WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	All subgroups have met or exceeded AMO targets in math for the last five years.	In reading, the Hispanic subgroup exceeded their AMO target by 10%, then did not meet their target by an increasing margin over the last two years (3.7% in 2013-2014 and 11.7% in 2014-2015).
	Overall EOG percent proficient performance composite has increased over the last three years from 71% in 2012-2013 to 73% in 2013-2014 to 74% in 2014-2015.	Limited English Proficient students was the lowest performing subgroup on overall EOG performance composite for two consecutive years by a margin ranging from 14%-59% in 2012-2013 and 2%-50% in 2013-2014.
	Overall EOG percent college ready performance composite has increased ove the last three years from 60% in 2012-2013 to 61% in 2013-2014 to 65 % in 2014-2015.	Overall proficiency on the Reading EOG for male students has decreased by 7% over the last three years from 73% proficient in 2012-2013 to 66% proficient in 2013-2014 and 2014-2015.
	Reading EOG proficiency in 3rd grade has increased anually over the last three years from 69% proficient in 2012-2013 to 73% proficient in 2013-2014 to 78% proficient in 2014-2015.	Math EOG percent proficient for level 3 students increased and then decreased from 61% in 2012-2013 to 87% in 2013-2014 to 68% in 2014-2015.
	Overall proficiency on the Reading EOG for students with disabilities has increased by 5% over the last three years from 28% in 2012-2013 and 2013-2014 to 33% in 2014-2015.	Overall Reading EOG performance has decreased by 2% from 2012-2013 to 2014-2015.
	Overall proficiency on the Reading EOG for black students increased, decreased, and then increased from 51% in 2012-2013 to 50% in 2013-2014 to 54% in 2014-2015.	Reading EOG percent proficient for level 3 students increased then decreased for an overall decrease of 4% from 75% in 2012-2013 to 96% in 2013-2014 to 71% in 2014-2015.
	Math EOG performance for third grade students has increased over the last three years from 63% proficient in 2012-2013 to 69% in 2013-2014 to 82% in 2014-2015.	Male students have decreased in proficiency on the Science EOG over the last three years by 5% from 80% proficient in 2012-2013 to 75% proficient in 2014-2015.
	Math EOG performance for third grade students percent college ready has increased over the last three years from 45% in 2012-2013 to 53% in 2013-2014 to 69% in 2014-2015.	The overall EOG growth estimates in Math, Reading, and Science according to EVAAS increased from 2013 to 2014 by 2.92 and then decreased in 2015 by 2.59.
	Overall Math EOG performance has increased by 6% over the last 3 years from 70% in 2012-2013 to 76% in 2014-2015.	The estimated growth measure on the 4th grade EOG in Math according to EVAAS increased from 2013 to 2014 by 2.9 and then decreased from 2014 to 2015 by 4.7.
	Math EOG performance for Students with Disabilities has increased by 11% over the last three years from 33% in 2012-2013 to 44% in 2014-2015.	The estimated growth measure on the 4th grade EOG in Reading according to EVAAS increased from 2013 to 2014 by .6 and then decreased from 2014 to 2015 by 3.7.
	Math EOG performance for Hispanic students has increased by 12% over the last three years from 46% proficient in 2012-2013 to 58% proficient in 2014-2015	The overall trend in 4th grade math growth according to the NCEOG School Diagnostic Report in EVAAS indicates that all student groups (low, low mid, middle, mid high, and high), with the exception of low, have shown a decrease in growth scale scores compared to previous years' grade level data by an average of 2.2.
	Math EOG performance for Black students has increased by 8% over the last three years from 46% proficient in 2012-2013 to 54% proficient in 2014-2015.	The overall trend in 4th grade reading according to the NCEOG School Diagnostic Report in EVAAS indicates that all student groups (low, low mid, middle, mid high, and high), with the exception of low and low-mid have shown a decrease in growth scale scores compared to previous years' grade level data by an average of 4.6.
	Science EOG percent proficient has increased by 69% in 2012-2013 to 78% in 2013-2014 to 81% in 2014-2015.	
	Science EOG percent college ready has increased from 56% in 2012-2013 to 73% in 2013-2014 to 75% in 2014-2015.	The overall trend in 5th grade math according to the NCEOG School Diagnostic Report in EVAAS indicates that the low mid, middle, and highest student groups have shown a decrease in growth scale scores compared to previous years' grade level data by an average of 3.1.
	The overall EOG estimated school average achievement according EVAAS for third, fourth, and fifth grade math was higher than the state NCE Average from 2012 - 2015 by an average of 6 points.	Overall BRES's students who performed well below proficiency level on the mCLASS Reading 3D TRC increased by 4% from the BOY to EOY between 2013-14 and 2014-15 school years.
	The estimated growth measure on the 5th grade EOG in Reading according to EVAAS decreased from 2013 to 2014 by -1.3 and then increased from 2014 to 2015 by 2.5	On the mCLASS: Reading 3D TRC, overall BRES's LEP students that were well below proficiency level from BOY to EOY increased by 2% between 2013-14 to 2014-15 school years (73% to 75%).
	The overall EOG estimated school average achievement according EVAAS for third, fourth, and fifth grade reading was higher than the state NCE Average from 2012 - 2015 by an average of 6.3 points.	44% of BRES's students performed well below proficiency level on the mCLASS Reading 3D DIBELS composite score from the BOY to EOY 2014-15 school year.
	The overall trend in 4th grade reading growth according to the NCEOG School Diagnostic Report in EVAAS indicates that the low and low-mid performing student groups have shown an increase in growth scale scores compared to previous years' grade level data by 2.5.	On the mCLASS: Reading 3D TRC, overall BRES's Special Education students that were well below proficiency level from BOY to EOY increased by 7% between 2013-14 to 2014-15 school years (69% to 76%).
	The overall trend in 5th grade science according to the NCEOG School Diagnostic Report in EVAAS indicates that the student groups of middle, mid high, and high have shown an increase in growth scale scores compared to previous years' grade level data by an average of 3.4.	
	The overall trend in 5th grade reading according to the NCEOG School Diagnostic Report in EVAAS indicates that the low-mid, middle, mid - high , and high student groups have shown an increase in growth scale scores compared to previous years' grade level data by an average of 3.3.	
	On the mCLASS: Reading 3D DIBELS Composite Score, overall BRES's students grew from well below proficiency level to at proficiency level from BOY to EOY increased by 4% between 2013-14 and 2014-15 school years.	
	On the 2013-14 and 2014-15 mCLASS: Reading 3D TRC, overall 93% of BRES's K-3 students remained at a proficiency level and/or above proficiency level from BOY to EOY.	

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Banks Road ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	In check for learning/understanding in the classroom, verbal questioning was observed 86.8% during the K-5 math walkthrough in school years 2015-2016. In differentiation in the classroom, teacher support was observed at 69.4% during the K-5 math walkthrough in school years 2015-2016. In direct instruction in the classroom, modeling was observed 60.5% during the K-5 math walkthrough in school years 2015-2016. In research based strategies in the classroom, cooperative learning was observed 63.3% during the K-5 math walkthrough in school years 2015-2016. Standards-Based learning objectives were posted or written in 88% of classrooms based on ELA walkthrough data from 2015-2016. Cooperative Learning was observed in 85% of classrooms as measured by the 2015-2016 walkthroughs. Students were using technology in 54% of classrooms to demonstrate their learning as measured by the the 2015-2016 ELA walkthroughs. Students were observed reading in content areas in 68% of classrooms during the 2015-2016 ELA walkthrough. The overall SET Implementation Score has increased from 41% in 2011-12 to 100% in 2014-15. The level of State Recognition has increased from no recognition in 2013-14 to Green Ribbon recognition in 2014-15 to applying for Exemplar Recognition in 2015-16. In viewing the 2015-16 Tiered Fidelity Inventory (TFI), our overall percentage score increases from 82% to 88% as the level of support and intervention becomes more individualized. On the WCPSS Teacher Survey in 2015, 73% of teachers agreed or strongly agreed with the statement: "As a PLT we receive feedback and support from leadership on our implementation of PLT concepts and practices." On the WCPSS Teacher Survey in 2015, 79% of teachers agreed or strongly agreed with the statement: "I am a better teacher because of my work with my PLT." On the WCPSS Teacher Survey in 2015, 94% of teachers agreed or strongly agreed with the statement: "As a PLT we engage in problem solving to adjust instruction, curriculum, and the learning environment to maximize student outcomes." On the WCPSS Teacher Survey in 2015, 85% of teachers agreed or strongly agreed with the statement: "As a PLT we have developed a variety of common assessments using different approaches."	In direct instruction in the classroom, "I do..we do...you do" was observed 21.1% during the K-5 math walkthrough in school years 2015-2016. In research based strategies in the classroom, reciprocal teaching was observed 10% during the K-5 math walkthrough in school years 2015-2016. As measured by the 2015-2016 ELA walkthroughs, 40% of teachers were observed delivering instruction through lecture. As measured by the 2015-2016 ELA walkthroughs, "I do, we do, you do" was observed in 23% of classrooms. As measureed by the 2015-2016 ELA walkthroughs, 96% of the classroom discussion was teacher-directed. As measured by the 2015-2016 ELA walkthroughs, students wrote to demonstrate understanding in 37% of classrooms. In reviewing the 2015-16 TFI Tier 1 score, our Teams had the lowest score at 75%. Areas of need include (1)Team Composition, (2)Problem Behavior Definitions, (3)Faculty Involvement, & (4)Student/Family/Community Involvement.
Staff and Student Demographics	From 2012-2015, 100% of teachers met highly qualified status. In 2014-2015, 24 of 53 teachers held a degree higher than a 4-year degree, and 6 of 53 teachers held National Board Certification. From 2012-2015, the average population was 11.7% SWD and 10.1% LEP. In 2014-2015, 29.5% of students received free/reduced lunch. In 2014-2015, the stability rate of students was 95.6% and the turbulence rate of students was 12.8%, both higher than the district average.	From 2012-2015, the average teacher demographic profile was 90.3% white, 9.7% black, and 0% Hispanic and the average student demographic profile was 68.5% white, 9.3% black, and 18.7% Hispanic. From 2012-2015, the average percent of the following subgroups who were identified as special needs was: • White: 10.7% • Hispanic: 13.5% • Black: 15.6% • LEP: 15.6% From 2012-2015, the average percent of the following subgroups who were identified as AIG was: • White: 13% • Hispanic: 4.5% • Black: 1.4%

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	On the 2016 Parent Survey, 89.2% of parents indicated they are proud to be Banks Road parents. On the 2016 Parent Survey, 82.4% of parents indicated they feel welcome by everyone at the school. On the 2016 Parent Survey, 89.2% of parents indicated they receive appropriate communication from Banks Road regarding school events. On the 2016 Parent Survey, parents indicated the most frequently used sources for accessing information about school events are the Friday Folder (91.9%), the weekly call from the principal (83.8%), and contact from the teacher (75.7%). On the 2016 Parent Survey, 91.9% of parents indicated their children enjoy attending Banks Road. On the 2016 Parent Survey, 82.5% of parents indicated staff are willing to listen to parent questions and concerns. On the 2014 Student Survey, 86.5% of students rated the overall quality of the school to be excellent or good. On the 2014 Student Survey, 91.3% of students agreed that, at BRES, students from different backgrounds or cultures work well with each other. On the 2014 Student Survey, 94.2% of students agreed that they can talk to their teacher or another adult at school when they have a problem. TWC survey from 2012 to 2014 shows a 17% increase (from 25.6% to 42.1%) in teacher agreement of the statement: "Efforts are made to minimize the amount of routine paperwork teachers are required to do." TWC survey from 2012 to 2014 shows a 5% increase in teacher agreement of the statement: "Teachers have sufficient access to instructional technology, including computers, printers, software and internet access." TWC survey from 2012 to 2014 shows an 11% increase in teacher agreement of the statement: "Overall, my school is a good place to work and learn." TWC survey from 2012 to 2014 shows a 8% increase in teacher agreement of the statement, "The school leadership makes a sustained effort to address teacher concerns about new teacher support." The WCPSS Teacher Survey from 2015 indicates that 87% of teachers agree/strongly agree with the statement: "Teachers have time available to collaborate with colleagues." The WCPSS Teacher Survey from 2015 indicates that 65% of teachers agree/strongly agree with the statement: "There is an atmosphere of trust and mutual respect in this school." This is a 30% increase (from 36.8% to 65%) in teacher agreement of the same statement asked in the TWC survey in 2014.	On the 2016 Parent Survey, 74 parents responded. On the 2016 Parent Survey, 18.9% of parents did not agree that teachers provide enough information for them to understand their child(ren)'s academic needs and progress. On the 2014 Student Survey, 49.2% of students agreed that bullying is a problem at BRES. On the 2014 Student Survey, 59.7% of Banks Road students indicated they like learning about math as compared to 72.1% of WCPSS students who indicated they like learning math. On the 2014 Student Survey, 56.7% of Banks Road students indicated they like learning about Language Arts. TWC survey from 2012 to 2014 shows a 13% decrease in teacher agreement of the statement: "There is an atmosphere of trust and mutual respect in this school." TWC survey from 2012 to 2014 shows a 25% decrease in teacher agreement of the statement: "The school improvement team provides effective leadership at this school." TWC survey from 2012 to 2014 shows a 42% decrease in teacher agreement of the statement: "Professional development is differentiated to meet the individual needs of teachers."

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Banks Road ES
Plan Year	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
During the last three consecutive years our reading proficiency as measured by the NCEOG has decreased and we have missed reading AMO targets for the subgroups of Black, Hispanics, Male, ED, and SWD for at least one year.	Data Evidence: • In reading, the Black subgroup decreased from 37% proficiency on 2012- 2013 to 32% proficiency in 2013 – 2014., placing them more than 2x's below the whole school proficiency average. • In reading, the Hispanic subgroup exceeded their AMO target by 10%, then did not meet their target by an increasing margin over the last two years (3.7% in 2013-2014 and 11.7% in 2014-2015). • Overall proficiency on the Reading EOG for male students has decreased by 7% over the last three years from 73% proficient in 2012-2013 to 66% proficient in 2013-2014 and 2014-2015. • Overall proficiency on the Reading EOG for ED decreased from 36% in 2012 – 2013 to 32% in 2014-2015, placing them more than 2x's below the whole school proficiency average. • Overall EOG performance composite for students with disabilities decreased then increased from 35% in 2012-2013 to 33% in 2013-2014 to 38% in 2014-2015 still placing them more than 2x's below the school's overall proficiency. • Overall Reading EOG performance has decreased by 2% from 2012-2013 to 2014-2015. • The overall trend in 4th grade reading according to the NCEOG School Diagnostic Report in EVAAS indicates that all student groups (low, low mid, middle, mid high, and high), with the exception of low and low-mid have shown a decrease in growth scale scores compared to previous years' grade level data by an average of 4.6. • 44% of BRES's students performed well below proficiency level on the mCLASS Reading 3D DIBELS composite score from the BOY to EOY 2014-15 school year. • TWC survey from 2012 to 2014 shows a 17% decrease in teacher agreement of the statement: "The school leadership makes a sustained effort to address teacher concerns about professional development." • TWC survey from 2012 to 2014 shows a 25% decrease in teacher agreement of the statement: "An appropriate amount of time is provided for professional development." • TWC survey from 2012 to 2014 shows a 42% decrease in teacher agreement of the statement: "Professional development is differentiated to meet the individual needs of teachers." • TWC survey from 2012 to 2014 shows a 32% decrease in teacher agreement of the statement: "Professional development is evaluated and results are communicated to teachers." Root Cause: • Fidelity of PD • Professional Development on practices like Café and Guided Reading • Common vocabulary practices • Professional development on meeting the needs of sub-groups/differentiation • Aligned classroom management practices (with PBIS and whole school) • Modeling instruction (I, We, You)	Create a whole school strategic plan for sustained professional development designed to provide consistent expectations for high yield instructional practices in: • Café and Guided Reading • Vocabulary • Management of Student Behavior • Differentiation for sub-group needs

WAKE COUNTY
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School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
During the last three consecutive years, growth on the NCEOG in Math, Reading, and Science has not consistently been met across multiple subgroups and grade levels as measured by AMOs, Proficiency, and EVAAS.	Data Evidence: • See all previous data for Priority Concern #1 • The overall EOG growth estimates in Math, Reading, and Science according in EVAAS increased from 2013 to 2014 by 2.92 and then decreased in 2015 by 2.59. • The overall trend in 5th grade math according to the NCEOG School Diagnostic Report in EVAAS indicates that the low mid, middle, and highest student groups have shown a decrease in growth scale scores compared to previous years' grade level data by an average of 3.1. • The overall trend in 5th grade science according to the NCEOG School Diagnostic Report in EVAAS indicates that the low mid has shown a decrease in growth scale scores compared to previous years' grade level data by an average of .9. • The overall trend in 4th grade reading according to the NCEOG School Diagnostic Report in EVAAS indicates that all student groups (low, low mid, middle, mid high, and high), with the exception of low and low-mid have shown a decrease in growth scale scores compared to previous years' grade level data by an average of 4.6. • The overall trend in 4th grade math growth according to the NCEOG School Diagnostic Report in EVAAS indicates that all student groups (low, low mid, middle, mid high, and high), with the exception of low, have shown a decrease in growth scale scores compared to previous years' grade level data by an average of 2.2. • The estimated growth measure on the 4th grade EOG in Reading according to EVAAS increased from 2013 to 2014 by .6 and then decreased from 2014 to 2015 by 3.7. • The estimated growth measure on the 4th grade EOG in Math according to EVAAS increased from 2013 to 2014 by 2.9 and then decreased from 2014 to 2015 by 4.7. • The overall EOG growth estimates in Math, Reading, and Science according to EVAAS increased from 2013 to 2014 by 2.92 and then decreased in 2015 by 2.59. • Male students have decreased in proficiency on the Science EOG over the last three years by 5% from 80% proficient in 2012-2013 to 75% proficient in 2014-2015. • Math EOG percent College-Ready in 4th grade has decreased over the last three years from 67% in 2012-2013 to 63% in 2013-2014 to 58% in 2014-2015. Root Causes: • Minimizing the time students with interventions are pulled out from core (ESL and SPED) • Lots of progress monitoring with little intervention • Inconsistency in the delivery of services for ESL and SPED • Maximizing the use of instructional time • Use of time in preparation and time to prep.	Align building wide practices to best meet the needs of both whole class and individual students: • Instructional strategies at Tier I need to be differentiated and research based • Exceptionalists will push into PLTs on a monthly basis to provide direction on teaching strategies to enhance Tier I learning and instruction • SPED pull out and push in should be balanced with the data based needs of each student • ESL pull out and push in should be balanced with the data based needs of each student • Use of CIE team to differentiate intervention support for students in all academic areas • Use of instructional time will be maximized by decreasing transitions, transition times, lack of adherence to the schedule, and capitalizing on additional instructional time in CIE, snack time, etc.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Banks Road ES
Plan Year	2016-2018

Data Summary
Describe your conclusions
For the past three school years, Banks Road Elementary School has either met or exceeded the overall growth standard as measured by EVAAS. However, when digging into the data further, it is clear that growth has been declining each of these three years in reading and growth has not been consistent across all EVAAS sub-groups in reading and math. Other indicators of this decline are AMO EOG targets. Based on AMO data, the 3 year trend shows a decrease in reading in the subgroups of SWD, ED, Black, and Hispanic. Root causes for this decline in reading proficiency and lack of growth in meeting AMO targets indicate a lack of fidelity in execution of programs (guided reading and daily 5) and a lack of appropriate intervention in Tier I instruction. As a result of our findings, the School Improvement Leadership Team (SILT) has decided to take a three prong approach in addressing Tier I instruction and intervention. We will create three committees which will research, develop PD, and create a support plan for vocabulary instruction, two - three high yield instructional strategies (goal setting/conferring and pre-teaching), and behavior intervention. These teams will ensure that the primary focus remains on Tier I instruction and will utilize the MTSS model to support all efforts in meeting our growth goal in Reading as reported in EVAAS and having all subgroups meet Reading targets by 2018.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	Banks Road ES
Plan Year	2016-2018
Principal:	Jessica Burroughs
Date:	Jul - 2016

SIP Team Members

	Name	School Based Job Title
1	Beth Roy	School Improvement Chair
2	Brett Smith	Assistant Principal
3	Brice Owens	Teacher
4	Carolyn Sumpter	Teacher
5	Cliff Gordon	Teacher
6	Danny Meares	Teacher Assistant
7	Diane Bone	Instructional Support Personnel
8	Eileen Mueller	Teacher
9	Emily Barnes	Teacher
10	Evelyn Laise	Teacher
11	Hope Howard	Teacher
12	Jennifer Vaughan	Teacher
13	Jenny Hall	Teacher
14	Jessica Burroughs	Principal
15	Joanna Cash	Teacher
16	Katherine Walton	Teacher
17	Kristen Goodman	Teacher
18	Lisa Powell	Teacher
19	Marisa Strom	Teacher
20	Marjorie Perry	Teacher
21	Megan Braydich	Teacher
22	Michelle Rodgers	Teacher
23	Shannon McGarry	Teacher
24	Shawn Patil	Teacher
25	Sondra Elles	Teacher
26	Sophia Gouvea	Parent
27	William Day	Instructional Support Personnel

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

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

All Banks Road Elementary students will be prepared to reach their full potential through continuous learning and personal 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

• Staff will honor a growth mindset and use research-based best practices to cultivate high student growth;
• Students will practice collaborating, communicating, creating, and thinking critically in a safe environment.
• Community partnerships will be nurtured so that students and staff are supported in reaching their full potential.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Goal

By June 2018, 80% of 3-5 students at Banks Road Elementary School will demonstrate Grade Level Proficiency (GLP) and exceed growth as measured by EVAAS. All subgroups will meet targets set by the state.
By June 2018, 72% of K-2 students at Banks Road Elementary School will be proficient according to end-of-year (EOY) mCLASS Text Reading and Comprehension measure (TRC).

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Brett Smith	Learning and Teaching	21st Century Students

Resources

Vocabulary Strategies That Work, L. Wilfong
Learning in the Fast Lane, Suzy Pepper Rollins
Classroom Instruction That Works, Dean, Hubbell, Pitler, & Stone

Effective Teacher Framework resources, Walkthrough data, Parental Engagement, duty free lunch and planning, DPI flexibility in financial transfer, K-3 Read to Achieve Plan, CMAPP, Character Education Plan, Healthy Active Children Policy, Collaborative planning time, John Hattie Effect Size

Key Process

1. We will create and implement a strategic vocabulary plan to expose students both directly and indirectly to new vocabulary through speaking, writing, reading and listening(SWRL).

Tier

Tier 1 / Core Instruction

Process Manager

Diane Bone

Measurable Process Check(s)

The Vocabulary Committee and Administrators will conduct walkthroughs quarterly and review PLT minutes to assess progress towards implementing vocabulary instruction. The grade level PLTs, Intervention Team, and Vocabulary Committee will utilize the Team Initiated Problem Solving model (TIPS) to analyze assessment data and monitor the impact on student achievement (mClass, Case, grade level assessments, report cards, EOGs).

Action Step(s)

1. The Vocabulary Committee will read several research based resources on effective vocabulary instruction.

   Timeline   From 7/2016 To 7/2016

2. The Vocabulary Committee will create a walkthrough instrument to determine current teacher use of research-based best practices for vocabulary instruction.

   Timeline   From 7/2016 To 8/2016

3. The Vocabulary Committee will conduct walkthroughs to measure current practices in vocabulary instruction.

    Timeline   From 8/2016 To 9/2016

4. The Vocabulary Committee will analyze the walkthrough data to determine needed professional development on vocabulary instruction.

    Timeline   From 9/2016 To 10/2016

5. The Vocabulary Committee will create a professional development plan to build staff capacity for vocabulary instruction and assessment. This plan should include:
- Modeling and expecting students to use rich language daily (SWRL)
- Indirect and direct vocabulary opportunities
- Teacher use of a wide variety of engagement strategies reflective of 4Cs
- Use of tier II words for instruction across all content areas
- Embedding vocabulary in content area assessments
- Exposure to a variety of texts and genres
- Digital Learning/Technology
- Various learning opportunities by teacher choice- Learner Agency

    Timeline   From 10/2016 To 11/2016

6. The Vocabulary Committee, in collaboration with the Instructional Strategies Committee, will implement professional development to build staff capacity for vocabulary instruction and assessment.

    Timeline   From 1/2017 To 6/2018

7. Teachers, with the support of instructional support staff, will utilize research-based best practices for vocabulary instruction and assessments.

    Timeline   From 1/2017 To 6/2018

8. The grade level PLTs will utilize the Team Initiated Problem Solving model (TIPS - not the TIPS visual vocabulary) and the Banks Road PLT Agenda form to analyze common assessments and EOY assessments in order to determine the impact of vocabulary instruction and next steps for student success.

    Timeline   From 2/2017 To 6/2018

Key Process

2. We will utilize a variety of research-based highly effective instructional practices in Tier I to increase the academic proficiency of all students.We will utilize a variety of research-based highly effective instructional practices in Tier I to increase the academic proficiency of all students.

Tier

Tier 1 / Core Instruction

Process Manager

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Katherine Walton

Measurable Process Check(s)

The Instructional Strategies Committee will conduct quarterly walkthroughs to assess progress in implementing research-based highly effective instructional practices. The grade level PLTs, Intervention Team, and Instructional Strategies Committee will utilize the Team Initiated Problem Solving model (TIPS) to analyze assessment data and monitor the impact on student achievement (mClass, Case, grade level assessments, report cards, EOGs).

Action Step(s)

1. The Instructional Strategies Committee will read several resources on research-based highly effective instructional practices.

    Timeline   From 7/2016 To 7/2016

2. The Instructional Strategies Committee will create a walkthrough instrument to determine current teacher use of research-based highly effective instructional practices.

    Timeline   From 7/2016 To 8/2016

3. The Instructional Strategies Committee will conduct walkthroughs to measure current practices in research-based highly effective instructional practices.

    Timeline   From 8/2016 To 9/2016

4. The Instructional Strategies Committee will analyze the walkthrough data to determine needed professional development on research-based highly effective instructional practices.

    Timeline   From 9/2016 To 10/2016

5. The Instructional Strategies Committee will create a professional development plan to build staff capacity for research-based highly effective instructional practices. We will focus on 2 or 3 research-based effective instructional practices
   • Speaking, Writing, Reading, Listening (SWRL)
   • Creation of engaging tasks designed to increase student motivation
   • Creation of tasks that are highly relevant and have practical application
   • Creation of tasks that cultivate the 4 Cs
   • Conferring and Goal Setting
   • Pre-teaching
   • Success Starters
   • Digital Learning/Technology
   This plan should include:
   • Teacher use of a wide variety of engagement strategies reflective of 4 Cs
   • Exposure to a variety of texts and genres
   • Digital Learning/Technology
   • Various learning opportunities by teacher choice- Learner Agency

    Timeline   From 10/2016 To 11/2016

6. The Instructional Strategies Committee, in collaboration with the Vocabulary Committee, will implement professional development to build staff capacity with research-based highly effective instructional practices.

    Timeline   From 1/2017 To 6/2018

7. Teachers, with the support of instructional support staff, will utilize research-based, highly effective instructional practices.

    Timeline   From 1/2017 To 6/2018

8. The grade level PLTs will utilize the (TIPS - not the TIPS visual vocabulary) and the Banks Road PLT format to analyze common assessments and EOY assessments in order to determine the impact of research-based, highly effective instructional practices and next steps for student success.

    Timeline   From 2/2017 To 6/2018

Key Process

3. We will use a behavior flow chart and EASi so that staff can intervene, identify areas of school-wide need, and provide scaffolded support to improve the learning environment.

Tier

Tier 1 / Core Instruction

Process Manager

William Day

Measurable Process Check(s)

The PBIS Committee will conduct quarterly reviews of the behavior flow chart and SIRS data to determine fidelity and areas of need. The PBIS Committee, Intervention Team, and SILT committee will utilize TIPs to analyze EASi reports and the intervention matrix on a quarterly basis to determine the impact of the systems on student behavior.

Action Step(s)

1. The PBIS Committee will conduct an analysis of behavior referrals from the previous school year.

    Timeline   From 7/2016 To 7/2016

2. The PBIS Committee will present the behavior flowchart and provide PD on the use of SIRS for documenting minor and major behavior referrals.

    Timeline   From 7/2016 To 7/2016

3. The PBIS Committee will analyze the the system data quarterly to determine professional development needs with Tier I behavior intervention and support.

    Timeline   From 8/2016 To 9/2016

4. The PBIS Committee will create and implement a professional development plan to build staff capacity for behavior intervention and support at all Tiers.

> **Timeline**   From 10/2016 To 11/2016

5. PLTs will collaborate monthly with PBIS committee members to problem solve using TIPs to determine behavior interventions specific to students with Tier II supports.

> **Timeline**   From 11/2016 To 6/2018

Key Process

4. We provide support for our stakeholders (outside community, families, staff, and students) to promote positive relationships within the school and community.

Tier

Tier 1 / Core Instruction

Process Manager

Jessica Burroughs

Measurable Process Check(s)

Social Emotional Committee will create and conduct a survey of all stakeholders based on specific areas of need revealed in the surveys listed above.

Action Step(s)

1. The Social Emotional Learning Committee will read several resources on social emotional learning.

> **Timeline**   From 7/2017 To 8/2017

2. The Social Emotional Committee will review all survey data (TWC 2015 - 2016, Staff Survey 2016 - 2017, 4th and 5th grade student survey 2016 - 2017, MTSS Beliefs Survey etc.) as well as anecdotal data (interviews, feedback, observations).

> **Timeline**   From 8/2017 To 9/2017

3. Social Emotional Committee will create and conduct a survey of all stakeholders based on specific areas of need revealed in the surveys listed above.

> **Timeline**   From 9/2017 To 10/2017

4. The Social Emotional Committee will use TIPS and ICEL to analyze survey data and determine the root causes and areas of need.

> **Timeline**   From 9/2017 To 10/2017

5. The Social Emotional Committee will research best practices to meet the determined areas of need.

Timeline From 10/2017 To 11/2017

6. The Social Emotional Committee will create and implement a plan to meet the areas of need. (Plan should include action steps for each stakeholder group including professional development).

Timeline From 11/2017 To 6/2018

7. The Social Emotional Committee will conduct an end of year stakeholder survey to determine areas of success and additional or on-going areas of need.

Timeline From 1/2018 To 6/2018

WAKE COUNTY PUBLIC SCHOOL SYSTEM	**School:** Banks Road ES
School Improvement Plan	**Plan Year** 2016-2018

Date	Jul - 2016
Waiver Requested	
There are no waivers at this time.	
How will this waiver impact school improvement?	
There are no waivers at this time.	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	N/A

Wake County Public School System

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:
Vocabulary Instructional Strategies	All Teachers	By June 2018, 80% of 3-5 students at Banks Road Elementary School will demonstrate Grade Level Proficiency (GLP) and exceed growth as measured by EVAAS. All subgroups will meet targets set by the state. By June 2018, 72% of K-2 students at Banks Road Elementary School will be proficient according to end-of-year (EOY) mCLASS Text Reading and Comprehension measure (TRC).
Research-Based Highly Effective Instructional Practices	All Teachers	By June 2018, 80% of 3-5 students at Banks Road Elementary School will demonstrate Grade Level Proficiency (GLP) and exceed growth as measured by EVAAS. All subgroups will meet targets set by the state. By June 2018, 72% of K-2 students at Banks Road Elementary School will be proficient according to end-of-year (EOY) mCLASS Text Reading and Comprehension measure (TRC).

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:	Banks Road ES
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? • MTSS Early Warning System • mClass TRC Data • mClass DIBELS Data • BOG 3 Data • EOG Data • Report Card Grades • Classroom Formative Assessment • Retention What is the threshold at which students will (or will not) enter and/or exit the intervention process? Moving from Tier I to Tier II: Enter: • Intervention will occur in the classroom when 2 or more data sources show that students are not at benchmark. Use Tiered Support Flow Chart to guide decisions • In addition to classroom interventions, more intense support will be provided when the composite and/ or TRC are in the red. Exit: • Class intervention must continue for all students demonstrating a yellow or red level of need until they meet benchmark. • When students who are being served by an intervention teacher achieve 3 consecutive data points above the aim line on the DIBELS measure being used, they may exit service or transition to a new intervention focus. • Mutual agreement of all stakeholders Moving from Tier II to Tier III: Enter: • When the PLT, after reviewing the data and referring to the Flowchart for Tiered Support, determines that the student needs more intensive support Exit: • When the PLT, after reviewing the data and referring to the Flowchart for Tiered Support, determines that the student needs less intensive support What frequency, methods, and processes will be utilized to identify students exhibiting a need for intervention throughout the year? • At a minimum once a month, teachers will discuss within the PLT students who meet intervention criteria above. • Every 6-8 weeks, ongoing PLTs and Case Manager will review student data and their response to instruction and make decisions to update/modify existing Tier II/ III plans. • New students arriving throughout the year will be assessed using mClass benchmark probes. • Collaboration between Core, Intervention, ESL, CCR teachers, and all other stakeholders will triangulate data to determine intervention, duration, frequency, and intensity of service as well as who, where, and when service will be provided to best meet students' needs. 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? • At SIP quarterly review meeting, DEF reports will be analyzed to determine whether students are transitioning to benchmark or meeting their ROI in DIBELS measures or in TRC.	What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? • Classroom Work Samples • Grades housed in PowerSchool (student performance data) • Cluster performance in PowerSchool bases on Report Cards • NKT-Kindergarten • Common Assessments (PLT created) • (K-2)Midyear and Summative assessments, • Observations • MTSS Early Warning System Indicator • 3-5 EOG What is the threshold at which students will (or will not) enter and/or exit the intervention process? Enter: • Intervention will occur in the classroom when 2 or more data sources listed above show that students are not at benchmark • When the PLT, after reviewing the data and referring to the Flowchart for Tiered Support, determines that the student needs more intensive support Exit: • Class intervention must continue for all students until mastery is consistently demonstrated. • When the PLT, after reviewing the data and referring to the Flowchart for Tiered Support, determines that the student needs less intensive support What frequency, methods, and processes will be utilized to identify students exhibiting a need for intervention throughout the year? • At a minimum twice a month, teachers will discuss within the PLT students who meet intervention criteria listed above • Ongoing PLTs will review student data and their response to instruction and make decisions to update/modify the plan • Collaboration between Intervention, Core, ESL, CCR teachers, and all other stakeholders will triangulate data to determine intervention, duration, frequency, and intensity of service as well as who, where, and when service will be provided to best meet students' needs 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? • At the quarterly review meeting, student data will be used to evaluate the effectiveness of the intervention matrix.	What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? • School-wide use of SDL (Student Discipline Log) to document all interventions beginning in Tier I and progressing as needed to Tier II or Tier III • Log will be set up by grade level and student last name • Log will include: 1) Behavior 2) Intervention(s) used 3) Consequence 4) Parent contact • Minor and Major incidents from SIRS • Attendance What is the threshold at which students will (or will not) enter and/or exit the intervention process? Enter: • Strategic: When 3 or more entries have been made to the SDL in a 2-week period, the teacher will bring the student to the PLT for behavior Kid Talk and consider moving into Tier II • Strategic: 2 or more major referrals per quarter the teacher will bring the student to the PLT for behavior Kid Talk and consider moving into Tier II • Intensive: Tier II plan goals are not being met with consistency despite interventions occurring with fidelity Exit: • Students will exit after meeting goals in their Tier II/III plan within a defined time. What frequency, methods, and processes will be utilized to identify students exhibiting a need for intervention throughout the year? • See above criteria for frequency and method • If the PLT determines a Tier II plan for behavior is warranted, the classroom teacher will contact the Student Behavior Co-Chairs and Student Support Services to collaborate with the classroom teacher. 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? • Strategic: At quarterly review meetings, the team will review the progress towards established goals for students who have a Tier II plan for behavior • Intensive: Tier III plans are reviewed every 4-6 school weeks

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Banks Road 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 to students who are not meeting benchmark or universal literacy expectations? • Intensive services will be provided through direct instruction to student 4 to 5 days a week. This may be through pullout or push-in support. • Strategic services will be provided through direct instruction to student 2 to 3 days a week. This may be through pullout or push-in support. How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core? • All grades have a sizable literacy block that allows core teachers to provide small group instruction, as well as for intervention teachers to provide intensive and/or strategic services to identified students • There is a designated intervention and enrichment period of time for grades 3-5 that may be used by the interventionists to provide intervention and enrichment services	What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal math expectations? • Core classroom teachers will provide differentiated core instruction and flexible groups. How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core? • CIE (Curriculum Intervention and Enrichment) has been embedded into the master schedule to meet the needs of all students	What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectations? • We will provide check in and check out, behavior contracts, check and connect, adult mentoring, peer mentoring, lunch groups, small group counseling, individual counseling • We will provide classroom guidance lessons as a proactive strategy How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core? • Intensive intervention occurs through strategic pullout identified in collaboration with the classroom teachers and through integration within core content.

Instruction	What structures are in place to ensure that instructional decisions and planning are aligned to core?
	• Digging Deeper assessments will be administered, as outlined by WCPSS Universal Screening and Diagnostic Assessment Flowchart
	• Staff development will be provided throughout the year to support teachers in understanding how to differentiate instruction to meet students' needs, with focus being placed on instructional strategies and vocabulary development.
	• PLTs will receive support through collaborative discussions and formal coaching of grades K-2
	• Exceptionalists and interventionists will rotate through grade level PLTs to participate in planning and discussion.
	What is the intervention lesson format(s) for academics or behavior?
	• All intervention formats will be direct and explicit, including I Do, We Do, You Do instruction based on student need and guided by assessment data, collaboration, and anecdotal notes
	• Intervention Teachers will support using:
	  ◦ K-2 Letterland
	  ◦ 3-5 Recipe For Reading and Benchmark Comprehension
	
	How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?
	• Intervention Team will keep a documented spreadsheet and/or MTSS Explorer Ad Hoc group of students receiving intervention.
	• The data points from individualized plans will be reviewed and plans modified as needed.
	• mClass PM fidelity checks will occur once a quarter by either case manager, tier II/ III facilitator and administration.
		What structures are in place to ensure that instructional decisions and planning are aligned to core?
		• Staff development will be provided throughout the year to support teachers in understanding in the following:
		  ◦ Utilize research-based best practices for math vocabulary instruction and assessments.
		  ◦ Utilize research-based highly effective instructional practices in Tier I to increase the academic proficiency of all students
		
		• PLTs will receive support through collaborative discussions
		• Teachers, with the support of instructional support staff, will utilize research-based best practices for math vocabulary instruction and assessment
		
		What is the intervention lesson format(s) for academics or behavior?
		• All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes
		• K &1st grade where applicable will follow lessons from Kathy Richardson's Assessing Math Concepts
		How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?
		• Intervention Team will keep a documented spreadsheet and/or MTSS Explorer Ad Hoc group of students receiving interventions.
			What structures are in place to ensure that instructional decisions and planning are aligned to core?
			• A Schoolwide Tier I behavior management plan has been developed, implemented, and is being enforced
			• Schoolwide PBIS expectations are taught and enforced throughout the year
			• Classroom behavior plans may be individualized but aligned with the school-wide plan
			• Student Behavior School Improvement Committee
			
			What is the intervention lesson format(s) for academics or behavior?
			• The grade level PLT, or the classroom teacher in collaboration with the Student Support Services, will develop the intervention format based on the needs of the child and the targeted behavior
			
			How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?
			• The data points from individualized plans and/or copies of any implemented individualized schedules/charts will be reviewed and plans modified as needed.
			• Grade levels or support staff may serve in the role of monitoring.
			• A behavior case manager will support teachers with implementation fidelity and monitoring.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

		Reading	Math	Behavior
Assessment and Progress Monitoring		What data will be used to assess the student's responsiveness to intervention? • mClass Progress Monitoring following WCPSS Steps to Effective Progress Monitoring with DIBELS Next • Common Assessments • Formative Assessments • Benchmark Assessments • Letterland Assessments How does data guide your instruction? • Data are used to identify areas of need, as well as to determine if further instruction is needed or if the goal has been met. Duration, frequency and intensity will be adjusted based upon data. How often will you progress monitor? • Students in the red will be progress monitored every 10 school days. • Students in the yellow will be monitored every 20 school days. • Students will be progress monitored by the teacher providing the most intensive intervention. What is the process for analyzing the data and making data based decisions? • After 3 data points, collaborative conversations will be conducted to discuss students' progress and consider adjustment of duration, frequency, intensity, group size, and delivery.	What data will be used to assess the student's responsiveness to intervention? • Teachers will use the the math data and flow chart to determine responsiveness to intervention. How does data guide your instruction? • Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart. How often will you progress monitor? • Students will be progress monitored by the classroom teacher. Frequency will be determined the unit of study, need, and use of whole classroom assessments. What is the process for analyzing the data and making data based decision? • The PLTs and the Intervention Team will utilize TIPS along with the Flowchart for Tiered Support to analyze data to make data-based decisions.	What data will be used to assess the student's responsiveness to intervention? • SIRS major and minor data • SDL data • Data established within each individual plan • Attendance data • Walkthrough observations • Student, staff, parent feedback How does data guide your instruction? • Based on data mentioned above, Tier II and Tier III plans will be reviewed, and frequency or duration of interventions will be modified as needed. How often will you progress monitor? • At least every 6 school weeks, with the possibility of occurring more frequently based on the individual behavior plan What is the process for analyzing the data and making data based decisions? • Use the TIPS model
Curriculum/Resources		What evidence-based materials and resources will be used to support the academic or behavior strategic intervention? • Letterland Intervention Strand and Small Group activities for K-2nd students • Recipe for Reading for 3rd-5th students • Leveled text (Benchmark, Fast Track & Wild Cats) • C-MAPP • Anchor Comprehension Workshop to support comprehension needs 2-5 • Easi Intervention and Progress Monitoring Master List	What evidence based materials and resources will be used to support the academic or behavior strategic intervention? • Math Expression • CMAPP • Assessing Math Concepts (K) • Number Worlds • Voyager • Great Leaps for Math • Other resources to be determined by SIT sub-committee	What evidence based materials and resources will be used to support the academic or behavior strategic intervention? • PBIS.org • PBIS School Based Team • PBIS District Coach • Additional supplemental literature based on research based best practices • WCPSS bullying prevention model • Second Step program • WCPSS Dropout Prevention • Character Education

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-5: mCLASS data Other data to include: • BOG 3 Data • EOG Data • Report Card Grades • Classroom Formative Assessment • Retention • Digging Deeper Assessment • Teacher Observation		
Intervention Structure	Please reference Google Docs		
Instruction	Please reference Google Docs		
Assessment and Progress Monitoring	Please reference Google Docs		
Curriculum/Resources	Please reference Google Docs		