Structure	**Strategic:** **Options:** Online resources can be used (I-Ready resources, Mastery Connect, Discovery Ed, Moby Max). **Structure:** Guided study (3 days a week) is the time for small group strategic instruction based on the area of need. Resources will vary. Students can be flexibly grouped. One class per grade level (about 15 students) has access to the I-Ready adaptive computer resources (Kerns, Nowak, Thompson). No more than 10 students per group is the recommendation. **Intensive:** **Options:** Online resources can be used (I-Ready resources, MCI - Making Connections Intervention, Mastery Connect, Discovery Ed,, Moby Max, Think Cerca, News ELA). **Structure:** Intensive intervention class (Thompson) 5 days a week. Guided study is the time for small group strategic instruction based on the area of need. Resources will vary. Students can be flexibly grouped. No more than 8 students per group is the recommendation.	**Strategic:** **Options:** Online resources can be used (I-Ready resources, Mastery Connect, Discovery Ed, Moby Max). **Structure:** Guided study is the time for small group strategic instruction based on the area of need. Resources will vary. Students can be flexibly grouped. No more than 10 students per group is the recommendation. **Intensive:** **Options:** Online resources can be used (I-Ready resources, Mastery Connect, Discovery Ed, Moby Max). **Structure:** Guided study is the time for small group strategic instruction based on the area of need. Resources will vary. Students can be flexibly grouped. No more than 8 students per group is the recommendation.	**Strategic:** **Options:** Small Groups- targeted to identify deficit(s) based on data (discipline data/SIRS, specific reflection sheets). Performance Feedback using a behavioral rubric will be provided. Google:(www.bostonpublicschools.org/.../3_**feedback** _powerpoint.pptx) (http://ebi.missouri.edu/?page_id=227) This provides evidence-based interventions. Check-in/Check-out **Structure:** Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness. **Intensive:** **Options:** FBA/BIP using PTR (prevent, teach, reinforce) **Structure:** Core + intensive interventions will vary by frequency and duration based on student need and responsiveness
Instruction	**Strategic:** Evidenced-based reading strategies, SIOP strategies, embedded and front loaded vocabulary instruction and key content, questioning strategies, rubrics. (http://www.texasldcenter.org/teachers) Middle School Lesson Plans for reading. **Intensive:** See strategic instruction options. (http://www.texasldcenter.org/teachers) Middle School Lesson Plans for reading. ****Instructional modifications will be data-driven and occur at monthly Intervention Team meetings.**	**Strategic:** After-school Math tutoring (tier 2)**,** embedded & frontloaded vocabulary and key content (tier 2 & 3), performance feedback (tier 3), evidenced-based math instruction (tier 2, tier 3) (http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_numbers_020714.pdf) , and teaching numbers and operations. (http://iris.peabody.vanderbilt.edu/module/math/cresource/q3/p06/#content) **Intensive:** See strategic instruction options. ****Instructional modifications will be data-driven and occur at monthly Intervention Team meetings.**	**Strategic:** Explicit core behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan. **Intensive:** Explicit core behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan. ****Instructional modifications will be data-driven and occur at monthly Intervention Team meetings.**

School Improvement Plan

WAKE COUNTY PUBLIC SCHOOL SYSTEM

	Reading	Math	Behavior
Assessment and Progress Monitoring	**Strategic:** Fidelity check within 3 weeks of implementation of plan. A Tier II plan will be created and progress monitoring will be documented in EASi/MTSS Explorer and targets will be outlined in Tier II Intervention Plan. PLT with the case manager will meet monthly to review progress monitoring results and plan accordingly. **Intensive:** Fidelity check within 3 weeks of implementation of plan. A Tier III plan will be created and progress monitoring will be documented in EASi/MTSS Explorer and targets will be outlined in Tier III Intervention Plan. Intervention team will meet monthly to review progress monitoring results and plan accordingly for students. iReady for diagnostic and progress monitoring.	**Strategic:** Fidelity check within 3 weeks of implementation of plan. A Tier II plan will be created and progress monitoring will be documented in EASi/MTSS Explorer and targets will be outlined in Tier II Intervention Plan. PLT with the case manager will meet monthly to review progress monitoring results and plan accordingly. **Intensive:** Fidelity check within 3 weeks of implementation of plan. A Tier III plan will be created and progress monitoring will be documented in EASi/MTSS Explorer and targets will be outlined in Tier III Intervention Plan. Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.	**Strategic:** Fidelity check within 3 weeks of implementation of plan. Progress monitoring will be documented in EASi/MTSS Explorer and targets will be outlined in Tier II Intervention Plan. PLT with the case manager will meet to review data monthly and adjust intervention as needed. **Intensive:** Fidelity check within 3 weeks of implementation of plan. Daily progress monitoring will occur using Behavior Rating Scale. Data type collected for PM will be determined by Intervention Team and/or sub-committee (frequency, duration, intensity). Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.
Curriculum/Resources	**Strategic:** iReady for diagnostic and progress monitoring. (http://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_numbers_020714.pdf), and teaching numbers and operations. (http://iris.peabody.vanderbilt.edu/module/math/cresource/q3/p06/#content) **Intensive:** iReady for diagnostic and progress monitoring.	**Strategic:** iReady for diagnostic and progress monitoring. **Intensive:** iReady for diagnostic and progress monitoring.	**Strategic:** *CICO- Responding to Problem Behavior* *Check-N-Connect-University of Minnesota Resources* *Small Groups-Why Try* Anxiety Workbook (school counselors K-12) CMAPP curriculum (small groups) Homework, Organization and Planning Skill Manual (School Psychologists) **Intensive:** *PTR-Prevent, Teach, Reinforce*

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Curriculum/Resources			