

School Improvement Plan

Comprehensive Needs Assessment

School:	Fuller ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<ul style="list-style-type: none"> Fuller Elementary students exceeded Math AMO targets for the years 2012-2013, 2013-2014, and 2014-2015 by an average of 15 percentage points. Students in the Asian subgroup exceeded AMO targets for Math and Reading for the years 2012-2013, 2013-2014, and 2014-2015 by an average of 20 percentage points. Students in the Academically Gifted subgroup exceeded AMO targets for the years 2012-2013, 2013-2014, and 2014-2015 by an average of 5 percentage points. The percentage of students in the Academically Gifted subgroup scoring Level IV or V on EOG composite increased from 93.4% in 2012/2013 to 95.1% in 2014-2015. The percentage of students in the black subgroup scoring Level IV or V on EOG composite increased from 15.2% in 2012-2013 to 25.5% in 2014-2015. The percentage of Hispanic students demonstrating proficiency on mCLASS Composite increased from 32% in 2012 to 49% in 2015. The percentage of African American students demonstrating proficiency on mCLASS Composite increased from 41% in 2012 to 65% in 2015. The percentage of White students demonstrating proficiency on mCLASS Composite increased by 6% over the last three years. 87% of Kindergarten students are proficient on the Number Knowledge Test Overall, students have met their growth targets in math from 11/12-14/15 Either met or exceeded growth over the past 3 years as indicated by EVAAS 	<ul style="list-style-type: none"> The percentage of students scoring Level IV or V on EOG composite decreased from 59.6% in 2012-2013 to 57.9% in 2014-2015. Students in the black, Hispanic, and economically disadvantaged subgroups failed to meet AMO targets for the years 2012-2013, 2013-2014, and 2014-2015. Students in our AIG subgroups have not met their AMO targets in reading for 3 consecutive years For 2014-2015, the percentage of students in the Asian subgroup scoring Level IV or V on EOG composite exceeded the percentage of students in the black, Hispanic, SWD, and LEP and subgroups scoring Level IV or V by 66.6 points, 68 points, 84.7 points, and 80.2 points, respectively. The percentage of Asian students demonstrating proficiency on mCLASS Composite has remained static at 97% for the past three years. First grade students' reading proficiency, as measured by MOY mCLASS TRC data, dropped from 30% in 2012-2013 to 18% in 2015-2016. Second grade students' reading proficiency, as measured by MOY mCLASS TRC data, dropped from 35% in 2012-2013 to 25% in 2015-2016. About 44% of First grade students were proficient on NBT standards 1-3 at MOY as measured by DPI mid-year assessment. At MOY 83% of Kindergarteners were proficient on MOY Number Knowledge Test. 80+ point achievement gap between our lowest performing subgroup (SWD) and our highest performing subgroup (Asian) in reading and math Overall, students did not meet their growth target in reading for the first time in 5 years SWD did not meet their growth targets in reading and math in 2014-15, which is the first year for a subgroup in 2 years

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Process Data	<ul style="list-style-type: none"> At the beginning of the 2015-2016 school year, 16 out of 21 teachers were implementing some form of the Daily 5 structure in their classrooms. With support and professional development throughout the 2015-2016 school year, 21 out of 21 teachers use the Daily 5 structure or Daily 3 structures as a main part of their Literacy. 100% of the students who used the HELPS program for fluency increased in their fluency. Flex Grouping in all K-2 classes for ELA Discovery Education was used in most of the 2nd-5th grade classes 	Classroom Observations note: <ul style="list-style-type: none"> Lack of continuity with implementing the same Guided Reading strategies across grade levels Lack of all classrooms posting and reviewing content and language objectives Lack of consistency with comprehension and writing strategies Because of the amount of time it took for the initial moby max assessments, only 4th grade used it consistently in their math rotations.
Staff and Student Demographics	<ul style="list-style-type: none"> 100% of teachers are fully licensed 32% of Fuller teachers have their Masters Degree Over the past 3 years, there has been a reduction of white staff by 3% and an increase in AA staff by 4.5% Over the past 3 years, there has been an increase (13% to 15%) of teachers with 0-3 years of experience Over the past 3 years, Black AIG enrollment has increased by 2 students (1.1%) Over the past 3 years, there has been an increase of F&R student from 39.6% to 41.2% 24% of Kindergarten students made 2 levels of growth in the 2015-2016 school year than 2014-2015 using Daily 5. In 2014-2015, there were 35% of the Kindergarten students that made no level of growth and now with the implementation of the Daily 5 structure in 2015-2016 the percent of students making no growth decreased by 14%. Short-term suspensions of African-American students decreased from 9 in 2014-2015 to 1 in 2015-2016 Black population has increased by 3% 	<ul style="list-style-type: none"> Over the past 3 years, teacher turnover has increased from 12.2 % to 17% Increased teacher turnover in CCR and ID Mild 2 class from 2012-2015 For the past 3 years, Fuller has reduced their National Board Certified Teachers by 1 teacher Over 3 years, there has been a .3% decline of teachers meeting EVAAS standards. Over the past 3 years, there has been a decline of student enrollment from 598-553 Over the past 3 years, White AIG enrollment has decreased by 24 students (29.3%) Over the past 3 years, Asian AIG enrollment has decreased by 56 students (22.3%) Asian population percentage has remained relatively the same (39.0%) Hispanic population has decreased by 1% White population has decreased by 2% LEP population has decreased by 2% SWD population has decreased by .7% Over the past 3 years, Hispanic AIG enrollment has decreased by 1.6%

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Perception	<ul style="list-style-type: none"> • The percentage of teachers who agreed in the TWC Survey that faculty are recognized for their accomplishments increased by 14.7 points from 2012 to 2014. • The percentage of teachers who agreed in the TWC Survey that the curriculum taught in the school is aligned with Common Core Standards increased by 21.8 points from 2012 to 2014. • The percentage of teachers who agreed in the TWC Survey that the school is clean and well maintained increased by 7.4 points from 2012 to 2014. • 97.8% of students say teachers care about them • Based on 14-15-5th grade student survey, 98.9% of students indicated that they performed well in school because they worked hard • 100% of visitors and staff that completed the Magnet Walkthrough tool found our school to be welcoming, friendly, warm and attractive. • Teachers and staff agreed that our school has proper systems in place to support our magnet theme. • Survey participants found that community and parent relationships are observable throughout our school • 99% strongly agree or agree that adults treat student fairly • 94.6% strongly agree or disagree that adults listen to students • 2015-16 Magnet School of Distinction as indicated by Magnet Schools of America 	<ul style="list-style-type: none"> • The percentage of teachers who agreed in the TWC Survey that time is available to collaborate with colleagues decreased from 83.3% in 2012 to 64.3% in 2014. • The percentage of teachers who agreed in the TWC Survey that school administrators consistently enforcing rules for student conduct decreased from 93.7% in 2012 to 69.4% in 2014. • Over the past 3 years, there has been a significant decline (93.8%-58.3%) of teachers who feel that there is an atmosphere of trust and mutual respect as indicated on the TWC Survey • The percentage of teachers who agreed in the TWC Survey that community members supporting teachers and contributing to their success with students decreased from 97.7% in 2012 to 79.2% in 2014. • Magnet application numbers declined by 37%, from 223 in 2014 to 141 in 2016. • 2015 Walkthrough Data showed that we will need to increase our curb appeal (signage on major streets leading to the school) • 16.3% disagree and 5.4% strongly disagree that My teachers give me challenging work

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
80+ (86.6 math) (81 reading) point achievement gap between our lowest performing subgroup (SWD) and our highest performing subgroup (Asian) in reading and math	<ul style="list-style-type: none"> • Lack of consistency in Guided Reading instruction as evidenced in classroom observations • Lack of common planning time for effective and collaborative PLTs between CCR teachers and reg. ed. Teachers • Lack of direction from the district on effective strategies for students with special needs, particularly students with mild cognitive disabilities. 	<ul style="list-style-type: none"> • Consistency with teaching staff • Differentiation PD • PD on CCR/Regular Ed Co-teaching • Establishing Common Planning/PLT time for the CCR and Regular Ed teachers • Pre-teaching of vocabulary words
3 Consecutive years that AIG subgroup did not meet growth target in reading	<ul style="list-style-type: none"> • Teacher Turnover • Lack of consistent AIG training 	<ul style="list-style-type: none"> • AIG/Enrichment Professional Development • Have AIG Parent meetings throughout the year for parental support
Black, Hispanic, ED subgroups have not met AMO targets in reading or math for 5 consecutive years	<ul style="list-style-type: none"> • Staff demographics do not support student demographics • Consistency in Guided Reading Instruction 	<ul style="list-style-type: none"> • Differentiation PD including cultural awareness • Incorporate Walkthroughs for teacher instructional and cultural feedback • Increase student engagement with the use of technology and the 4 Cs • Begin Flex Guided Reading Groups during the first month of school • Align all interventions to maximize student support • Create more outreach opportunities to build positive relationships with these subgroups • Institute the HELPS fluency program across grades 1-5

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Data Summary

Describe your conclusions

Based on the data, Fuller has several subgroups (Hispanic, AA, SWD, and ED who have not met their growth targets over the past 5 years). This is a tremendous concern because a variety of strategies have been used but have not yielded significant gains. Fidelity with instructional practices (ie. Guided Reading strategies), instructional structures (flex grouping and small groups) and a focus on vertical writing strategies will help increase the achievement of these subgroups in reading. Additionally the increase in these strategies will help support the reading of math word problems which should yield greater results in math. All intervention programs and MTSS will align strategies and pacing to meet the instructional needs of the students. PLTs will continue to focus only on student data, grouping and strategic instructional planning. With the implementation of Apple TVs, laptops and ipads, students will be given more project based learning opportunities to solidify concepts and skills. The intentional pre-teaching of vocabulary will help increase reading proficiency for all students also, particularly the subgroups who have not met their AMO targets. Overall, necessary PD will be provided, instructional practices will be consistent across grade levels for GR and creating common planning times for CCR and Regular Education teachers to work together in their co-teaching model.

School Improvement Plan

Membership of School Improvement Team

School:	Fuller ES
Plan Year	2016-2018
Principal:	Cheryl Fenner
Date:	Aug - 2015

SIP Team Members

	Name	School Based Job Title
1	Brandi Gill, IRT	Other
2	Carissa Harmon	School Improvement Chair
3	Cheryl Fenner	Principal
4	Emily Joubert, Magnet Coordinator	Teacher
5	Jessica Gizzi	Teacher
6	Katherine Faulkner	School Improvement Chair
7	Kenyann Stanford	Assistant Principal
8	Kimberly Barber, Literacy Coach	Other
9	Laurie Lovegreen	Teacher Assistant
10	Nazeidre Khan-Goldsmith	Teacher
11	Sarah Mosley	Parent

School Improvement Plan

Mission, Vision and Value Statements

School:	Fuller 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

Fuller will challenge each child at his/her intellectual level in a safe, nurturing, inclusive environment where students explore and discover their unique gifts and talents.

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

- **Excellence:** Holding all staff, students and family communities accountable for high expectations
- **Enrichment Opportunities** Ensuring that ALL students have access to our electives and other engaging, creative, innovative instructional opportunities while embracing our diverse student population
- **Equity:** Ensuring that ALL students within our diverse population will have resources to prepare for being career and college ready.
- **Intentional and Strategic Instruction:** Using informal and formal assessments to differentiate and determine specific strategies and structures to address the unique learning, behavioral, social and emotional needs of individual and small student groups
- **Building Positive Relationship and having an Inviting Community:** Mutualistic respect and supportive partnerships to foster a sense of cooperation and collaboration within and outside the school community.

School Goal		
By June 2018, Fuller will meet or exceed growth in math and reading as measured by EVAAS data. Overall proficiency will increase from 59.4% to 65% as measured by NC EOG.		
Goal Manager	Strategic Objective	State Board of Education Goal
School Administration	Learning and Teaching	Globally Competitive Students
Resources		
<ul style="list-style-type: none"> • Professional Development Plan • AIG Differentiated Professional Development • Differentiated Book Studies • Early Literacy/Literacy Intervention Training • Common Grade Level Assessments • IRT • Literacy Coach • MTSS • Leveled Books • Discovery Education • Intervention Teachers • Title I Funding 		

Key Process
1. Create Schoolwide and Grade-Level Expectations and Structures for Literacy Instruction, to Include Daily Five Implementation and Guided Reading Instruction
Tier
Tier 1 / Core
Process Manager
Literacy Coach
Measurable Process Check(s)
<ul style="list-style-type: none"> • Leadership Team will review and discuss key process implementation and fidelity once per quarter

Action Step(s)
1. Literacy committee will define elements of an effective guided reading lesson by providing professional development.
Timeline From 8/2016 To 1/2017
2. Teachers will effectively implement elements of guided reading lessons after receiving appropriate PD.
Timeline From 8/2016 To 6/2017
3. Literacy committee will create an academic language/literacy walk-through tool to identify effective literacy structures in order to provide support for teachers.

Timeline From 8/2016 To 1/2017

Key Process

2. Monitor and Respond to Student Literacy Assessment Data

Tier

Tier 2

Process Manager

Leadership Team/IRT

Measurable Process Check(s)

Grade level PLTs will designate one meeting per quarter to review student data and review/revise response.

Action Step(s)

1. Each grade level will follow district schedules and expectations for progress monitoring.

Timeline From 8/2016 To 6/2017

2. Literacy committee will establish and disseminate clear grade-level expectations and timelines for flexible grouping of students in literacy blocks.

Timeline From 8/2016 To 6/2017

3. Grade level PLTs will utilize individual student data to identify students needing additional literacy intervention and/or enrichment.

Timeline From 9/2016 To 3/2017

4. Interventions and enrichment opportunities will be provided to identified students. These will include:

- Helping Early Literacy with Practice Strategies (HELPS)
- Intervention Electives
- Enrichment Electives
- Flexible grouping
- Push-in and pull-out support and enrichment provided by AIG teachers and Title I intervention teachers

Timeline From 10/2016 To 6/2017

School Improvement Plan**Waiver Request****School:** Fuller 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

School Improvement Plan

Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:
AIG Differentiation Strategies	1st-5th Grade Teachers AIG Specialist	Goal 1 & Goal 2
Differentiated Book Studies <ul style="list-style-type: none"> • Cultural Relevance/Responsiveness • Classroom Management • Early Literacy Instruction/Intervention • Math Instruction/Math Literacy 	All Staff	Goal 1 and Goal 2
Early Literacy Instruction/Literacy Intervention	All staff	Goal 1
HELPS Fluency	All Instructional Assistants, Support personnel and intervention teachers	Goal 1

School Improvement Plan**Summary Sheet of Professional Development Activities**

School:	Fuller ES
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Development Activities for

Topic:	Participants:	Goal Supported:
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School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>What data will be used to determine criteria to identify the students who are not achieving at benchmark and/or meeting universal behavior expectations?</p> <p>The following data will be used to indicate students need additional data points:</p> <p>K-5: Common Formative Assessments K-5: mCLASS data DIBELS K-3: mCLASS TRC 2-5: Case 21 4-5: Running Records 4-5: EOG below 4, ELA Report Card grades below a 4 (administer mCLASS assessments), Running records</p> <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions?</p> <p>Threshold for Entry into the Problem Solving Cycle: students demonstrating a need in two or more measures (excluding composite). Team refers to WCPSS Tiered Support Flowchart to guide decisions. Exit: Reference WCPSS Tiered Support Flowchart as well as gaining mutual agreement of all stakeholders.</p> <p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for intervention throughout the year?</p> <p>K-3: PLTs will meet with their case managers 4 times a month. 4-5: PLTs will meet with their case managers 1 time a month. Intervention Team will meet once a month to problem solve Tier III students.</p> <p>During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions.</p> <p>How will your Intervention 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?</p> <p>At MOY & EOY, the intervention team will pull the mCLASS DEF report to determine the number of students responding to interventions.</p>	<p>What data will be used to determine criteria to identify the students who are not achieving at benchmark and/or meeting universal behavior expectations?</p> <p>The following data will be used to identify students: K-5: Common Formative Assessments K-1: Number Knowledge Test 2: Report Card, MOY & EOY DPI 3-5: Report Card, EOY Math Summative or EOG, Case 21</p> <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions?</p> <p>Threshold for Entry into the Problem Solving Cycle: K/1st reference WCPSS Using NKT to Make Data-Based Decisions. 2-5: Students demonstrating a need in two or more measures Exit: Reference WCPSS Tiered Support Flowchart as well as gaining mutual agreement of all stakeholders.</p> <p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for intervention throughout the year?</p> <p>K-3: PLTs will meet with their case managers 4 times a month. 4-5: PLTs will meet with their case managers 1 time a month. Intervention Team will meet once a month to problem solve Tier III students.</p> <p>How will your Intervention 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?</p> <p>At MOY & EOY, the intervention team will pull K/1st NKT scores in Oasis. 2: Math DPI 3-5: Case 21 scores</p>	<p>What data will be used to determine criteria to identify the students who are not achieving at benchmark and/or meeting universal behavior expectations?</p> <p>Core: SIRS discipline data: Minor and Major referrals will be consistently collected and entered into Easi Classroom observation data</p> <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions?</p> <p>Threshold for entry into the Problem Solving Cycle: Student must show need in at least 2 data points below: Strategic: 3 - 5 Major/Minor Referrals Classroom observations data Intensive: Student is not meeting goals or responding to interventions outlined in the Tier 2 plan. Tier 2 plan has been reviewed for fidelity of implementation. EXIT: Plan to gradually decrease intensity, frequency, and/or duration of intervention. Continue to monitor success within Core. Strategic: Student has met at least 70% success rate based on expectations and outlined in Tier II Plan. Intensive: Student has met goal(s) outlined in formal Tier III Plan (FBA/BIP).</p> <p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for intervention throughout the year?</p> <p>K-3: PLTs will meet with their case managers 4 times a month. 4-5: PLTs will meet with their case managers 1 time a month. Intervention Team will meet once a month to problem solve Tier III students.</p> <p>How will your Intervention 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?</p> <p>At MOY & EOY, the intervention team will use TFI data to evaluate the effectiveness of the behavior structures outlined in the intervention matrix. Quarterly, the Intervention Team will review overall behavior intervention plan data to determine effectiveness of plans.</p>

School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Intervention Structure	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark and/or universal behavior expectation?</p> <p>Strategic: Students in need of strategic support will receive intervention 2 to 4 days a week for 20-40 minutes per session with no more than 12 in a group.</p> <p>Intensive: Students in need of intensive support (Intervention Teacher elective) will receive interventions 4 days a week for 30-40 minutes per session with no more than 10 (3/4 transition students: 12) in a group. HELPS: 3 times a week for 15 minutes per session.</p> <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core? Interventions will be delivered during:</p> <p>Strategic: Flex grouping, Push-in, Pull-out, (3: Elective) Intensive: Elective, Pull-out</p>	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark and/or universal behavior expectation?</p> <p>Strategic: Students in need of strategic support will receive intervention 2 to 4 days a week for 20-40 minutes per session with no more than 12 in a group.</p> <p>Intensive: Students in need of intensive support (Intervention Teacher elective) will receive interventions 4 days a week for 30-40 minutes per session with no more than 10 in a group.</p> <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core? Interventions will be delivered during:</p> <p>Strategic: Flex grouping, Push-in, Pull-out, (3: Elective) Intensive: Elective, Pull-out</p>	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark and/or universal behavior expectation?</p> <p>Core Structures: Classroom Circles/Restorative Practices School-wide PBIS expectations teaching</p> <p>Strategic Options: Check-In, Check-Out Mentoring Small Social/Emotional Groups Individual Student Reward Structures Behavior Contracts/Individual Student SMART goals Peer mediation/small student circles</p> <p>Structure: Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness.</p> <p>Intensive Options: FBA/BIP aligned with wraparound services</p> <p>Structure: Core + Intensive interventions will vary by frequency and duration based on student need and responsiveness</p> <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core? Interventions will be delivered during lunch, transitions, arrival, dismissal and non-instructional times. Team will ensure that students are receiving core academic and behavior instruction in addition to interventions.</p>

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Intervention Planning Matrix

School:	Fuller ES
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	Reading	Math	Behavior
Instruction	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <p>All stakeholders will be informed of instructional decisions & planning by PLTs, Kid Talk, Intervention Team Meeting, Core Differentiation Google Doc, Grade Level Planning Days, SIP Quarterly Reviews or reading team notes in google drive. Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart.</p> <p>What is the intervention lesson format(s)?</p> <p>K-2 Phonics Intervention lessons will follow Letterland</p> <ul style="list-style-type: none"> • Intensive will follow Letterland Intervention Strand • Strategic will follow Letterland Small Group Lessons <p>3-5 Phonics intervention lessons will use Recipe for Reading</p> <p>All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes.</p> <p>How will the Intervention Team ensure interventions are implemented with fidelity?</p> <p>Intervention Team will keep a documented spreadsheet of students receiving interventions.</p> <p>Fidelity checks will be a part of every student's Tier II/Tier III plan within EASi and the Intervention Team will be checked using the TFI two times a year.</p> <p>Quarterly, the Intervention Team will review overall academic intervention plan data to determine fidelity of plan implementation.</p>	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <p>All stakeholders will be informed of instructional decisions & planning by PLTs, Kid Talk, Intervention Team Meeting, Core Differentiation Google Doc, Grade Level Planning Days, SIP Quarterly Reviews or reading team notes in google drive. Assessing Math concepts diagnostic assessments will be administered for Kindergarten & 1st grades as outlined by the WCPSS.</p> <p>2-5: Common Formative Assessments</p> <p>What is the intervention lesson format(s)?</p> <p>K & 1st grade where applicable will follow lessons from Kathy Richardson's Assessing Math Concepts</p> <p>All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes.</p> <p>How will the Intervention Team ensure interventions are implemented with fidelity?</p> <p>Intervention Team will keep a documented spreadsheet of students receiving interventions.</p> <p>Fidelity checks will be a part of every student's Tier II/Tier III plan within EASi and the Intervention Team will be checked using the TFI two times a year.</p> <p>Quarterly, the Intervention Team will review overall academic intervention plan data to determine fidelity of plan implementation.</p>	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <p>All stakeholders will be informed of instructional decisions & planning by PLTs, Kid Talk, Intervention Team Meeting, Core Differentiation Google Doc, Grade Level Planning Days, SIP Quarterly Reviews or reading team notes in google drive.</p> <p>What is the intervention lesson format(s)?</p> <p>Strategic: Explicit behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan.</p> <p>Intensive: Explicit behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan</p> <p>How will the Intervention Team ensure interventions are implemented with fidelity?</p> <p>Intervention Team will keep a documented spreadsheet of students receiving interventions.</p> <p>Fidelity checks will be a part of every student's Tier II/Tier III plan within EASi and the Intervention Team will be checked using the TFI two times a year.</p> <p>Quarterly, the Intervention Team will review overall behavior intervention plan data to determine fidelity of plan implementation.</p>

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	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>What data will be used to assess the student's responsiveness to intervention? How does data guide your instruction?</p> <p>Reference EASI Progress Monitoring Master List spreadsheet</p> <p>How often will you progress monitor? Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>Every 20 days for Strategic Need Every 10 days for Intensive Need</p> <p>What is the process for analyzing the data and making data based decisions?</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>What data will be used to assess the student's responsiveness to intervention? How does data guide your instruction?</p> <p>Reference EASI Progress Monitoring Master List spreadsheet</p> <p>How often will you progress monitor? Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart Progress monitor every 3 to 4 weeks</p> <p>What is the process for analyzing the data and making data based decisions?</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>	<p>What data will be used to assess the student's responsiveness to intervention? How does data guide your instruction?</p> <p>Strategic: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier II Behavior Intervention plan. Intensive: Progress monitoring based upon entry/exit criteria will be documented in Easi and targets will be outlined in Tier III Behavior intervention plan.</p> <p>How often will you progress monitor?</p> <p>Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart Review behavior plan every 4 to 6 weeks and will contain at least weekly data points</p> <p>What is the process for analyzing the data and making data based decisions?</p> <p>Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions</p>
Curriculum/Resources	<p>What evidence based materials and resources will be used to support the intervention?</p> <p>K-2 Word Work: Strategic: Letterland Small Group lessons Intensive: Letterland Intervention Strand 3-5 Word Work: Recipe for Reading K-5: The Reading Strategies Book EASI Interventions Master List spreadsheet EASI Progress Monitoring Master List spreadsheet 2-4: Scholastic News 2-5: Fast Track K-3: mCLASS Next Steps K-5: CMAPP K-5: Florida Center for Reading</p>	<p>What evidence based materials and resources will be used to support the intervention?</p> <p>K/1: WCPSS Strategic Interventions to Support K-2 Mathematics document & Linking AMC Instruction document for intensive students Assessing Math Concepts book EASI Interventions Master List spreadsheet EASI Progress Monitoring Master List spreadsheet K-5: CMAPP, Moby Max, Front Row, IXL, easyCBM</p>	<p>What evidence based materials and resources will be used to support the intervention?</p> <p>Core: PBIS Systems and Structures Restorative Practice Guides Monthly Counseling Classes Character Education</p> <p>Strategic: Check In Check Out Anxiety Workbook Second Step, Steps to Respect CMAPP curriculum (small groups) Teachers Encyclopedia of Behavior Management</p> <p>Intensive: PTR-Prevent, Teach, Reinforce</p>

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