

School:	Lacy ES
Plan Year	2016-2018

Data	Strengths (data trend statements)	Concerns (data trend statements)
Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	Overall EOG percent proficient in reading and math from 2012-2013 to 2014-2015 were greater than area and district averages. Percent proficient for reading ("14-"15) was 72.9% compared to 68.9% for WCPSS and 67.8% for central area. Percent proficient for math ("14-"15) was 72.9% compared to 68.9% for WCPSS and 67.8% for central area. 4th grade reading EOG data shows a 4.6% point increase in percent proficient from 2013-2014 to 2014-2015. 3rd grade SWD EOG percent proficient showed a 20.4 percentage points increase (math) from 2012-2013 to 2013-2014. 4th grade SWD EOG percent proficient in math showed an increase from 2012-2013 to 2014-2015 of 10.7 percentage points. 5th grade math and science EOG scores show an increase in the Black subgroup percent proficient from 2012-2013 to 2014-2015 (no data for 2013-2014) from 26.1 to 35.3 (reading) and 34.8 to 47.1 (science). According to EVAAS data, students in 4th grade math showed an average increase of 4.6 over the past 3 years. 5th grade Science Case 21 data (2015-2016) was 25.6% higher than Joyner elementary when comparing the same test sequence of motion design and weather. From 2013-2014 to 2014-2015, MClass TRC data shows an average decrease (-13.5%) in the number of students on red from BOY to EOY. AMO data shows white, AlG and LEP students met math targets with an average of +21.5 (white), +6.7 (AlG) and +3.3 (LEP) from 2012-2013 to 2014-2015. Though not meeting target math AMO goals, ED students show a 15% points increase in the percent proficient from 2012-2013 to 2014-2015. AMO math data shows LEP students average 10% points increase annually from 2012-2013 to 2014-2015 (19.4%, 28.1%, 39.4%). AMO data shows white and AlG students met reading targets with an average of +19.1 (white), +3.6 (AlG) from 2012-2013 to 2014-2015.	IEOG performance composite for all students did not show growth (-4%points) from 2012-2013 to 2014-2015. 3rd grade math EOG data shows a 1.3 % point decrease in percent proficient from 2013-2014 to 2014-2015. 5th grade math EOG data shows a 1.3 % point decrease in percent proficient from 2013-2014 to 2014-2015. 3rd grade reading EOG data shows a 13% point decrease in percent proficient from 2013-2014 to 2014-2015. 5th grade SWD EOG percent proficient showed a decrease in reading (-25.3), math (-15.6) and science (-17.1) from 2012-2013 to 2014-2015. 2014-2015 EOG data shows female students in 3rd grade had on average 12% points more students proficient than male students in both reading and math. 2014-2015 EOG data shows white students in 3rd grade were on average 62.2% points more proficient than male students in both reading and math. (reading-38.2% / 267.% math -81.2% / 13.3%). 2014-2015 EOG data shows white students in 3rd grade were on average 62.2% points more proficient than black students in both reading and math. (reading-38.2% / 267.% math -81.2% / 13.3%). 2014-2015 EOG data shows white students in 4th grade were on average 43.1% points more proficient than black students in both reading and math. (reading-89.3% / 46.7%, math -90.3% / 46.7%). 2014-2015 EOG data shows white students in 5th grade were on average 46.5% points more proficient than black students in both reading and math. (reading-85.1% / 53.3%, math -85.1% / 5.9%). 2014-2015 EOG data shows white students in 5th grade were on average 46.5% points more proficient than black students in both reading and math. (reading-85.1% / 35.3%, math -85.1% / 5.9%). 2014-2015 EOG data shows white students in 5th grade were on average 46.5% points more proficient than black students in decrease of 20 data shows data students in grades 20 data shows an



Comprehensive Needs Assessment

School:	Lacy ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	During 2015-2016 school year, K-5teachers measure core instruction with MClass (TRC & Dibels), KEA, writing samples compared to rubrics, Case 21, Common Core math assessments from CMAPP, informal assessments such as checklists, self assessments, and anecdotal notes, Letterland spelling checks and daily alignment lesson checks. MClass/TRC gives teachers information to target specific skill needs, create more cohesive guided reading groups and instructional needs of individual students. CMAPP provides instructional strategies and activities.	Insufficient training on core programs, such as Letterland and changes, mistakes and developmentally inappropriateness of some TRC written questions are of concern. Time it takes to administer TRC and other assessments is also a concern.
Staff and Student Demographics	Lacy currently (2015-2016) has 3 BT's out of 54 teachers. In 2015-2016, 18 out of 54 teachers are NBCT (33%). In 2015-2016, the mentor/mentee ratio is 1:1. 2012-2015 data shows that average teacher turnover rate is 9.2%. 2014-2015 data shows that there were no long-term suspensions and 10 short-term suspensions.	2014-2015 Data shows the teacher demographics to be: White - 96.2%, Asian - 1.9%, and Black 1.9% while 2014-2015 Data shows student demographics to be: White - 72%, Asian - 5%, Black - 14% and Hispanic - 8%. Teacher demographics do not reflect student demographics. Of the 10 short term suspensions, 9 are students with disabilities.
Perception	According to the 2014-2015 Teacher Working Conditions survey: 100% of teachers believe the school "is a good place to work and learn" and that "there is an atmosphere of trust and mutual respect in the school". 100% of teachers agree that "school administrators support teachers' efforts to maintain classroom discipline", school leadership consistently supports teachers", and "school leadership supports data-based decision making".	According to the 2014-2015 TWC Survey, 86% of teachers feel they are "allowed to focus on educating without interruption." According to the 2014-2015 Student survey, 95% of students report they "feel safe at school", while 83% feel "the school environment is clean and well maintained."



Comprehensive Needs Assessment

School:	Lacy ES
Plan Year	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Large number of students show proficiency on EOG's as a level 3 but are not proficient by state standards with a 4 or 5, as shown by the AMO. (2014-2015 data shows 19.7% received level 2 or 3 in reading and 20.9% received level 2 or 3 in math). All students show an overall decrease in EOG scores.	Lack of academic vocabulary Lack of stamina Not enough EOG review/prep	Word of the week - school wide (WLACY, Wednesday news, etc.) Academic vocabulary painted around school - idea of naming the halls (ex. Inference Street) Wordly Wise or another vocabulary program Book Study - "Word Nerds" MobyMax - class work and sharing it as summer work MobyMax teacher training (small group) Mindset to help with stamina



School:	Lacy ES
Plan Year	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
MClass TRC (K-3) scores show an average of 25% points increase in students below proficiency and an average of 25% points decrease in students at or above proficiency from EOY 2013 to BOY 2014 and EOY 2014 to BOY 2015.	Lack of academic vocabulary Lack of writing program Lack of stamina	School-wide writing program Have a "4th" type of writingTRC writing Time to dedicate to writing (scheduling issues?) Word of the week - school wide (WLACY, Wednesday news, etc.) Academic vocabulary painted around school - idea of naming the halls (ex. Inference Street) Mindset to help with stamina

Data Summary

Describe your conclusions

For the school years 2012-2014 Lacy has consistently "met" or "exceeded" expected growth according to EVAAS data and "met" AMO targets for the overall student population from 2012-2015. However, we have noticed a continual decline in the percent proficient each year in both reading and math with an increase in percentages of students obtaining level 2's and 3's. MClass BOY scores show an average 25% point increase in number of students below proficiency compared to EOY scores of the previous year. We have determined that a lack of academic vocabulary, writing program and stamina, a fixed Mindset and lack of EOG/Testing review and preparation may be the root causes of the steady decline in both EOG and MClass scores. The school SIT, Leadership and PLT's will need to focus on incorporating more academic/content area vocabulary in to everyday instruction as well as determine how to best meet the writing needs of all students while increasing students' stamina (ability to complete longer, harder tasks) in all areas.



Membership of School Improvement Team

School:	Lacy ES
Plan Year	2016-2018
Principal:	Candace Watson
Date:	May - 2016

SIP Team Members

	Name	School Based Job Title
1	Brenda Jones	Teacher
2	Candace Watson	Principal
3	Cara Sadin	Teacher
4	Catherine Baron	Instructional Support Personnel
5	Debbie Slais	School Improvement Chair
6	Emily Jenkins	Teacher
7	Jelynn Crane	Assistant Principal
8	Joy Ingallinera	Teacher
9	Kim Walker	Parent
10	Nancy Proctor	Instructional Support Personnel
11	Sara Johnson	Teacher
12	Terry Denny	Teacher



Mission.	Vision	and Va	alue	Statements
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School:	Lacy ES
Plan Year	2016-2018
Date:	May - 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

Lacy is a diverse learning community where students, staff, and parents work collaboratively to foster productive citizenship and academic growth.

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 believe that all students have the ability to learn and grow in an environment that is rigorous and relevant.



Summary of Goals, Key Processes and Action Steps

School: Lacy ES
Plan Year 2016-2018

LEA: Wake County (920)

School Goal

By June 2018, the percentage of students receiving level 2 & 3 on reading and math EOG's will decrease by 5% points yearly from the 2014-2015 data (reading - 19.7%, math - 20.9%).

Goal Manager Strategic Objective State Board of Education Goal

Candace Watson, Jelynn Crane, Debbie Slais

Achievement

Globally Competitive Students

Resources

Elementary (K-3 Read to Achieve Plan)
Character Education Plan
Safe and Orderly Schools Plan
Healthy Active Children Policy (K-8)
We wish to utilize DPI flexibility with funds transfer.

Key Process

1. Teachers/Staff will utilize school-wide words of the week in weekly math and language arts activities to increase students' academic and content vocabulary.

Tier

Tier 1 / Core

Process Manager

Terry Denny, Candace Watson, Jelynn Crane

Measurable Process Check(s)

The Specialist Team and PLT's will create a schedule for presenting words of the week to the school through WLACY and Wednesday Words. The PLT's and SIT will analyze Common Formative Assessments and Benchmark Data monthly and quarterly in order to determine the next steps for student success. PLT's will participate in an end of year survey evaluating the effectiveness of the weekly words to determine next steps.

Action Step(s)

1. SIT representatives will discuss with PLT's content/academic vocabulary word lists to help create a master list of school-wide literacy and math vocabulary.

Timeline From 8/2016 To 10/2016

2. The specialists' PLT will create a schedule for introducing the math and literacy content/academic vocabulary words (2 per subject per week) on WLACY and in the Wednesday Words; encouraging parental support through Wednesday Words suggested vocabulary activities.

Timeline From 10/2016 To 10/2016

3. Teachers/Staff will utilize school-wide words of the week in weekly math and language arts activities to increase students' academic and content vocabulary.



Summary of Goals, Key Processes and Action Steps

School: Lacy ES
Plan Year 2016-2018

LEA: Wake County (920)

Timeline From 11/2016 To 5/2017

4. PLT's will discuss quarterly, ways the academic and content vocabulary is being used in the classroom.

Timeline From 11/2016 To 5/2017

5. PLT's will participate in an end of year survey to evaluate the effectiveness of the school-wide weekly words.

Timeline From 5/2017 To 5/2017

6. SIP team will evaluate end of year survey data about the utilization of weekly words to determine the next steps for the 2017-2018 school year.

Timeline From 8/2017 To 9/2017

Key Process

2. Teachers/Staff will participate in a book study of "Word Nerds" to increase knowledge of how to incorporate vocabulary instruction into each school day using multisensory instruction to improve students' word knowledge and confidence.

Tier

Tier 1 / Core

Process Manager

Nancy Proctor, Candace Watson, Debbie Slais

Measurable Process Check(s)

The IRT and SIT Literacy Committee will create and deliver a pre and post survey measuring how teachers blend vocabulary development into daily classroom instruction in ways that help students learn and retain words (before and after book study on "Word Nerds"). The PLT's and SIT will analyze Common Formative Assessments and Benchmark Data monthly and quarterly in order to determine the next steps for student success.

Action Step(s)

1. The IRT and SIT Literacy Committee will create and deliver a pre survey measuring how teachers blend vocabulary development into daily classroom instruction in ways that help students learn and retain words to determine next steps for "Word Nerds" professional development.

Timeline From 8/2016 To 12/2016

2. The IRT, Literacy Coach and SIT Literacy Committee will create professional development for a book study centered around "Word Nerds".

Timeline From 12/2016 To 8/2017



Summary of Goals, Key Processes and Action Steps

School: Lacy ES Plan Year 2016-2018

LEA: Wake County (920)

3. Administration will order and distribute the "Word Nerds" book to staff participating in book study.

Timeline From 6/2017 To 8/2017

4. Teachers/Staff will participate in a book study of "Word Nerds" (utilizing Early Release and Teacher Workdays).

Timeline From 8/2017 To 6/2018

5. The IRT and SIT Literacy Committee will create and deliver a post survey (after book study of "Word Nerds") measuring how teachers blend vocabulary development into daily classroom instruction in ways that help students learn and retain words.

Timeline From 5/2018 To 6/2018

Key Process

3. Teachers/Staff will increase the visibility of academic and content vocabulary through word walls in classrooms and hallways as a way to increase students vocabulary skills.

Tier

Tier 1 / Core

Process Manager

Candace Watson, Jelynn Crane, Debbie Slais

Measurable Process Check(s)

The SIT Literacy Committee and Administrators will conduct walkthroughs quarterly in order to measure the utilization and implementation of academic and content vocabulary word walls. PLT's and the SIT will analyze Common Formative Assessment and benchmark data monthly and quarterly in order to determine the next steps for student success.

Action Step(s)

1. SIT representatives will discuss with PLT's content/academic vocabulary word lists to help create a master list of school-wide literacy and math vocabulary.

Timeline From 8/2016 To 10/2016

2. The SIT Literacy committee and administration will develop a walkthrough instrument to measure the utilization and implementation of word walls in classrooms and throughout school.

Timeline From 8/2016 To 10/2016

3. Administration and Leadership team will determine the next steps for placing content/academic vocabulary on walls throughout school.

Timeline From 10/2016 To 6/2017



Summary of Goals, Key Processes and Action Steps

School: Lacy ES
Plan Year 2016-2018

LEA: Wake County (920)

4. The SIT Literacy Committee and Administration will conduct quarterly walkthroughs to measure the utilization and implementation of word walls in classrooms and throughout school.

Timeline From 11/2016 To 6/2018

Key Process

4. Teachers/Staff will design and implement activities which promote a positive Mindset in all students to raise achievement and increase stamina.

Tier

Tier 1 / Core

Process Manager

Jelynn Crane, Nancy Proctor

Measurable Process Check(s)

The SIP team and Administration will create and deliver a survey to get baseline data on how teachers blend growth Mindset development into daily classroom instruction in ways that help students raise achievement and increase stamina. A pre and post survey will be developed and delivered to students to measure Mindset—their beliefs about the malleability of intelligence, the relative importance of learning and performance, and their attitudes toward effort and mistakes. The PLT's and SIT will analyze Common Formative Assessments and Benchmark Data monthly and quarterly in order to determine the next steps for student success.

Action Step(s)

1. SIP team and Administration will create and deliver a survey to determine baseline data on how teachers blend growth Mindset development into daily classroom instruction.

Timeline From 8/2016 To 10/2016

2. A pre survey will be developed and delivered to students to measure Mindset—their beliefs about the malleability of intelligence, the relative importance of learning and performance, and their attitudes toward effort and mistakes

Timeline From 8/2016 To 10/2016

3. Teachers/Staff will design and implement activities which promote a positive Mindset in all students such as growth Mindset videos, "Awesomeness" Citations and an EOG pep rally.

Timeline From 8/2016 To 5/2017

4. The SIP team will be develop and deliver a post survey to students to measure Mindset—their beliefs about the malleability of intelligence, the relative importance of learning and performance, and their attitudes toward effort and mistakes.

Timeline From 5/2017 To 6/2017



Summary of Goals, Key Processes and Action Steps

School: Lacy ES
Plan Year 2016-2018

LEA: Wake County (920)

5. SIP team and Administration will create and deliver a post survey about how teachers blend growth Mindset development into daily instruction to determine next steps for the 2017-2018 school year.

Timeline From 5/2017 To 6/2017

Key Process

5. Teachers/Staff will incorporate Mobymax in weekly instruction to further personalize learning and work toward fixing missing skills.

Tier

Tier 1 / Core

Process Manager

Debbie Slais, Candace Watson, Jelynn Crane

Measurable Process Check(s)

The SIT Technology Committee will create and deliver a quarterly survey to determine incorporation of Mobymax into weekly instruction. Administration and PLT's will analyze MobyMax data quarterly in order to determine the next steps for student success.

Action Step(s)

1. The SIT Technology Committee will create and deliver a quarterly survey to determine differentiated staff needs in the implementation of Mobymax into weekly instruction.

Timeline From 8/2016 To 10/2016

2. The SIT Technology Committee will develop differentiated professional development/help sessions to meet the needs of staff with the implementation of MobyMax in weekly instruction.

Timeline From 10/2016 To 5/2017

3. PLT's will analyze MobyMax data quarterly in order to determine the next steps for student success.

Timeline From 10/2016 To 5/2017

4. The SIT Technology Committee will create and deliver an end of year survey to determine continuation of the purchase and use of Mobymax into weekly instruction in 2017-2018.

Timeline From 5/2017 To 6/2017



Summary of Goals, Key Processes and Action Steps

School: Lacy ES
Plan Year 2016-2018

LEA: Wake County (920)

School Goal

By June 2018 the Text Reading & Comprehension (TRC) beginning of year (BOY) measure will be within 20% points of end of year (EOY) scores for each level (red, yellow, green, blue).

Goal Manager Strategic Objective State Board of Education Goal

Candace Watson, Jelynn Crane,

Debbie Slais

Learning and Teaching

Globally Competitive Students

Resources

Elementary (K-3 Read to Achieve Plan) Safe and Orderly Schools Plan

Key Process

1. Teachers/Staff will incorporate the strategies of Lucy Calkins & Writer's Workshop during writing instruction to increase students' written capabilities.

Tier

Tier 1 / Core

Process Manager

Nancy Proctor, Candace Watson

Measurable Process Check(s)

The SIT Literacy Committee and Administrators will conduct walkthroughs quarterly in order to assess professional development needs with Writer's Workshop and Lucy Calkins implementation. The PLT's and SIT will analyze Common Formative Assessments and Benchmark Data monthly and quarterly in order to determine the next steps for student success.

Action Step(s)

1. The SIT Literacy Committee and Administrators will create and implement a walkthrough tool to measure quarterly professional development needs with Writer's Workshop and Lucy Calkins implementation.

Timeline From 8/2016 To 10/2016

2. IRT and Literacy Coach will plan and implement Writer's Workshop and Lucy Calkins professional development to align with data gathered from walkthroughs.

Timeline From 8/2016 To 6/2017

3. PLT's will identify and plan for direct instruction utilizing instructional strategies from Writer's Workshop and Lucy Calkins professional development.

Timeline From 10/2016 To 6/2017



Summary of Goals, Key Processes and Action Steps

School: Lacy ES
Plan Year 2016-2018

LEA: Wake County (920)

4. The SIT Literacy Committee and Administration will discuss final walkthrough data to determine next steps for professional development during the 2017-2018 school year.

Timeline From 5/2017 To 6/2017

Key Process

2. K-3 Teachers/Staff will implement TRC writing as a "4th" type of writing during Writer's Workshop as a way to increase students' capabilities of written responses to text.

Tier

Tier 1 / Core

Process Manager

Nancy Proctor, Candace Watson, Debbie Slais

Measurable Process Check(s)

The SIT Literacy Committee and Administrators will conduct surveys quarterly in order to assess professional development needs with Text Response Writing implementation. The PLT's and SIT will analyze Common Formative Assessments and Benchmark Data monthly and quarterly in order to determine the next steps for student success.

Action Step(s)

1. The SIT Literacy Committee and Administrators will create a survey to be given quarterly in order to assess professional development needs with Text Response Writing implementation.

Timeline From 8/2016 To 10/2016

2. The IRT, Literacy Coach and volunteer staff members will organize leveled book room books to reflect text response question stems for leveled books.

Timeline From 8/2016 To 10/2016

3. The IRT and Literacy Coach will plan and deliver professional development in the area of Text Response Writing in correlation with the Writer's Workshop and Lucy Calkins professional development.

Timeline From 10/2016 To 5/2017

4. PLT's will discuss best practices and create instructional strategies for Text Response writing.

Timeline From 10/2016 To 5/2017

5. The SIT Literacy Committee and Administration will discuss final survey data to determine next steps for TRC professional development during the 2017-2018 school year.

Timeline From 5/2017 To 6/2017



Summary of Goals, Key Processes and Action Steps

School: Lacy ES
Plan Year 2016-2018

LEA: Wake County (920)

Key Process

3. Administration/Leadership Team will look to increase time to dedicate to writing and vocabulary programs through scheduling changes as a way to increase students' written capabilities and academic vocabulary skills.

Tier

Tier 1 / Core

Process Manager

Candace Watson, Jelynn Crane

Measurable Process Check(s)

Administration and the Leadership team will collect and analyze grade level data (time spent on literacy instruction) and adjust schedules to maximize minutes devoted to literacy as a way to determine how to best meet the needs of students and each grade level. Administration and the SIP team will survey teachers quarterly about time spent on literacy instruction and the effectiveness of the schedule changes. PLT's will meet quarterly to analyze grade level data (surveys) in order to determine the next steps for scheduling changes.

Action Step(s)

1. Administration and the Leadership team will collect and analyze grade level data (time spent on literacy instruction) and adjust schedules to maximize minutes devoted to literacy as a way to determine how to best meet the needs of students and each grade level.

Timeline From 6/2016 To 8/2016

2. Administration and Leadership team will create a master schedule to maximize minutes devoted to literacy.

Timeline From 6/2016 To 8/2016

3. Administration and the SIP team will create and give a survey to teachers quarterly about time spent on literacy instruction and the effectiveness of the schedule changes.

Timeline From 9/2016 To 5/2017

4. PLT's will brainstorm other ways to utilize "down" times in classroom to maximize instruction.

Timeline From 8/2016 To 6/2017

5. Administration and Leadership Team will discuss final survey results to identify any changes or modifications needed for the 2017-2018 master calendar.

Timeline From 5/2017 To 6/2017



Waiver Request

School: Lacy ES
Plan Year 2016-2018

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



Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:
August 22 – Teachers will complete the process for their Professional Development Plans.	All teachers.	Goal 1 and Goal 2
August 23 -Teacher Workday - Lucy Calkins and Writer's Workshop - Present an overview of the Lucy Calkins book, Writer's Workshop and Daily Café	All teachers.	Goal 2
September 9 – Early Release Day – Lucy Calkins, Writers Workshop and Daily Café follow up		
September 30 - Early Release Day - Word Walls/Vocabulary Skills/Daily Five-Cafe	All teachers	Goal 1
October 21 - Early Release Day - "Word Nerds" - Give staff members the book and begin with an introduction and how it may be used. We will also share that we will complete a book study next fall.	All staff.	Goal 1
December 2 - Early Release Day - Tech Fair - Moby Max, Google, TLC, Glogster, etc.	All staff	Goal 1
January 20 - Early Release Day - Mindset	All staff	Goal 1
February 10 - Early Release Day - Literacy Strategy Share Out - Each grade level will have time to share a literacy or vocabulary strategy with the staff from their work with Lucy Calkins, Writer's Workshop and Daily Café.	All teachers	Goal 2
February 20 - Work Day - Tech Fair - Moby Max, Google, TLC, Glogster, etc.	All staff	Goal 1
Proposed SIP Professional Development Plan for 2017-18	All staff	Goals 1 and 2

- August 21 "Word Nerds" Teachers will bring their books to the media center and we will complete a review of the book and book study process. Teachers will determine which book study group they would like to join.
- August 21 Teachers will complete the process for their Professional Development Plans.
- September 8 Early Release Day "Word Nerds" Book Study
- September 21 Work Day Literacy Strategy Share Out Each grade level will have time to share a literacy or vocabulary strategy with the staff.
- October 20 Early Release Day "Word Nerds" Book Study
- December 21 Early Release Day "Word Nerds" Book Study
- February 9 Early Release Day "Word Nerds" Book Study Final Presentation to Staff
- February 19 Work Day Literacy Strategy Share Out Each grade level will have time to share a literacy or vocabulary strategy with the staff.
- April 13 Early Release Day Tech Fair Moby Max, Google, TLC, Glogster, etc.
- May 25 Early Release Day Literacy Strategy Share Out Each grade level will have time to share a literacy or vocabulary strategy with the staff.



Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:	
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Intervention Planning Matrix

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

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	Data used to determine criteria: • Using mCLASS BOY assessments, Intervention teachers rank students according to their composite scores, highlighting all students who are red and/or yellow in two or more measures, not including composite scores. • Digging Deeper assessments will be administered, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart in the mCLASS K-5 Quick Reference Guide. • Data used to determine student need wmay also include the following: mCLASS, benchmark data, BOG, EOG, digging deeper assessments, report cards, and anecdotal notes. How will students enter intervention? • Once students have been identified as below benchmark through the triangulation of data points, a Best Service meeting is held by Intervention teachers with classroom, ESL, and CCR teachers to determine which service will best meet students' needs. • Students who have a red composite and/or red TRC, and or show great need due to Digging Deeper Assessments are identified as needing intensive interventions • Students who have a yellow or green composite and/or red or yellow TRC, and/or show deficit in Digging Deeper assessments are identified as needing strategic interventions.	What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? • Multiple data points: report cards, EOG, CASE 21, Number Knowledge (K-1), ative Assessment, Common Assessments and Teacher Feedback What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academic or behavior? • Intensive interventions will be received when a student is at least one grade level below based on: K-3: Formative Assessments and Report Card 4-5: EOG and Report Card • Strategic interventions will be received when a student is showing concern in 2 or more of the data points listed above. • Students will exit interventions when they have mastered their major works of their grade level. What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year? • Students will be discussed in weekly PLT and/or grade level meetings. Core teacher will share and collaborate with all stakeholders working with students. How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on the rate of improvement and/or transitioning towards Core benchmarks? • Assessment data will be collected and the effectiveness of grade level math interventions will be evaluated during grade level PLT	What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? Multiple data points: parent contacts, teacher observations, office referrals (minor vs. major), frequency of patterns, behavior contracts and suspension data What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academic or behavior?



Intervention Planning Matrix

 School:
 Lacy ES

 Plan Year
 2016-2018

 School Year:
 2016-2017

	Reading	Math	Behavior
Intervention Structure	What will be the strategic and intensive structures for delivering services? • Intensive Service: Direct instruction in push-in or pull-out groups of 20-30 minutes daily,no more than 5 students, 3-4 days per week. • Strategic Service: Direct Instruction 10-20 minutes a daily,no more than 5 students, 2-4 days per week. • Classroom Strategy Groups: 5-15 minutes 1-3 days per week. • Instruction by the Intervention teacher is in addition to regular classroom direct reading instruction provided by the core teacher. How does the master schedule allow for delivery of strategic and intensive intervention in addition to core? • The Literacy Block allows Core teachers to provide small group instruction and Intervention teachers to provide intensive and strategic services during Daily 5 rotations, outside of mini-lessons and guided reading group	What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation? Intensive interventions will occur 3 to 4 days a week for 10 to 20 minutes. Strategic interventions will occur 1 to 2 days a week for 10 to 20 minutes. How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core? Master schedule allows for an extended math block in K-5 to provide interventions in addition to core instruction.	What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation? Students receiving intensive interventions will have a documented behavior intervention plan (BIP) within EASi. Students receiving strategic interventions will have a developed Tier II plan that will be documented by the providers to use when evaluating next steps if the child is not responding. Such as behavior or social contracts, counseling referrals, lunch groups, DARE officer. How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core? Master schedule allows for these students to receive interventions outside and during direct instruction from their core teacher as well as other stakeholders.
Instruction	What structures are in place to ensure instructional decisions and planning are aligned to core? • Intervention Instruction will be direct and explicit instruction based on student needs and guided by digging deeper assessment data, collaboration, and anecdotal notes. • Collaboration between Intervention teachers and classroom teachers is crucial to student achievement. Focus on intervention lessons will be discussed at PLT's ensuring skills are generalized across setting and address grade level expectations. • Progress monitoring data will be share and discussed, and will help determine next steps in instruction. What is the intervention lesson format? • Intervention teachers will follow the K-2 Letterland Intervention lessons or Next Steps to Literacy lessons. • K-2nd Phonic Intervention lessons will follow Letterland: • Intensive will follow Letterland Intervention Strand • Strategic will follow Letterland Small group • All intervention will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes. Who will ensure fidelity? • Walk-throughs to ensure fidelity will be done by Administration and the Literacy Coach.	What structures are in place to ensure that instructional decisions and planning are aligned to core? Students will be discussed during PLT/grade level meetings to develop interventions aligned to core expectations. What is the intervention lesson format(s) for academic or behavior? Intervention strategies and/or lessons are explicit, direct instruction based on the student's need and guided by assessment data, collaboration, and anecdotal notes. How will you know the interventions have been implemented with fidelity? Walk-throughs throughout the year. Who will ensure fidelity? Administration	What structures are in place to ensure that instructional decisions and planning are aligned to core? Students will be discussed during PLT/grade level meetings to develop interventions aligned to core expectations. What is the intervention lesson format(s) for academic or behavior? Intervention strategies and/or lessons are explicit, direct instruction based on the student's need and guided by assessment data, collaboration, and anecdotal notes. How will you know the interventions have been implemented with fidelity? Walk-throughs throughout the year. Who will ensure fidelity? Admin and School Counselor



Intervention Planning Matrix

 School:
 Lacy ES

 Plan Year
 2016-2018

 School Year:
 2016-2017

	Reading	Math	Behavior
Assessment and Progress Monitoring	The following data may be used to assess students' response to intervention: • mCLASS Progress Monitoring following WCPSS Steps to Effective Progress Monitoring with DIBELS Next • WCPSS Digging Deeper • Formative Assessments • Report Card • CASE 21 • EOG How will data be used to guide instruction? • Identify, continue, and update target learning focus. How will students be progress monitored? • Students will be progress monitored by the teacher providing the most intensive intervention. • Students in the red will be progress monitored every 10 school days • Students in the yellow will be progress monitored every 20 school days. Analyzing data and making data-based decisions: • After three or more data points, student progress will be discussed and data will be analyzed at weekly PLT's. Duration, frequency, and intensity will be adjusted based on progress monitoring data points and following the Rtl framework.	What data will be used to assess the student's responsiveness to intervention? Formative and informal assessments will be used to evaluate student performance/understanding and determine instructional next steps. How does data guide your instruction? Identify, continue, and update targeted learning focus How often will you progress monitor? Common assessments will be used to progress monitor identified skills taught within units. What is the process for analyzing the data and making data based decisions? After at least 3 data points or more, next steps will be determined based on how a student is responding to the intervention.	What data will be used to assess the student's responsiveness to intervention? Student plans will address the data used to assess the student's responsiveness. How does data guide your instruction? Identify, continue, and update targeted learning focus How often will you progress monitor? Student plans will address the frequency of progress monitoring. What is the process for analyzing the data and making data based decisions? After at least 3 data points or more, next steps will be determined based on how a student is responding to the intervention.
Curriculum/Resources	The following evidence based materials and resources will be used top support intensive and/or strategic intervention: • Letterland Intervention Strand • mCLASS Now What? • mCLASS Small Group Advisor • I've DIBELED, Now What? • Next STEPS to Literacy • Benchmark Connections • Fast Track • C-MAPP Anchor Comprehension	What evidence based materials and resources will be used to support the academic or behavior strategic intervention? AMC (Kindergarten) C-Mapp Great Leaps	What evidence based materials and resources will be used to support the academic or behavior strategic intervention? Interventions Services team from district Social Worker, Counselor, Psychologist Special Education Team



Intervention Planning Matrix

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

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