School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	For the past three years, all subgroups have gone up in Reading EOG results. The LEP subgroup made the most growth, with 18.2%, on the EOG test. The least growth was made by AIG with 1.8%. Third grade had the highest percentage of students passing the written portion of TRC. For the past three years, overall math proficiency has risen from 32.6% to 54.8% as measured by the EOGs. In all grade levels, Geometry is an area that overall proficiency has steadily increased based EOG data. The past two years, Economically disadvantaged students have had an increase in math proficiency and have met their AMO target goal, based on EOG data. From 2013-2014 to 2014-2015, white students went from not meeting their target goal to meeting their AMO target goal for math, based on EOG data. Based on EOG data, 3rd grade has made steady gains in all math areas tested by the EOGs. Of the 6 classroom teachers that have been at Richland Creek for 2 or more of the last 3 years, all feel that Science has a stronger presence within their classroom. Science instruction has increased with fidelity and consistency within the 6 classrooms of teachers that have been here 2 or more years in a row. EOG Science scores have increased over the last 3 years by 37%. The unit of science that has shown the most growth from 12/13-14/15 is *Matter*, increasing from 52% to 65%.	Reading mCLASS composite scores for the Asian subgroup went down 25% during 2014/2015. Reading TRC scores for the multi subgroup went down 33% from 2013/2014 - 2014/2015. Reading TRC scores for the Hispanic subgroup went down 12% from 2013/2014 - 2014/2015. Reading TRC scores for the black subgroup were short of the 80% goal by 4% (4 students) during 2014/2015. Reading TRC scores for the Asian subgroup went down 50% from 13/14 -14/15. Reading mCLASS composite scores for the black subgroup had the least growth of 3% from 2013/2014 - 2014/2015. The Hispanic & Black populations are still below our 80% proficiency goal when looking at mClass dataand they are our 2nd and 3rd largest subgroups. For the past two years, all subgroups have gone up in mClass reading composite scores with the multi subgroup gaining the most with 30% and the black subgroup gaining the least with 3%. All subgroups went down in TRC scores with the exception of the white subgroup (1% gain). The Asian and black subgroups went down the most on the TRC with 50% and 33% respectively. There is currently only 60 minutes of daily math instruction built into the master schedule. We lack a math diagnostic assessment (similar to mClass) to accurately diagnose student strengths and weaknesses. Based on teacher survey, teachers feel that students do not know their math facts fluently. In 2014-2015, the only year black students formed a sub-group, they did not meet their AMO target goal. In 2014-2015, only 36.4% of black students were proficient on the math EOG compared to 54.8% of white students. Science EOG scores in the area of *Structures and Functions of Living Organism* have decreased by 4% over the last 3 years.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Richland Creek ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	100% of K-5 teachers use Daily 5 as a classroom structure in some capacity. 100% of K-5 teachers have attended the WCPSS Letterland training. Students have opportunities to earn bones from staff members. A school assembly was held in September to reinforce PBIS behaviors. Top Dog Matrices are posted throughout the school. Teachers post Top Dog Student of the week outside of classrooms.	A walkthrough form has been discussed for several years, but has not been created and/or used with fidelity. Staff Development for programs such as Lucy Caulkins have not been provided but are referenced in CMAPP. Letterland does not have appropriate grade level and/or types of resources to move students to benchmarks. Top Dog student names are not changed every week. There has been little continuity for earning bones. Teachers and students need more frequent refreshers on PBIS.
Staff and Student Demographics	Our percentage of free and reduced lunch has decreased in the last three years from 50% to 42.5% Three years of attendance data shows that our attendance percentage is consistent in the 95% range still in line with WCPSS. Th percentage of staff turnover was 8.7%, compared to the district average of 11.3%. The percentage of teachers meeting or exceeding goals for student growth is >95% compared to the district average of 90.3% and the state average of 82.7%	According to the student surveys from 2013 to 2015: • The percentage of students that felt the school rules were fair decreased from 91% to 60.8%, a difference of 30.2%. • The percentage of students that felt safe at our school decreased from 91% to 77.1%, a difference of 13.9%. • The percentage of students that felt they had a positive relationship with adults at our school decreased from 100% to 80%, a decrease of 20%. Suspension data for the past two years has increased from 14 short-term suspensions to 16 short-term suspensions.
Perception	Based upon five data sources, Richland Creek teachers believe that the areas that have been covered during staff development help them teach their students more effectively. This trend has been stable over a period of four years with marginal dips from 85% to 77% for two years and an increase to 87.5% on the in house survey conducted in February 2016. Staff members at Richland Creek consistently state that they feel supported by their colleagues and administrators. • Regarding support for colleagues, the percentage jumped from 91.31% in February 2014 to 96% in February 2016. • Regarding administration, while the 2014 survey was at 100% and the February 2016 survey was at 92%, it remains a consistently high number for a staff that has increased dramatically.	Based upon three years of data, teachers believe that their non-instructional time is not sufficient. Based upon the TWC it was 81.1% in 2013/14 followed by 47% and a slight rise to 64%. Parent surveys need consistency. More parent volunteers are needed.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
K-3 students need to be more proficient in answering written comprehension questions in mCLASS, as this component is negatively impacting student growth as measured by the TRC.	Academic vocabulary deficits Level of language proficiency of English Language Learners (ELL's) Not enough written practice during guided reading/strategy groups	Evaluate MTSS feedback to better meet all student needs. Utilize PLTs to develop oral and written comprehension questions along with common formative assessments for leveled books in order to improve comprehension; particularly written comprehension. Use literacy coach to acclimate new teachers to every component of mClass. Ongoing staff development for all teachers to ensure inter-rater reliability.
Teachers are not aware of all of the resources available to them and/or not confident in how to use them. These resources include in-house materials, digital programs and human capital.	Teacher rotation has been constant over the last 3 years. Lack of communication/clear communication	At the beginning of each year, new staff members will be shown the in-house and digital tools that we have available for instruction. Handouts for staff roles and responsibilities Handout of acronyms and important dates Late Hire Staff orientation. MTAC Videos Teachers will participate in the WCPSS online science kit training for each unit on their grade level.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Only 54.8% of students are proficient in Math as measured by the EOG for grades 3-5.	Due to transiency among staff and students, it is difficult to interpret the data in terms of understanding how teaching practices are positively and/or negatively impacting student performance. We have had different teachers teaching fifth grade over the last 3 years. Our student population has tripled over the last three years. High student turnover creates low consistency or accurate data to evaluate data.	Increasing instructional time for math on the master schedule. Devote a portion of the math block to to practicing math facts fluency beyond "kill and drill" by having students approach facts strategically. Use XtraMath.org to track fluency and provide a consistent method of practice. Use number talks. Explore opportunities within the day to build in review for areas that are heavily weighted on the EOG's.

Data Summary
Describe your conclusions

Over the past three years, all subgroups have increased reading proficiency as measured by the reading EOG, with the LEP subgroup making the most growth with +18.2% movement and AIG students making the least with +1.8% movement. In contrast to this, all subgroups (with the exception of the White subgroup at +1%) have decreased proficiency as indicated by the mCLASS TRC. This is being attributed to the written comprehension component of that assessment. Math scores have steadily increased however the overall level of proficiency is only 54.8%, which is 14.1% lower than the county. For the past two years, the Economically Disadvantaged AMO subgroup has increased in proficiency and met their target goal on the EOG. We want all groups to reach their Targeted AMO goals as we aim to produce strong problem solvers and will explore possible school-wide strategies for doing this. Science instruction is more evident across all grade levels and increasing science scores can be attributed to this instruction. As a result of our findings, we will make resources more accessible and user friendly to teachers. Teachers will create comprehension questions for all leveled books. The use of science resources and kits will be maximized by creating support materials that align with the units. A new staff orientation will include the sharing of academic, systems and human capital resources available to staff. As we continue to grow, we intend to communicate better with staff, students and parents, increase volunteer opportunities and refine the procedures for PBIS.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	Richland Creek ES
Plan Year	2016-2018
Principal:	Dr. Tammie Sexton
Date:	Sep - 2016

SIP Team Members

	Name	School Based Job Title
1	Ashley Craig	Teacher
2	Caitlin Rosser	Parent
3	Carly Spears	Other
4	Dr. Tammie Sexton	Principal
5	Joan Goldstein	Teacher
6	Katie Edwards	Teacher
7	Lucille Glass	Assistant Principal
8	Michele Rapp	Teacher
9	Michelle McGhee	Teacher
10	Nicole Wallace	Parent
11	Ruben Wall	Parent
12	Sarah Wetherington	Teacher Assistant
13	Suzanne Jackson	School Improvement Chair

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Mission, Vision and Value Statements

School:	Richland Creek ES
Plan Year	2016-2018
Date:	Jun - 2013

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 Richland Creek Elementary School students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

At Richland Creek Elementary School we value *Learning for All...Whatever It Takes!*
• a safe, respectful, nurturing environment that celebrates successes and individuality
• effective communication and partnerships
• innovative teaching practices supported by data, technology and differentiated instruction

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Goal

By June 2018, all subgroups at Richland Creek Elementary will increase overall proficiency in Math, Reading and Science by 10% when compared to 2014-2015 EOG scores and meet or exceed expected growth.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Suzanne Jackson	Achievement	Globally Competitive Students

Resources

C-MAPP
Leveled Book Room Materials
Science Kits
EVAAS
4 Cs (Communication, Collaboration, Critical Thinking, and Creativity)
MTSS Team and Process
mClass Assessment System
K-3 Read to Achieve Plan
Professional Learning Teams (PLT's)
Effective Teaching Framework

Key Process

1. While using school-wide resources, all classroom teachers will use guided reading times with fidelity to concentrate on oral and written comprehension.

Tier

Tier 1 / Core

Process Manager

Ashley Craig

Measurable Process Check(s)

Literacy Coach, IRT, and or administration will monitor implementation of guided reading on a quarterly basis using the walk through data.
Grade levels will monitor implementation of written comprehension questions during PLT's twice a quarter to analyze and score student writing response journals.

Action Step(s)

1. Utilize PLTs to develop written comprehension questions that will align with the levelized books in order to improve written comprehension.

   Timeline   From 8/2016 To 5/2018

2. Students will have reading response journals that will include their written comprehension answers.

   Timeline   From 8/2016 To 5/2018

3. All classroom teachers will conduct guided reading groups with a focus on think alouds, modeling, mCLASS question stem vocabulary, and oral responses to the mCLASS question stems along with written comprehension.

    Timeline   From 8/2016 To 5/2018

4. Teachers will be made aware of all ELA resources that can be used in order to achieve 80% proficiency on TRCs. **IN PROGRESS.**

    Timeline   From 8/2016 To 5/2018

5. Move all Title I materials to a designated area that will be accessible to teachers. **IN PROGRESS.**

    Timeline   From 8/2016 To 12/2016

6. Hold an ELA Resource Fair prior to the beginning of the school year that will showcase resources such as leveled books, decodables, Fast Track, Wright Group Guided Reading, digging deeper assessments and share any successful research based resources that teachers are utilizing in their classrooms. **IN PROGRESS with a few of these materials.**

    Timeline   From 8/2016 To 5/2018

7. Literacy Coach will offer staff development for any ELA resources that teachers are unfamiliar with. **IN PROGRESS.**

    Timeline   From 8/2016 To 5/2018

8. Level classroom libraries.

    Timeline   From 8/2016 To 5/2018

Key Process

2. Teachers will increase instructional time for math from 60 to 80 minutes daily in order to increase overall proficiency for all students.

Tier

Tier 1 / Core

Process Manager

Michelle McGhee

Measurable Process Check(s)

The math committee will compare 2016 MOY and EOY data via Case 21, DPI math assessments, and EOG data to 2017 MOY and EOY data via Case 21, DPI math assessments, and EOG data in order to determine if an increase in math instructional time improves overall proficiency.

Action Step(s)

1. Math committee will seek approval from administration regarding increasing math instructional time.

   Timeline   From 8/2016 To 10/2016

2. All K - 5 teachers will utilize a portion of the additional instructional time for small group differentiation.

   Timeline   From 8/2016 To 6/2018

Key Process

3. Teachers will utilize a math diagnostic tool to analyze student strengths and weaknesses for the purpose of math differentiation.

Tier

Tier 1 / Core

Process Manager

SELECT STAFF MEMBER

Measurable Process Check(s)

The math committee will create a quarterly survey for the purpose of collecting data on teacher implementation of diagnostic tool in order to determine how to meet the needs of students.

Action Step(s)

1. The math committee will research and evaluate math diagnostic tools using a varety of resources such as the Learning Trials website.

   Timeline   From 8/2016 To 5/2018

2. Math committee will seek approval from administration regarding the math diagnostic tool.

   Timeline   From 8/2016 To 6/2018

3. The math committee will provide staff development for implementing the math diagnostic tool.

   Timeline   From 8/2016 To 6/2018

4. 3-5 teachers will collect data using the math diagnostic tool.

   Timeline   From 8/2016 To 6/2018

5. The math committee will research options to assist teachers in supporting and monitoring math fact fluency.

   Timeline   From 8/2016 To 8/2017

6. All K - 5 teachers will utilize math word walls to support math journals and math talk.

>   **Timeline**   From 8/2016 To 8/2017

Key Process

4. Increase opportunities for students to participate in science through the use of investigation, experimentation and technology.

Tier

Tier 1 / Core

Process Manager

Dianna Grich

Measurable Process Check(s)

Science team will check quarterly with classroom teachers using the science checklist form to determine what support is needed to progress to individual projects in the upper grades.

Grade level chairs will use a checklist to keep track of resources used in the kits and turn checklist into IRT.

Action Step(s)

1. Classroom teachers will walk students through the scientific process to develop a science project one time each year. The project will be displayed in the school.

>   **Timeline**   From 8/2016 To 9/2016

2. Classroom teachers will display science projects quarterly that represent the use of the scientific method in the units taught.

>   **Timeline**   From 8/2017 To 6/2018

3. Grade level teams will maintain the science kits quarterly to ensure all materials are available

>   **Timeline**   From 8/2016 To 5/2018

4. A list of supplemental materials will be included with each kit, including leveled books.

>   **Timeline**   From 8/2016 To 5/2018

5. Grade level s will keep a list of consumables with each kit.

>   **Timeline**   From 8/2016 To 5/2018

6. New staff members will be shown the in-house and digital resources that are available for Science instruction.

> **Timeline**   From 8/2016 To 5/2018

7. Each teacher will complete the necessary science kit trainings either online or face to face.

> **Timeline**   From 8/2016 To 4/2017

8. Identify books from the leveled book room that align with each Science unit.

> **Timeline**   From 8/2016 To 6/2017

9. Create a list of available science resources.

> **Timeline**   From 8/2016 To 6/2017

Key Process

5. Professional Development will be differentiated to meet the needs of staff members.

Tier

Tier 1 / Core

Process Manager

Suzanne Jackson

Measurable Process Check(s)

Sign-In sheets and materials will be available quarterly for staff members to match against their Professional Development Plan. Alignment of the two are expected to improve instruction by the end of the year.

Action Step(s)

1. Create a year-long calendar of Professional Development options.

> **Timeline**   From 8/2016 To 6/2017

2. A list of important dates will be provided to staff.

> **Timeline**   From 8/2016 To 9/2016

WAKE COUNTY PUBLIC SCHOOL SYSTEM	**Summary of Goals, Key Processes and Action Steps**	
School Improvement Plan	**School:**	Richland Creek ES
	Plan Year	2016-2018
	LEA:	Wake County (920)

School Goal

By June, 2018 95% of staff, students and parents will report that Richland Creek Elementary is a good place to work and learn, as evidenced by in-house and TWC surveys.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Joan Goldstein	Learning and Teaching	Healthy Responsible Students

Resources

Surveys (parents, staff, students)
Parent Involvement Rosters
PBIS Protocols
PBIS Committee
Happy Tails Committee
Attendance/SIRS Reports
Professional Development
Safe and Orderly Schools Plan
Character Education Plan
Healthy Active Children Policy (K-8)
Professional Learning Teams (PLT's)

Key Process

1. PBIS Team will develop programs that would involve staff and students to foster success of student achievement and behavioral practices.

Tier

Tier 1 / Core

Process Manager

Jessie Benjamin

Measurable Process Check(s)

PBIS coordinator and team will present updates on SIRS data and obtain feedback in staff meetings at least quarterly to reduce the number of major referrals.

Action Step(s)

1. ****PLEASE NOTE: PBIS Team should determine action steps to be implemented through June 2018. Let Jackson know and she will put it in the plan. It should be NEW initiatives that the PBIS Team determines will help to achieve the overall Climate goal. We should not add things to the plan that are already in place. The Student Climate portion of SIP has been renamed to be the PBIS team.**

   Timeline   From 11/2016 To 2/2017

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Key Process

2. Develop school-wide surveys to administer to staff, parents and students

Tier

None

Process Manager

Betty Umstead

Measurable Process Check(s)

Data from surveys given will be reviewed by Climate Committee to determine if survey participation has increased. This will occur after each survey.

Data from surveys given will be reviewed by Climate Committee to determine strengths and areas of needs. This will occur after each survey.

Data from all surveys will be used by the Climate Committee to promote continuous improvement. This will occur after each survey.

Action Step(s)

1. Climate Committee will create consistent questions on staff, parents and students surveys.

    Timeline   From 8/2016 To 5/2017

2. Classroom teachers and Instructional Assistants will be encouraged to participate in surveys at a specified time.

    Timeline   From 8/2016 To 5/2017

3. Classroom teachers will encourage students (possibly with incentives such as bones) to have parents complete and return surveys in a timely manner. Surveys will be sent to parents by hard copy.

    Timeline   From 8/2016 To 5/2017

4. School improvement plans shall include a plan to provide all full-time assigned classroom teachers a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team. This period will not necessarily correspond to the length of an instructional or lunch period for students, but shall be of reasonable length. During this period, the teacher shall not be assigned duties on an ongoing, regular basis without his/her consent, except that the principal may assign such duties as from time to time the safety and proper supervision of students shall require. Per Board Policy 3224 **STATEMENT REQUIRED BY NCDPI.**

    Timeline   From 8/2016 To 6/2018

5. Staff members new to RCES will be paired with a Buddy.

    Timeline   From 1/2017 To 8/2017

Key Process
3. Increase communication with parents and community involvement for the purpose of securing and utilizing resources to support the school and student achievement.
Tier
None
Process Manager
Laura Herman
Measurable Process Check(s)
MPC's need to be determined.

Action Step(s)
1. Provide parents with information regarding community events in which their children can participate.
Timeline   From 1/2017 To 8/2017
2. Seek partnerships with community organizations in an effort to showcase student work, as well as provide support for school events activities (i.e. student participation in various festivals such as art, music, etc.) to have student work showcased and outreach to community members to participate in various school events such as a career day, international day, etc...
Timeline   From 1/2017 To 8/2017
3. Provide information about student success to local newspaper (i.e. winner of Spelling Bee, etc.)
Timeline   From 1/2017 To 8/2017

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

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

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:
Using the 4C's to Enhance Instruction	All Certified Staff	By June 2018, all subgroups at Richland Creek Elementary will increase overall proficiency in Math, Reading and Science by 10% when compared to 2014-2015 EOG scores and meet or exceed expected growth.
Effective Teaching Framework	All Certified Staff	By June 2018, all subgroups at Richland Creek Elementary will increase overall proficiency in Math, Reading and Science by 10% when compared to 2014-2015 EOG scores and meet or exceed expected growth. By June 2018, all subgroups at Richland Creek Elementary will increase overall proficiency in Math, Reading and Science by 10% when compared to 2014-2015 EOG scores and meet or exceed expected growth.
Written Comprehension Across All Academic Areas	All Certified Staff	By June 2018, all subgroups at Richland Creek Elementary will increase overall proficiency in Math, Reading and Science by 10% when compared to 2014-2015 EOG scores and meet or exceed expected growth.
Best Practices for Differentiated Instruction	All Certified Staff	By June 2018, all subgroups at Richland Creek Elementary will increase overall proficiency in Math, Reading and Science by 10% when compared to 2014-2015 EOG scores and meet or exceed expected growth.

Wake County Public School System
School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:

LOGO WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School: Richland Creek 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?** The team will review mCLASS, CASE 21, teacher made formative assessments, digging deeper assessments, EOGs, KEA, report cards, and intervention data from previous schools. **What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?** Differentiated core instruction will be provided for all students. Students in need of strategic or intensive assistance will participate in core instruction and interventions at these levels. **Beginning of the Year** Classroom teachers and intervention support staff will complete beginning of year (BOY) mCLASS benchmark assessments. Consideration will be given to those students whose reading level is higher had it not been for the written response in the TRC. Their highest reading level will be recorded and shared with classroom teachers for the purpose of determining small groups in the classroom. For all grades, mCLASS benchmark data will be reviewed and integrated with other data sources to determine best service. Guidelines for Identifying Students in Need of Strategic or Intensive Intervention (BOY) First Grade Unless other data indicate concerns, students who have a TRC level of at least D will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a BOY TRC of C plus at least 1 decoding measure in the Yellow Range OR TRC of D, with 2 or more decoding measures in the Yellow Range Intensive: Students with a BOY TRC of B or below OR BOY TRC of C plus at least 2 decoding measures in the Yellow Range Second Grade Unless other data indicate concerns, students who have a TRC level of at least J-K will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a BOY TRC of H-I plus at least 1 decoding measure in the Yellow Range Intensive: Students with a BOY TRC of G or Below Third Grade Unless other data indicate concerns, students who have a TRC level of at least M-N will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a BOY TRC of L plus at least 1 decoding measure in the Yellow Range Intensive: Students with a BOY TRC of K or Below Fourth Grade For grade 4, the available data from third grade EOY TRC will be reviewed. Unless other data indicate concerns, students with third grade EOY TRC at level P-Q or above or 4th grade BOY composite in the green range will be considered proficient and served by differentiated core instruction. If there is no third grade EOY TRC, and the student's DORF composite score falls in the yellow or red ranges, or if other data indicate concern, the classroom teacher will complete a Running Record to establish a BOY reading level to determine intervention services. Strategic: Students with a 3rd grade EOY TRC (or 4th grade BOY Running Record) of N-O OR 4th grade BOY Composite in the Yellow range Intensive: 3rd grade EOY TRC (or 4th grade BOY Running Record) of M or below OR 3rd grade EOY TRC of N with multiple 4th grade BOY DORF measures in the Yellow or Red range OR Students identified by Read to Achieve procedures Fifth Grade At the end of 4th grade, an intervention teacher will complete a Running Record on 4th graders who received intensive interventions to establish an EOY reading level. For grade 5, the 4th grade EOY Running Record (for students who had received intensive services in fourth grade) will be reviewed, along with data from the 5th grade BOY Composite scores. If the student's Running Record was at least S-T at the end of fourth grade or the BOY Composite score is in the green range, the student is considered proficient and will be served by differentiated core instruction. If there is no fourth grade EOY TRC, and the student's DORF composite score falls in the yellow range, the classroom teacher will administer a DORF progress monitoring probe after 2-3 weeks of instruction. If the DORF fluency and accuracy of this probe fall in the green range and information from other classroom measures and observations suggest that the student is meeting grade level objectives, the student will be considered proficient and served by differentiated core instruction. If the results of the progress monitoring probe includes fluency of less than 90 words per minute, or if other data indicate concern, the classroom teacher will complete a Running Record to establish a BOY reading level. Strategic: Students with a 4th grade EOY Running Record level Q-R OR 5th grade BOY Composite in the Yellow range and PM probe results do not reach BOY targets for fluency and accuracy. Intensive: 4th grade EOY Running Record level P or below OR 5th grade BOY Composite in the Red range **For All Students** If a student enrolls after the BOY benchmark window closes, mCLASS progress monitoring data may be reviewed and used to help determine best service. **Middle of the Year** Classroom teachers and intervention support staff will complete middle of year (MOY) mCLASS benchmark assessments. Consideration will be given to those students whose reading level is higher had it not been for the written response in TRC. Their highest reading level will be recorded and shared with classroom teachers for the purpose of determining small groups in the classroom. For all grades, mCLASS benchmark data will be reviewed and integrated with other data sources to determine best service. Guidelines for Identifying Students in Need of Strategic or Intensive Intervention (MOY) Kindergarten Unless other data indicate concerns, students who have a MOY TRC level of at least C will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a MOY TRC of RB Intensive: Students with a MOY TRC of PC First Grade Unless other data indicate concerns, students who have a TRC level of at least G-H will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a MOY TRC of F plus at least 1 decoding measure in the Yellow Range OR TRC of G-H, but 2 or more decoding measures in the Yellow Range Intensive: Students with a MOY TRC of E or Below OR MOY TRC of F plus at least 2 decoding measures in the Yellow Range Second Grade Unless other data indicate concerns, students who have a MOY TRC of at least L will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a MOY TRC of J-K plus at least 1 decoding measure in the Yellow Range Intensive: Students with a MOY TRC of I or Below Third Grade Unless other data indicate concerns, students who have a TRC level of at least O will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a MOY TRC of M-N plus at least 1 decoding measure in the Yellow Range Intensive: Students with a MOY TRC of L or Below Fourth Grade Unless other data indicate concerns, students who have a MOY Composite in the Green range will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a MOY Composite in the Yellow Range Intensive: Students with a MOY DORF measure in the Red range OR Students identified by Read to Achieve procedures Fifth Grade Unless other data indicate concerns, students who have a MOY Composite in the Green range will be considered proficient and will be served by differentiated core instruction. Strategic: Students with a MOY Composite in the Yellow Range Intensive: Students with a MOY DORF measures in the Red range **Exit Criteria** After integrated data review, students' best service plans may change to meet their needs. When a student's progress monitoring data indicate proficiency in the targeted skills (at least three data points above the goal line), the best service team may choose to transition the student's service plan to a less intensive level or to core instruction. Students whose current service plan has not led to appropriate growth will be considered for more intensive services.	**What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?** Kindergarten: KIA, KEA, Number Knowledge Test Previous year's EOG data, CASE 21, report card grades, formative assessments, and retention status will be used by teachers who create ranking forms. **What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?** Based on record review: Strategic – Students whose ranking form yields a score of 2-3 points (grades 1-3) or 2-4 points (grades 4-5) Intensive – Students whose ranking form yields a score of 4-6 points (grades 1-3) or 5-8 points (grades 4-5) For students who enroll without the aforementioned data, other data sources can be considered. Examples may include an EOY assessment for the previous grade or assessments created with SCORE 21.	**What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?** We will use SIRS discipline data, along with Data derived from use of: Behavior Assessment Tool (such as Daily Behavior Report Card, DBRC) Observation Consultation with PLT and Student Services staff to identify and measure target behaviors and to offer strategies Other data to consider: Attendance data Staff Survey (Teacher Working Conditions and Staff Assessment Survey) Number of OSS days Report card ratings of Work Habits and Conduct **What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for behavior?** All students participate in differentiated Tier I (Core) Behavior Instruction. Teachers will complete the Behavior Assessment Tool, which will identify students who are proficient as well as students who may not appear to exhibit grade appropriate behavior skills. Students with concerns identified by initial teacher ratings will be observed. Results of implementation of supports will be reviewed with PLTs and in consultation with Student Support staff. It the team's review indicates that the student engages in behaviors that lead to significant disruption of instructional time (for self or peers) or presents risk to safety in the school environment, the student will be referred to the Tier II Behavior Team for implementation of Tier II strategic intervention support consistent with behavior intervention procedures in place in the school. Progress in response to strategic support will be monitored periodically. If the student is making consistent progress (avoiding disruptions to learning and maintaining safety), the team may use TIPS and elect to fade frequency or increase intensity of intervention support. If strategic supports have not been successful, the student may be moved to Tier III for intensive support, consistent with school-based procedures. Students rated as having at least manageable classroom behavior in 5 of the 6 domains assessed by the DBRC will be considered as making appropriate progress. When the student has demonstrated grade appropriate behaviors (based on progress monitoring, observations, and team discussion), he or she may be moved to a lower support tier or returned to the behavior supports available in Tier I core instruction.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School: Richland Creek ES

Plan Year 2016-2018

School Year: 2016-2017

	Reading	Math	Behavior
Intervention Structure	**What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** Collaboration between Intervention, Core, ESL, CCR teachers, and all other stakeholders to compile and integrate data to determine intervention, duration, frequency, and intensity of service as well as who, where, and when services will be provided to best meet students' needs. Ongoing PLTs will review students' data and their response to instruction in order to make decisions to update/modify the plan based on ROI. New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and documented on class summaries. **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions?** After benchmarking periods, the Intervention Team will review student data to evaluate the effectiveness of the Intervention Matrix. **What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** Digging deeper assessments, given to students who meet criteria for intervention, will be used to guide instruction. Strategic: Direct instruction teaching groups of no more than 5 students will participate in interventions 10-15 minutes per day for 1-3 days per week. Intensive: Direct instruction teaching groups of no more than 5 students will participate in interventions 20-30 minutes per day for 3-5 days per week. **How does your 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 strategic interventions and Intervention teachers to provide collaborative and intensive services during Daily 5 rotations, outside of mini-lessons.	**What frequency, structures, and processes will be utilized to identify students exhibiting?** Monthly in PLT, integrated data will be reviewed to evaluate progress and level of service for 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?** Quarterly review of assessment data **What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** Strategic - skills will be targeted during small group instruction in the classroom, 5-15 minutes, 1-3 days per week Intensive - skills will be targeted during small group instruction in the classroom, 15-25 minutes, 3-5 days per week **How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?** Core lesson times are protected Differentiation time is built into the master schedule **What structures are in place to ensure that instructional decisions and planning are aligned to core?** PLTs	**What frequency, structures, and processes will be utilized to identify students exhibiting a need for behavior intervention throughout the year?** Behavior screening using the Behavior Assessment Tool (DBRC) and follow-up procedures will occur at the beginning, middle, and end of the year. Data reviews occur in consultations with Student Support staff, in PLTs, and in Intervention Team meetings for students served in Tier II and Tier III. **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks?** The team will determine the effectiveness by reviewing and evaluating the data through progress monitoring toward the targeted goal. **What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** Strategic and intensive interventions will be incorporated into core instruction. Classroom-based interventions will be delivered throughout the day by core teachers, with support from intervention and Student Support staff. Intensive intervention will include small groups for social skills, building friendships, test taking strategies, and exploring learning styles. Individual counseling sessions will be offered for students with the most intensive needs. **How does your master schedule allow for delivery of strategic and intensive intervention in addition to core?** The master schedule has been designed to allow time for flexible grouping to occur for strategic and intensive intervention. Intervention times can be altered in the master schedule, based on student need. **What structures are in place to ensure that instructional decisions and planning are aligned to core?** School-wide expectations are identified, developed, taught, and practiced. Teachers, PLTs and the Intervention Team use TIPS to identify students in need of support, determine best service, monitor progress, and modify behavior instruction as needed.
Instruction	**What is the intervention lesson format(s) for academic or behavior?** All intervention formats will be direct interactive instruction based on student need and guided by assessment data, collaboration, and anecdotal notes.	**What is the intervention lesson format(s) for academics or behavior?** Instruction format will be aligned to students' needs, delivered in a small group setting or one-on-one, and may include direct/interactive instruction, guided practice, peer assisted practice, and independent practice.	**What is the intervention lesson format(s) for behavior?** Lessons exist to teach, model, and practice school-wide expectations. Formats include individual, small group, and whole class instruction.
Assessment and Progress Monitoring	**How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?** Lesson plans and attendance records will document instruction and participation in intervention services. PLTs will ensure fidelity. **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 CASE 21 Quarterly Assessments Digging Deeper Assessments **How does the data guide your instruction?** Intervention teachers and classroom teachers will collaborate in PLTs to develop lesson plans in order to facilitate generalization of learned skills. Intervention teachers will also offer collaborative support on a designated monthly basis for individual classroom teachers. **How often will you progress monitor?** Students in the red will be progress monitored every 10 school days. Students in the yellow will be progress 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 & making data-based decisions?** After 3 data points, collaborative conversations will be conducted to discuss students' progress towards ROI and consider adjustment of duration, frequency, intensity, group size, and delivery of services.	**How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?** Small group lesson plans If child is not making progress, attendance and intervention lesson plans will be reviewed by PLTs using the TIPS model. **What data will be used to assess the student's responsiveness to intervention?** Kindergarten: data from the KIA, KEA, NKT, MOY formative assessments, and EOY summative assessments First Grade: common formative assessments, MOY formative assessments, and EOY summative assessments Second – Fifth Grade: Formative assessment data using C-MAPP pre- and post-tests and SCORE 21 **How does this data guide your instruction?** Data will be used to identify skills deficits for targeted intervention. **How often will you progress monitor?** Monthly prior to Kid Talk in PLT.	**How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?** Attendance and participation in small group interventions will be documented using lesson plans and attendance records. **What data will be used to assess the student's responsiveness to intervention?** Data sources will include the Behavior Assessment Tool (DBRC), observation data, SIRS, and report cards. **How does the data guide your instruction?** Based on the data reviewed, the frequency and duration of the intervention will be increased, faded, or modified. **How often will you progress monitor?** Progress monitoring will occur at least monthly, with the possibility of occurring more frequently based on the action plan step in the TIPS process. **What is the process for analyzing the data & making data based decisions?** Use of 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 Leveled text C-MAPP SIRS Behavioral Screener mCLASS (Now What?)	**Curriculum/Resources** SCORE 21 questions C-MAPP	**What evidence based materials and resources will be used to support the academic or behavior strategic intervention?** Top Dog Attendance Parent Engagement Outreach PBIS.org pbisworld.com PBIS School Based Team PBIS District Coach Second Step Steps to Respect Consultation with WCPSS Behavior Intervention Coach Intervention Central (interventioncentral.com) Interventions-Evidence Based Behavioral Strategies for Individual Students

School Improvement Plan

School:	Richland Creek 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			