WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

School:	Vance ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	**MClass TRC Proficiency Data** • KG-3rd graders TRC Proficiency increased from BOY to MOY every year from 13-14 to 15-16. **MClass DORF Fluency Proficiency Data** • ALL students DORF fluency Proficiency increased from the BOY to MOY every year from 13-14 to 15-16. • All students DORF fluency BOY to EOY proficiency increased at the same amount or higher than the WCPSS proficiency every year from 13-14 to the BOY of 15-16. **AMO Targets Met** • During the 2012-2013 and 2013-2014 school years math AMO targets met were stable at 100%. • In Science, the AMO targets meet were stable from 2012-2015 (100%, 83%, 100%). **Overall EOG Subgroup Proficiency** • 3rd-5th grade Special Ed students overall EOG proficiency increase 13% from 2013-2014 to 2014-2015 (26.7% to 39.7%). **EOG Proficiency** • 3rd-5th grade students EOG Science Proficiency increased 6% from 2013-2014 to 2014-2015 (62% to 68%).	**MClass TRC Proficiency** Data • KG-3rd graders MOY TRC Proficiency decreased by 8% from 14-15 to 15-16 (67% to 59%). • KG-3rd graders TRC Proficiency growth between BOY to EOY decreased 9% from 13-14 to 14-15. (20% to 11%). **MClass DORF Fluency Proficiency Data** • All students DORF Fluency Proficiency growth from BOY to EOY decreased 4% from 13-14 to 14-15. (9% to 5%). **MClass Composite Score Proficiency Data** • All students Composite Score Proficiency growth from BOY to EOY decreased 5% from 13-14 to 14-15. (11% to 6%). • All Vance students Composite Score Proficiency has been less than or equal to WCPSS % proficiency for BOY, MOY and EOY from 13-14 to 15-16. **AMO Targets Met** • In ELA, the AMO targets met decreased 37% from 2013-2014 to 2014-2015 (93% to 56%). • In Math, the AMO targets met decrease in 2014-2015 from the 2012-2013 and 2013-2014 school years (78%, 100%, and 100%). • Overall Total AMO targets met showed a decrease from 2012-2013 to 2014-2015 (97%, 89%, and 75%). **Overall EOG Subgroup Proficiency** • **The overall school EOG proficiency decreased 4% from the 2013-2014 to 2014-2015 school year (63% to 59%).** • **3rd-5th grade Black Students overall EOG proficiency decrease of 10% from 2013-2014 to 2014-2015 (48 to 38%).** • **3rd-5th grade Females students overall EOG proficiency decrease of 9% from 2013-2014 to 2014-2015 (64.1% to 55.1).** **EOG Proficiency** • **All 3rd-5th grade students EOG Math Proficiency decreased 11% from 2013-2014 to 2014-2015 (67% to 56%).** • **All 3rd-5th grade students EOG Reading Proficiency remained stable from 2013-2014 to 2014-2015 (58.0 to 58.5%).** **EVAAS Data** • **Vance's EVAAS scores dropped form 2.67 (blue-exceeds expected growth) in 2013-2014 to -1.06 (green-meets expected growth in 2014-2015.**

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	• Based on Staff input, there is an improvement in PLT collaboration involving all Stakeholders working with students (15-16). • Based on Staff input, the Intervention process is working well, it has been strengthen at the PLT level (15-16). • Based on Staff input, there is an increased data driven discussions at PLT's to address student needs and remediation (5-16). • Based on Staff input, Teacher leaders- as "experts" are facilitating PLT's (15-16). • Based on Staff input, PLT are being held accountable for core instruction through PLT discussions (15-16). • Based on Staff input, PLT use established agenda and roles (15-16). • Based on Staff input,, there is implementation of Daily 5 school-wide (K-5) (15-16). • Based on Staff input, Letterland is being implementation in all classrooms Kindergarten through second grade classrooms (15-16). • Based on a teacher survey, 67% of teachers responded "Yes", the morning bells have helped me start classroom instruction by 9:15 each morning on a teacher survey (14-15). • Based on a teacher survey, 61% of classroom teachers used the daily CMAPP math lessons but supplemented them with other materials and resources (15-16).	• Based on Staff input, math talk and student leaders is falling off with implementation of CCSS (15-16). • Based on Staff input, there is a lack of collecting, using and buying into walk through data and process (15-16). • Based on Staff input, there is no support staff to do coaching cycles (15-16). • Based on Staff input, there is limited vertical collaboration between grade levels (15-16). • Based on Staff input, the use of SIOP strategies is inconsistent (15-16). • Based on Staff input, there is a limited number of new staff trained in SIOP (15-16). • Based on a teacher survey, 61% of teachers are using Panther Time for something other than remediation/enrichment of math skills or reading skills (15-16).
Staff and Student Demographics	**Staff Trends:** • 97% of teachers at Vance have 4 or more years of experience compared to the county average of 80% (13-14) • Vance has a staff turnover rate of 5.3% compared to the county average of 11.3% (13-14) • >95% of teachers meeting or exceeding goals for student growth at Vance compared to the county average of 90.3% (13-14). • The number of teachers with higher than 4 year degrees increased from 37% (13-14) to 50%(14-15). • The teacher race/ethnicity data has stayed consistent White Teachers 95% (13-14) to 97% (14-15), African American Teachers 5% (13-14) to 3% (14-15). **Students Trends:** • Student Minor Behavioral Referral decreased from 1691 (13-14) to 872 (14-15) • The % of Hispanic students stayed consistent at 25% from 13-14 to 14-15. • The number of White students stayed consistent at 54% (13-14) to 58% (14-15). • The number of African American students stayed consistent at 15% (13-14) to 12% (14-15).	**Students Trends:** • Increasing populations of F/R students increased from 37.9 in 2012-2013 to 43.30 (14-15). • Increase in the number late arriving students from 1110 (13-14) to 1204 (14-15).

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	• Based on student surveys, students perceived bullying is decreased from BOY (41%) to EOY (38%) based on survey results (14-15). • Based on student surveys, 100% of fifth grades agree that teachers care about students (14-15). • Based on student surveys, 98% of fifth graders agree they work hard to meet teacher expectations(14-15) • Based on the TWC survey, 100% of teachers agree that Vance is a safe environment compared to the county average of 93% (13-14) • Based on the TWC survey, 80% of teachers agree that time is available to collaborate with colleagues compared to the county average of 77% (13-14) • Based on the TWC survey, 95% of teachers agree Vance is a good place to work and learn compared to the county average of 86% (13-14). • Based on the TWC survey, 100% of teachers agree that school leadership consistently supports teachers, support data-based decision making (13-14). • Based on the TWC survey, 100% of staff have a shared vision (13-14). • Based on Staff input, Teachers have duty free lunch, common planning, PLTs during the day. • Based on Staff input, Volunteers are welcomed in all class. • Based on Staff input, Strong partnership with Hollands Church. • Based on Staff input, Staff is motivated and hard working. • Based on Staff input, Equal Distribution of leadership among staff members.	• Based on administrator observations, Staff morale is a concern (13-14). • Based the on TWC survey, only 60.98 of Teachers took the Teacher Working Condition Survey (13-14). • Based on at TWC Survey, the % of Staff that agree there is an atmosphere of trust and mutual respect at Vance decreased from 100% (12-13) to 72% (13-14) then increased slightly to 72.7%(14-15). • Based on the TWC Survey, 72% of teachers agree that parents/guardians support teachers at Vance (13-14). • Based on the Student Survey, The % of students who feel safe at school declined from 97.3% (13-14) to 82.9% (14-15). • Based on the Student Survey, 32% of fifth graders disagree they have a say about what happens to them at school (14-15).

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
• KG-3rd graders MOY TRC Proficiency decreased by 8% from 14-15 to 15-16 (67% to 59%) and between BOY to EOY decreased 9% from 13-14 to 14-15. (20% to 11%). • All students Composite Score Proficiency growth from BOY to EOY decreased 5% from 13-14 to 14-15. and has been less than or equal to WCPSS % proficiency for BOY, MOY and EOY from 13-14 to 15-16.	• Less time teaching guided reading effectively.(I) • Lack of teaching reading vocabulary for TRC. (I) • Students having lack of prerequisite skills when entering current grade (L or I) • Teachers Focusing on Tier 2 and 3 interventions instead of core instructions.	• Strengthening of Guiding Reading Instruction. • Use of researched based instructional strategies during core Literacy instructions.

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School Improvement Plan

Comprehensive Needs Assessment

School:	Vance ES
Plan Year	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
• All 3rd-5th grade students EOG Math Proficiency decreased 11% from 2013-2014 to 2014-2015 (67% to 56%). • In Math, the AMO targets met decrease in 2014-2015 from the 2012-2013 and 2013-2014 school years (78%, 100%, and 100%).	• Students lacking foundational skills to support grade level math instruction (L or I) • Lack of instruction on understanding how to comprehend math word problems. (I) • Moving on in math instruction before checking for understanding or before mastery is reached. • Teacher or Staff focusing on Tier 2 and 3 Intervention instead of Core Instructions.	• Implementation of math universal screening to identify math skill deficits. • Utilizing the 8 standards for mathematical practice in math instruction. • Increasing commonality across grade level in math instruction.

Data Summary
Describe your conclusions

Based on 14-15 EOG results in both Math and ELA we need to explore the reasons for are decline in proficiency in Math and our lack of significant growth in ELA proficiency.

School Improvement Plan

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SIP Team Members

	Name	School Based Job Title
1	Allison Whaley	Teacher
2	Ashley Dasadhev	Teacher
3	Chelsea Lee	Teacher
4	Chris Maroclo	Other
5	Gina Lowe	Instructional Support Personnel
6	Jennifer Cherry	Teacher
7	Melissa Gilbert	Teacher
8	Nicole Houghton	Teacher
9	Sara Kurtz	Teacher
10	Sarah Simmons	Principal
11	Shari Burgdorf	Teacher
12	Vicki Wood	School Improvement Chair

WAKE COUNTY
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School Improvement Plan

School:	Vance ES
Plan Year	2016-2018
Date:	Jun - 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

At Vance Elementary, all students will receive high quality instruction in a safe, collaborative, child-centered environment in order to meet their full potential.

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

At Vance Elementary School we value increasing student success by:
• Supporting and retaining a highly qualified collaborative staff.
• Seek resources to meet the needs of diverse learners and eliminate achievement gaps through Professional Learning Teams.
• Partnering with parents and the community through the educational process.
• Providing a safe and positive environment that motivates students and staff to meet their goals in the 21st century.

WAKE COUNTY
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School Improvement Plan

School Goal

By June 2018, Reading Proficiency will increase by 10% as measured by BOY and EOY Mclass composite and TRC.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
SIT/Data Team	Learning and Teaching	21st Century Students

Resources

Staff development days, instructional funds, mClass, iPads, Daily CAFÉ, CMAPP, vocabulary lists, Letterland, SIOP resources, Master Instructional Schedule that allows for an uninterrupted reading block, Case 21(grades 2-5), PLT's, iPad apps, Discovery Education, PTA meetings, Vance newslines , school safety plan and PBiS data, EVAAS data, Technology resources, Open House, We wish to utilize DPI Flexibility with Financial Transfers, Duty Free Lunch and Planning, Safe and Orderly Schools Plan, Character Education Plan, Healthy Active Children Policy, Read to Achieve Plan, EdPlan, Achieve 3000, Big Universal

Key Process

1. Teachers will implement Guided Reading for all students to improve reading proficiency across all grade levels.

Tier

Tier 1 / Core Instruction

Process Manager

Grade Level PLTs

Measurable Process Check(s)

Literacy coach or grade level peers will conduct quarterly walkthroughs to observe and give feedback on Guided Reading groups for each teacher using the Guided Reading Checklist in order for the teacher to support growth in TRC.

Action Step(s)

1. Teachers will participate in Guided Reading Professional Development.

    Timeline   From 8/2016 To 6/2017

2. Literacy Coach or grade level peers will create a Guided Reading Checklist to use for walkthroughs.

    Timeline   From 8/2016 To 6/2017

3. Teachers create quarterly Guided Reading plan in PLT based on BOY Mclass data, to be reviewed and revised monthly as needed based on data.

    Timeline   From 8/2016 To 6/2018

4. Literacy Coach or grade level peer will conduct observations and give feedback on Guided Reading Groups.

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School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

Timeline	From 1/2017 To 6/2018

Key Process

2. Teachers will utilize research based instructional strategies in order to strengthen Literacy Core Instruction to meet the needs of all students.

Tier

Tier 1 / Core Instruction

Process Manager

Grade Level PLTs

Measurable Process Check(s)

The School Improvement Team will conduct quarterly walkthroughs using OTISS observation tool to assess the quality of systems and supports available to help teachers to strengthen core instruction.

The School Improvement team will conduct a quarterly review to determine if core instruction is meeting the needs of 80% of students based on the % of schoolwide reading intervention plans.

Action Step(s)

1. Grade levels will determine when and how often they will meet to plan literacy instructional strategies collaboratively.

    Timeline   From 8/2016 To 8/2016

2. During collaborative planning time, grade levels will determine what instructional strategies are needed to strengthen core, utilizing Hatties' research.

    Timeline   From 8/2016 To 6/2018

3. Staff will participate in Staff Development on how to develop Core Plans.

    Timeline   From 10/2016 To 6/2017

4. Grade levels will create Core Plans in EdPlan and update as needed using the TIPS problem solving model.

    Timeline   From 10/2016 To 6/2018

5. The School Improvement Team will be trained on the Hattis' research using the OTISS Observational tool.

    Timeline   From 8/2016 To 10/2016

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School Goal
By June 2018, All 3-5 students will meet Math growth targets and overall EOG math proficiency will increase from 56% to 70% as measured by Math EOG.

Goal Manager	Strategic Objective	State Board of Education Goal
SIT/Data Team	Learning and Teaching	21st Century Students

Resources
Staff development days, instructional funds, mClass, iPads, CMAPP, vocabulary lists, SIOP resources, Case 21(grades 2-5), PLT's, iPad apps, Discovery Education, PTA meetings, Vance newslines , PBiS data, EVAAS data, Technology resources, Open House, We wish to utilize DPI Flexibility with Financial Transfers, Duty Free Lunch and Planning, Safe and Orderly Schools Plan, Character Education Plan, Healthy Active Children Policy, EdPlan, The 8 Mathematical Practice Standards

Key Process
1. Teachers and staff will implement a universal screening tool to identify skill deficits and utilize the data to deliver appropriate instruction.

Tier

Tier 1 / Core Instruction

Process Manager

Grade Level PLTs

Measurable Process Check(s)

Teachers will administer universal screening 3 times per year(B, M, E) to drive instructional decisions as measured by PLT spreadsheets and EDPlan.

Action Step(s)

1. The MTSS team will choose/develop a school-wide Universal Screening tool for math.

    Timeline   From 8/2016 To 8/2016

2. The MTSS team will provide professional development on administering and interpreting the Universal Screening results.

    Timeline   From 8/2016 To 6/2017

3. PLT's will analyze Universal Screening data to identify at-risk students and create appropriate Intervention plans and scaffold core instruction.

    Timeline   From 8/2016 To 6/2018

Key Process

2. Teachers and staff will utilize the 8 mathematical practice standards in their math instruction to support student problem solving and math discourse.

Tier

Tier 1 / Core Instruction

Process Manager

Grade Level PLTs

Measurable Process Check(s)

Teachers will complete quarterly surveys on their utilization of (2) identified standards to determine Professional Development needs and impact on student achievement as measured by Common Formative Assessment data and universal screening growth.

Action Step(s)

1. The SIP team will determine the progression of the 8 mathematical practice standards .

   Timeline   From 8/2016 To 8/2016

2. The staff will participate in professional development on 2 MPS per quarter.

   Timeline   From 8/2016 To 6/2017

3. PLT's will participate in weekly collaborative planning integrating all Mathematical Practice Standards.

   Timeline   From 8/2016 To 6/2018

4. The SIP team will develop and administer quarterly surveys to measure implementation of the identified Mathematical Practice Standards.

   Timeline   From 8/2016 To 6/2017

5. PLT's will develop parent friendly documents explaining the 8 mathematical practice standards.

   Timeline   From 8/2016 To 6/2018

Key Process

3. Teachers will actively participate in weekly collaborative planning to ensure commonality of math instruction.

Tier

Tier 1 / Core Instruction

Process Manager

Grade Level PLTs

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Measurable Process Check(s)

Teachers will use common assessment data to determine the effectiveness of common planning/instructional delivery as measured by report card grades.

Action Step(s)

1. PLT's will map out the scope, sequence and essential vocabulary of math instruction each quarter.

   Timeline   From 8/2016 To 7/2017

2. PLT's will discuss common formative assessments for each math concept.

   Timeline   From 8/2016 To 6/2018

3. PLT's will use Formative Assessment data to adjust core instruction as needed.

   Timeline   From 8/2016 To 6/2018

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School Improvement Plan

Waiver Request

School:	Vance ES
Plan Year	2016-2018

Date	May - 2016
Waiver Requested	
not applicable	
How will this waiver impact school improvement?	
not applicable	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	not applicable

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PUBLIC SCHOOL SYSTEM

School Improvement Plan

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

Development Activities for

Topic:	Participants:	Goal Supported:
Strengthening Guided Reading Instruction	All teachers that teach reading.	School Goal 1 Key Process 1 ELA
Developing Core Plans	All Classroom Teachers	Goal 1, Key Process 2 ELA
Administering and Interpreting Math Universal Tool.	All Teachers that teach Math.	Goal 2 Key Process 1 Math
Understand and Implementing the 8 mathematical practice standards.	All teachers that teach Math.	Goal 2: Key Process 2 Math
Hattis' research using the OTISS Observational tool	SIP team	Goal 1 Key Process 2 ELA

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School Improvement Plan

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

Development Activities for

Topic:	Participants:	Goal Supported:
Building stamina while reading	All ELA teachers	Gaol 1 Key Process 2
Math Moves & Mathematical Practice Standards	All math teachers	Goal 2 Key Process 2
Hattis' research using the OTISS observational tool	All classroom teachers	Goal 1 Key Process 2
Continued Guided Reading Instructional Practices	All reading teachers	Goal 1 Key Process 1
Using data to drive math instruction	All math teachers	Goal 2 Key Process 3

School Improvement Plan

WAKE COUNTY PUBLIC SCHOOL SYSTEM

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	The following data will be used to indicate students need additional data points: K-5: MTSS Early Warning System Indicators triangulated with mCLASS data, report card grades, EOG scores for 3-5 New students at Vance - complete mCLASS data within a week of student enrolling Threshold for Entry into the Problem Solving Cycle: students demonstrating a need in two or more measures (excluding composite). Team refers to Vance's "Four Level Pyramid/Chart" and to WCPSS Tiered Support Flowchart to guide decisions. Exit: Reference WCPSS Tiered Support Flowchart and Vance's "Four Level Pyramid/Chart" as well as gaining mutual agreement of all stakeholders. PLTs will use kid talk spreadsheet and guiding questions when meeting with their intervention coach during Week 4 PLTs to problem solve Core and Tier 2 support. Intervention Team will meet weekly on Thursday mornings 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 use the mCLASS DEF report, report card grades and review the MTSS Explorer Early Warning Indicators to determine the number of students responding to interventions.	The following data will be used to identify students K-5: MTSS Early Warning System Indicator K-1: Number Knowledge Test K-1 EOY math summative KG-5: Report Card,3-5 EOG, K-5 formative assessments, 2-5: DIBELS Math universal screening New 2-5 students at Vance - complete Dibels Math data within a week of student enrolling Threshold for Entry into the Problem Solving Cycle: Team refers to Vance's "Four Level Pyramid/Chart" and to WCPSS Tiered Support Flowchart to guide decisions. Exit: Reference WCPSS Tiered Support Flowchart and Vance's "Four Level Pyramid/Chart" as well as gaining mutual agreement of all stakeholders. PLTs will use kid talk spreadsheet and guiding questions when meeting with their intervention coach during Week 4 PLTs to problem solve Core and Tier 2 support. Intervention Team will meet weekly on Thursday mornings 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 NKT scores in Oasis. Dibels Next universal screening and progress monitoring data, report card grade, MTSS Explorer Early Warning Indicators to determine the number of students responding to interventions.	Warning System: Red (Significant Risk): 4 or more consecutive unexcused absences Core: Minor referral data will be collected by teachers and staff and documented within the minor referral spreadsheet. SIRS discipline data: Major referrals will be entered into SIRS/EASI by administration. Threshold for Entry -- Team refers to Vance's "Four Level Pyramid/Chart" and to WCPSS Tiered Support Flowchart to guide decisions. MTSS Explorer Early for current quarter -Yellow (Concern): 3 consecutive unexcused absences for current quarter -Green (On Track): 2 or fewer consecutive unexcused absences for current quarter EXIT Reference WCPSS Tiered Support Flowchart and Vance's "Four Level Pyramid/Chart" as well as gaining mutual agreement of all stakeholders. PLTs will use kid talk spreadsheet and guiding questions when meeting with their intervention coach during Week 4 PLTs to problem solve Core and Tier 2 support. Intervention Team will meet weekly on Thursday mornings to problem solve Tier III students. PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions. At MOY & EOY, the intervention team will use TFI data to evaluate the effectiveness of the behavior structures outlined in the intervention matrix.

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School Improvement Plan

	Reading	Math	Behavior
Intervention Structure	Students in need of supplemental support will receive intervention at least 2 times week . Students in need of strategic support will receive intervention 3-4 times per week. Students in need of intensive support will receive interventions 4 to 5 days a week. Interventions will be delivered during Panther Time or ELA block.	Students in need of supplemental support will receive intervention at least 2 times week . Students in need of strategic support will receive intervention 3-4 times per week. Students in need of intensive support will receive interventions 4 to 5 days a week. Interventions will be delivered during Panther Time or Math block.	Supplemental and Strategic: Options: Check-In, Check-Out Mentoring Small Social/Emotional Groups Brief PTR Behavior Contract (Strategic) Structure: Core + supplemental/ strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness. 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 Interventions will be delivered during Panther Time or at a the teacher determined time.

School Improvement Plan

	Reading	Math	Behavior
Instruction	All stakeholders will be informed of instructional decisions & planning by report cards, mCLASS Parent Connect Letters, PLTs/kid talk spreadsheet, Parent conferences, Tier II/Tier III plans. Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart and Based on student skill deficits, stakeholders will utilize research based interventions from EdPlan to target the deficit. Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions Tier III - fidelity checklist Tier II - kid talk spreadsheet & notes from PLTs, anecdotal notes by the teache	All stakeholders will be informed of instructional decisions & planning by attending grade level PLT's or reviewing team notes in google drive. PLTs/kid talk spreadsheet, Parent conferences, Tier II/Tier III plans. Assessing Math concepts diagnostic assessments will be administered for Kindergarten & 1st grades as outlined by the WCPSS. 2nd-5th will analyze Dibels Next probes to determine specific areas of need. K & 1st grade where applicable will follow lessons from Kathy Richardson's Assessing Math Concepts 2nd- 5th Based on student skill deficits, stakeholders will utilize research based interventions from EdPlan to target the deficit. Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions Tier III - fidelity checklist Tier II - kid talk spreadsheet & notes from PLTs, anecdotal notes by the teacher Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions	All stakeholders will be informed of instructional decisions & planning by attending grade level PLT's or reviewing team notes in google drive. PLTs/kid talk spreadsheet, Parent conferences, Tier II/Tier III plans. Supplemental: Teachers will review PROWL rules in the classroom and use pre-corrects when moving to other areas of the building. Strategic: Explicit behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan. Intensive: Explicit behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan. Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions Tier III - fidelity checklist Tier II - kid talk spreadsheet & notes from PLTs, anecdotal notes by the teacher The Intervention Team will be checked using the TFI three times a year.

School Improvement Plan

	Reading	Math	Behavior
Assessment and Progress Monitoring	Reference EASi Progress (EdPlan) Monitoring Master List spreadsheet Progress monitoring data triangulated with common assessments, formative assessments, benchmark assessments, RTA passages Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart Every other week for Supplemental & Strategic (depending on progress monitoring tool used) Every week for students at Intensive Level (TRC every 3-4 weeks) (depending on progress monitoring tool used) Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions	Reference EASi Progress (EdPlan) Monitoring Master List spreadsheet Progress monitoring data triangulated with common assessments, formative assessments, benchmark assessments. Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart Every other week for Supplemental & Strategic (depending on progress monitoring tool used) Every week for students at Intensive Level (depending on progress monitoring tool used) Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions	Supplement/Strategic: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier II Behavior Intervention plan. Intensive: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier III Behavior intervention plan. Progress monitoring data triangulated Conduct grades, Major and Minor behavior Referrals and teacher anecdotal notes. Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart Progress monitor every 4 to 6 week Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions
Curriculum/Resources	K-2 Word Work: Strategic: Letterland Small Group lessons Intervention Strand 3-5 Word Work: Recipe for Reading FCRR, Reading A-Z, Leveled Texts, Achieve 3000, Fountas & Pinnell, ipad Apps EASi Interventions Master List spreadsheet EASi Progress Monitoring Master List spreadsheet	K/1: 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 K-5 EASi Progress Monitoring Master List spreadsheet	Core: and Supplemental PBIS/Core Behavior Systems and Structures Strategic: Check In Check Out, Check-in-Connect, Second Step, Steps to Respect, CMAPP curriculum (small groups), Teachers Encyclopedia of Behavior Management Intensive: PRT-Prevent, Teach, Reinforce

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School Improvement Plan

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	MTSS Explorer Early Warning System (EWS) indicators as well as the expansion data (if available). The following data will be used to indicate students need additional data points: • K-3: mCLASS data • 4-5: Administer mCLASS Dibels to any student that scored below 4 on EOG or ELA Report Card grades. Threshold for Entry into the problem solving cycle (TIPS): students demonstrating a need in two or more measures (excluding composite). Team refers to "WCPSS 3 Tiered Instruction/Intervention Flowchart" to guide decisions. Exit: Reference "WCPSS 3 Tiered Instruction/Intervention Flowchart"as well as gaining mutual agreement of all stakeholders.	Threshold for Entry into the problem solving cycle (TIPS): • K-2 Reference "Using NKT to Make Data-Based Decisions". • 3-5: Report Cards & Common Assessments Exit: Reference "WCPSS 3 Tiered Instruction/Intervention Flowchart" as well as gaining mutual agreement of all stakeholders.	When student behavior data (as compared to his or her peer group) is above the school's threshold, the student will enter the problem solving process for consideration of strategic interventions. Threshold for identification example: 3 or more Minors/quarter and/or 1 more Major/quarter. If student is demonstrating progress toward meeting benchmark (rate of growth) intervention fading will occur in frequency first and then in intensity. When progress monitoring data indicates that a student is not responding to Tier II plan, the student will enter the problem solving process for consideration of intensive interventions. When Student demonstrates progress, meets and sustains benchmark exit plan.

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Intervention Structure	Small groups of no more than 5 students for those in need of strategic support - 10 to 20 minutes- 2 to 4 days a week Small group of no more than 3 students for those in need of intensive support - 20 to 30 minutes - 4 to 5 days a week Maintain the EASI Parents Communication Tab. Interventions will be scheduled during team time, rotations and/or transition times in order to protect literacy core instruction.	Small groups of 4-6 students for those in need of strategic support - 10 to 15 minutes 2 to 3 times a week. Small groups of 2-4 students for those in need of intensive support -10 to 15 minutes 4 to 5 times a week. Maintain the EASI Parents Communication Tab. Interventions will be scheduled by extending the math block by 15 minutes or during team time and/or transition times in order to protect math core instruction	Strategic and intensive interventions can be delivered individually or in small group. Strategic and intensive interventions can be delivered through core. Classroom-based interventions will be delivered throughout the day by core teachers. Interventions delivered by someone other than core teacher(s) will protect core instructional time. Maintain the EASI Parents Communication Tab he master schedule has been designed to allow time for flexible grouping to occur for strategic and intensive intervention. Intervention times can be altered in the master schedule based on student need. Examples: smart lunch, electives, advisory time, transitions
Instruction	All stakeholders will be informed of instructional decisions & planning by attending grade level PLTsor access to minute notes in google drive ensuring skills are generalized across settings and address grade level expectations on students' level. Digging deeper/diagnostic assessments will be administered, as outlined by Literacy Assessment Flowcharts to determine the students most foundational needs.	All stakeholders will be informed of instructional decisions & planning by attending grade level PLTs or access to minute notes in google drive ensuring skills are generalized across settings and address grade level expectations based on the major work of the grade. K-2 Assessing Math Concepts (AMC) diagnostic assessments will be administered for students who scored at or below the NKT cut score to determine the students' most foundational need. Teachers will use "Selecting the Appropriate AMC Assessment" to decide which assessment(s) to use then refer to the "Linking Assessment to Instruction" documents to determine appropriate interventions.	School-wide behavior expectations are developed and taught. All stakeholders will be informed of instructional decisions & planning by attending grade level PLTs or access to minute notes in google drive ensuring skills are generalized across settings and address grade level behavior expectations. Whole school and grade level data is reviewed throughout the year. PLTs meet monthly to review grade level discipline trends and problem solve to make adjustments.

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	Reading	Math	Behavior
Assessment and Progress Monitoring	• K-3 Dibels Next and TRC (determined by NCDPI) 4-5 Dibels Next and running records Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the "WCPSS 3 Tiered Instruction/Intervention Flowchart"	• K-2 Assessing Math Concepts • 3-5 Common Formative Assessments Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the "WCPSS 3 Tiered Instruction/Intervention Flowchart".	Major behaviors (Office discipline referrals) Number of Days in ISS + OSS Student, Staff, and Parent Feedback as part of plan review Minor behaviors Attendance data MTSS Explorer Behavior Screener(If available) Classroom behavior data collection Analyzing progress monitoring data will occur at least monthly (4-6 weeks).
Curriculum/Resources	K-2 Word Work: Strategic: Letterland Small Group lessons Intensive: Letterland Intervention Strand 3-5 Word Work: Recipe for Reading using the intervention lesson plan K-5 Comprehension: The Reading Strategies Book, Anchor Comprehension Workshop EASi: MTSS Explorer or RtI interventions & progress monitoring lists	K-2: "Strategic Interventions to Support K-2 Mathematics" document & "Linking AMC Instruction" documents for intensive students Kathy Richardson's Developing Number Concepts books 1, 2, & 3 Kathy Richardson's How Children Learn Number Concepts Assessing Math Concepts Diagnostic Assessments: amcanywhere.com EASi: MTSS Explorer or RtI interventions & progress monitoring lists 3-5: C-Mapp	PBIS.org Teacher's Encyclopedia of Behavior Management Interventions-Evidence Based Behavioral Strategies for Individual Students EASi: MTSS Explorer or RtI interventions & progress monitoring lists