WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	EOG/mClass: *"Met" Expected Growth 2012-13 according to EVAAS *"Exceeded" Expected Growth 2013-14 according to EVAAS *We met all of our subgroup targets according to the AMO Status Report *90.3% of Highcroft students in Grades 3-5 were at or above grade level in Reading compared to 65.7% at the district level and 56.3% at the state level *92% of Highcroft students in Grades 3-5 were at or above grade level in Math compared to 63.2% at the district level and 52.2% at the state level *92.3% of Highcroft students in Grade 5 were at or above grade level in Science compared to 76.2% at the district level and 72.6% at the state level *92.4% of Highcroft students in Grades K-5 were at or above grade level benchmark on Reading DIBELS *Grades K-3 made progress on the TRC *82% of our teachers met or exceeded student growth based on Standard 6. Walkthrough: *All Grade levels use C-MAPP as a guide *A variety of instructional strategies are used, including but not limited to, strategy groups, guided reading groups, Letterland, differentiation across content areas, and ability grouping.	EOG/mClass: *We did not meet Expected Growth 2014-15 according to EVAAS, with an overall drop of 6.92 average growth index in 2015. *In 2014-15 our growth index in math went down 4.4 overall. In 3rd grade in went down 5.9, in 4th grade it went down 3.4, and in 5th grade it went down 5.3. *In 2014-15 our growth index in science went down 2.4 *Overall, our Hispanic/Latino subgroups overall proficiency has gone down 11%. *Over the last 3 years, our Hispanic/Latino subgroups reading proficiency has gone down 14%. *Over the last 3 years, our Hispanic/Latino subgroups math proficiency has gone down 10%. *At Highcroft only 62.2% of our students with disabilities passed both math and reading tests. *18% of our teachers did not meet student growth based on Standard 6. Walkthrough: *Short formative assessments are not used consistently to drive instruction *Calculator use is not always present during math instruction *Technology is not always present in all classrooms

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Highcroft ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	*All grade levels use C-MAPP as a guide and Common Core Standards *Grade levels plan together as teams *Literacy Coach is available for K-2 and 3-5 *Implementation of Book Clubs have been successful forms of Professional Development *Grades 2-5 ability group their students for math instruction *We have several programs for students to use at HIghcroft. (RAZ Kids, Study Island, Adapted Mind, Test Ready, Wordly Wise, Scholastic News, etc…) *Backpack Buddies nourishes children's bodies so they can learn *PALS promotes positive behavior	*According to the math walk-through data we need to see more calculator use *Students are not being progress monitored in MClass with fidelity *Based on utilization reports RAZ Kids and Study Island are not utilized as much as they could be.
Staff and Student Demographics	2014-2015 Teacher Demographics *100% of teachers are fully licensed and highly qualified as defined by federal law. 18.8% of teachers are National Board Certified. 50% of teachers have an advanced degree. *We have a low teacher turnover rate	2014-2015 Teacher Demographics *The same sub-groups (ED, LEP, and SWD) continue to under perform *Our level 4 and level 5 students are not making adequate growth
Perception	According to the 2015 WCPSS School Progress Report/WCPSS Teacher Survey: *86.2% of teachers believe, "Faculty and Staff have a shared vision." *87.5% of teachers believe, "The school environment is safe." *92.2% of teachers believe, "School is a good place to work and learn." *93.8% of teachers believe, "School leadership supports data-based decision-making." *90.8% of teachers believe, "Parents/guardians support teachers." *84.6% of teachers believe there is, "Time available to collaborate with colleagues."	According to the 2015 WCPSS School Progress Report/WCPSS Teacher Survey: *66.2% of teachers believe, "School administrators support teachers' efforts to maintain classroom discipline," compared to the district average of 76.8% *66.2% of teachers believe, "Staff is comfortable raising issues of concern," compared to the district average of 69.6%. *70.8% of teachers believe, "The school environment is clean and maintained," compared to the district average of 81.3%.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Our AIG students and our Level 4/Level 5 non-identified AIG students, are not making adequate growth.	*According to 2015 WCPSS Student Survey: 79.6% of students agree "My teachers give me challenging work." *Staff development is needed to support teachers with our level 4/5, non-identified AIG students. *Time impacts potential for student growth because instruction can be fast-paced, mini-lessons may be too long, and often time does not seem flexible.	*Professional Development/Resources for staff on differentiation, acceleration, and serving AIG students, as well as, our level 4/5 non-identified AIG students. *Students will be given meaningful extension activities in order to increase rigor in classroom assignments
According to EVAAS, for the past three school years our growth has been inconsistent; we have met growth, exceeded growth, and not met growth in Reading and Math.	*Instructional practices (strategies and engagement) impact student growth. *Teacher beliefs impact student growth.	*Leadership will closely examine the master schedule to ensure time is not a factor *PLT work on utilizing the 4 C's (Collaboration, Creativity, Communication, and Critical Thinking) in all lessons

Data Summary
Describe your conclusions

91% of our students are at or above grade level as measured by standardized assessments for the 2014-2015 school year. According to EVAAS, for the past three school years our growth has been inconsistent; we have met growth, exceeded growth and not met growth. All of our AMO targets for the past three years have been met. However, all students are not experiencing the same rate of success and our average growth is stagnant. More Highcroft students are not meeting expected growth compared to students who are meeting or exceeding growth. According to qualitative data and surveys, there is an accompanying lack of preparedness of staff to best differentiate instruction and the learning of our identified AIG and level IV/V non AIG students. As a result of our findings, the AIG teacher will provide professional development on differentiated instruction for all learners. In addition, teachers will participate in professional development on the theory of growth mindset and how to create engaging math and reading enrichment activities to increase the rigor of classroom assignments and instruction. PLTs will focus on examining not only below grade level data, but also on level and above grade level data.

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School Improvement Plan

School:	Highcroft ES
Plan Year	2016-2018
Principal:	M. Tanner Gamble
Date:	Jul - 2015

SIP Team Members

	Name	School Based Job Title
1	Camille Marlowe	Assistant Principal
2	Chantel Nelson	Parent
3	Dana Walters	Teacher
4	Dawn Dahm	Teacher
5	Debra Ward and Jeanne Duwve	Teacher
6	Erin Mills	Instructional Support Personnel
7	Jackie Burke and Nancy O'Brien	Teacher
8	Kirsten Abel	Teacher
9	Lauren Kmetz and Melissa Melvin	Teacher
10	Marc Schild	Instructional Support Personnel
11	McKenzie Hussey and Emily Williams	Teacher
12	Melissa Costanzo and Penny O'Brien	Teacher
13	Natalie Roberts	Teacher Assistant
14	Rachel Castaneda, Ari Zahavi, and Heather Marinello	Teacher
15	Rebecca Donaldson	Teacher
16	Sara Bowers	Teacher
17	Tanner Gamble	Principal

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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

Highcroft Drive Elementary students will become adaptable learners through the development of strong academic skills as we integrate all disciplines, including the arts and technology. Our school community will nurture the whole student through high expectations, differentiated instruction, and inquiry based learning, which will ensure high academic achievement in the 21st century for all students. The learning community will do so by offering collaborative support while providing a healthy, safe, diverse and engaging school environment.

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

The staff of Highcroft Drive Elementary will...
-build and foster trusting relationships between staff, students, and families.
-provide a welcoming climate, nurturing atmosphere, and safe learning environment for all children.
-promote academic excellence by adhering to the Common Core and Essential Standards.
-differentiate instruction to meet the needs of a diverse population of students.
-utilize best practices to promote student success through continuous learning, self-reflection, and innovation.
-collaborate to develop consistent instructional strategies using a variety of assessment data.
-provide opportunities for parents, students, staff, and community members to collaborate and work toward common goals.

School Goal

By June 2018, Highcroft Drive Elementary will meet or exceed expected growth in reading and math for all grade levels as measured by mClass (K-3 reading) and EOG's (3-5 reading/4-5 math) as reported by EVAAS.

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

Resources

Literacy Coach; Special Ed Teachers; AIG Teacher; Instructional Support Staff; Highly Qualified Teachers; mClass DIBELS and TRC & Digging Deeper Assessments; C-MAPP, Leveled Bookroom; Media Collection; Classroom Libraries; Daily 5; CAFÉ; RAZ Kids; Tumblebooks; Pebble Go (K-2); SMART Exchange; Time for Kids; DPI unpacking documents; Adapted Mind; EVAAS, EOG, K-2 assessment data; Case 21 Grades 2-5; Math Common Core; Rigor Matrix; Bloom's Taxonomy; the 4 C's; Elementary (K-3 Read to Achieve Plan); EASi; RTI Team; Utilize all budget flexibility allowed by DPI, General Statue Laws, and policies; Healthy active children policy; safe and orderly schools plan, character education plan; duty free lunch and planning built into the master schedule; Parent Association and Community resources, Parent Engagement

Key Process

1. All teachers will collaborate during weekly PLTs to create assignments and provide opportunities for increased rigor using the Rigor Matrix model across content areas to increase student application and analysis skills.

Tier

Tier 1 / Core Instruction

Process Manager

Dana Walters

Measurable Process Check(s)

PLTs will use the Rigor Matrix model monthly to collect and analyze specific quadrant data about increased rigor in grade level lessons.

Each quarter, SIT will monitor Rigor Matrix model data collected by PLTs to determine implementation of specific strategies from matrix quadrants and level of rigor achieved.

PLTs and the SIT team will collect and analyze individual classroom math/literacy data quarterly using universal screening data, benchmark data, common formative assessments, and classroom observations for fidelity of implementation and impact on student achievement.

Action Step(s)

1. PLT refresh at a school-wide PD at the beginning of the year with team building (Leadership)

   Timeline   From 8/2016 To 9/2016

2. Teachers will input student data into the spreadsheet that will be shared with them at PLT's at the beginning of the year.

   Timeline   From 8/2016 To 9/2016

3. Professional development on student engagement, rigorous instruction (Rigor Matrix), and growth mindset will be provided on staff development days and/or through coaching cycles.

   Professional development on the characteristics of identified AIG students, as well as, level 4/level 5 non-identified AIG students and resources/activities to use with them will be provided on staff development days and/or through coaching cycles.

   Professional development on lesson planning for enrichment: Bringing model lessons & looking for differentiated opportunities. This also includes observing colleagues on half day planning.

   Professional development on the purpose of ICEL (Instruction, Curriculum, Environment, Learner), and how we can use this when evaluating C-MAPP/lesson plans.

   Timeline   From 8/2016 To 5/2017

4. The SIT Team will reevaluate 2016-17 professional development to see what our next steps will be.

   Timeline   From 4/2017 To 5/2017

5. Professional Learning Teams will analyze student work samples, universal screening data, benchmark data, and common grade level assessments to ensure rigorous activities are being implemented effectively with fidelity.

   Timeline   From 8/2016 To 5/2017

6. PLT's will evaluate end of unit data in math and reading to determine if proficiency was at 92% or greater.

   Timeline   From 8/2016 To 5/2018

7. Teachers will provide targeted instruction to remediate and accelerate all leveled subgroups in order to make Annual Yearly Progress.

   Timeline   From 8/2016 To 5/2018

9. Teachers share best practices, resources, strategies, interventions, etc... during PLT's.

   Timeline   From 8/2016 To 5/2018

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Key Process
2. Teachers will identify and target academic and behavioral student needs through differentiation (content, process and product) that incorporates the 4 C's (Communication, Collaboration, Critical Thinking, and Creativity) to increase student growth with the core standards.

Tier

Tier 1 / Core Instruction

Process Manager

Kirsten Abel

Measurable Process Check(s)

PLTs will collect and analyze common assessment data monthly to monitor student growth.

SIT will monitor grade level common assessments quarterly to determine student progress and success.

Action Step(s)

1. SIT will conduct a short survey to determine focus content areas for differentiated PD.

    Timeline   From 8/2016 To 8/2016

2. Professional development for K-5 on types of differentiation (content, process, product, environment) as well as differences between and connections to rigor.

Professional development on social/emotional characteristics of AIG students. Specifically, how to respond to the socio-emotional needs of students.

Professional development on how to incorporate digital learning and technology into everyday instruction.

Based on the PD survey, PLN's (Professional Learning Networks) will be created and take place the remainder of the year.

    Timeline   From 8/2016 To 4/2017

3. PLTs identify student needs and build on staff development to implement differentiated assignments in focus content area throughout all instructional settings (regular classroom, ESL, CCR, AIG).

    Timeline   From 10/2016 To 5/2017

4. During monthly curriculum discussions, PLTs monitor and analyze data on implementation of differentiated assignments and identify next steps for student success.

    Timeline   From 10/2016 To 5/2017

5. SIT quarterly monitors grade level data on differentiated assignments and identifies staff development needs.

Timeline From 10/2016 To 5/2017

School Improvement Plan

Date	Apr - 2016
Waiver Requested	
No waiver request	
How will this waiver impact school improvement?	
No waiver request	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	No waiver request

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:
Professional development on student engagement, rigorous instruction, and growth mindset will be provided on staff development days and/or through coaching cycles. Professional development on the characteristics of identified AIG students, as well as, level 4/level 5 non-identified AIG students and resources/activities to use with them will be provided on staff development days and/or through coaching cycles. Professional development on the social-emotional characteristics of AIG students. PD on how to incorporate digital learning and technology into everyday instruction. ICEL and the 4 C's across Content Areas	All certified staff	Goal 1

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

Development Activities for

Topic:	Participants:	Goal Supported:
Professional development on student engagement, rigorous instruction, and growth mindset will be provided on staff development days and/or through coaching cycles. Professional development on the characteristics of identified AIG students, as well as, level 4/level 5 non-identified AIG students and resources/activities to use with them will be provided on staff development days and/or through coaching cycles. Professional development on the social-emotional characteristics of all students. This will be done through a book study using, "How to Talk so Kids will Listen & Listen So Kids will Talk." PD on how to incorporate digital learning and technology into everyday instruction. ICEL and the 4 C's across Content Are	All Certified Teachers at Highcroft.	Goal 1

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School Improvement Plan

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	• Data used to determine student need will include the following: mClass (K-3), common assessment data, BOG/EOG (3-5), digging deeper assessments, report cards, teacher observation, and any anecdotal notes. • Once mClass BOY assessments have been completed, grade levels, administration, and interventionists rank students according to their composite scores on mClass, and their TRC's. • Once we have triangulated all of our student data, including teacher observation a meeting will be held with the intervention team and key stake holders to determine what service will best meet students' needs. Team refers to WCPSS Tiered Support Flowchart to guide decisions. • Progress monitoring data for students identified as needing intervention in the classroom and/or a pull-out setting will be discussed and documented during monthly PLT's to ensure all students not achieving at benchmark are reviewed and the target learning focus is updated and/or modified. • The above criteria will be followed for new students arriving throughout the school year who demonstrate a need as evidenced by the above assessments. • Students will exit pull-out intervention services when consistent growth has been demonstrated. • At MOY & EOY, the intervention team will pull the mClass DEF report to determine the number of students responding to interventions.	• The following data will be evaluated to determine student needs: summative assessments, teacher observations, report cards, retention, special services, EOG's, Number Knowledge assessment (K-1) • Once we have triangulated all of our student data, including teacher observation a meeting will be held with the intervention team and key stake holders to determine what service will best meet students' needs. • Progress monitoring data for students identified as needing intervention in the classroom will be discussed and documented during monthly PLT's to ensure all students not achieving at benchmark are reviewed and the target learning focus is updated and/or modified. • Students will exit intervention when benchmark is achieved. • At MOY & EOY, the intervention team will pull K/1st grade NKT scores in OASIS to determine the number of students responding to interventions.	• CORE: Discipline Data:Major Referrals will be consistently collected and entered into Easi/MTSS Explorer. • Progress Monitoring • Strategic Interventions to consider if more intensive interventions are needed Entry: Students with 2 or more major referrals within one quarter. Exit: Once intervention begins, over the course of 6 weeks, if a child receives less than 2 major referrals he/she is exited. **ENTRY INTO TIER II/III (Must show need in at least 2 data points)** Strategic: __Major Referrals __Classroom data points __Anecdotal notes __ Suspensions __Behavior Request form from School Psychologist/Counselors Intensive: __Minor Referrals __Major Referrals __Classroom data points __Suspensions PLTs will meet with their case managers 1x/month to problem solve Tier II/III students. At MOY & EOY, the intervention team will use student data to evaluate the effectiveness of the behavior structures outlined in the intervention matrix. 70% of served students should be responding to interventions, Tier II/III plans as discussed during PLT time.

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School Improvement Plan

	Reading	Math	Behavior
Intervention Structure	• Intervention Services provided by HDE interventionist will provide pull-out services 20-25 minutes a day 2-3 days a week • Strategic intervention provided by the classroom teacher 10-20 minutes a day 2-4 days a week • Interventions will be delivered during the literacy block.	• Classroom strategy groups: 10-15 minutes 2-4 days per week as prescribed by the classroom teacher • Classroom teachers will provide differentiated core in flexible homogeneous groups • Interventions will be delivered during the math block.	• Classroom-based interventions will be delivered throughout the day by core teachers • More intense interventions like Social Skills instruction will be delivered by the School Counselor **Strategic Options:** ~Review and Reteach the Husky Pledge ~Buddy Teacher ~Class DoJo points ~Small Social/Emotional Groups ~Brief PTR Structure: Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness. **Intensive Options:** ~PTR framework for FBA/BIP aligned with wraparound services ~Check and Connect Structure: Core + Intensive interventions will vary by frequency and duration based on student need and responsiveness Interventions will be delivered during core instruction (see strategic options above), as well as, outside the classroom through School Counselors.

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School Improvement Plan

		Reading	Math	Behavior
Instruction		• All stakeholders will be informed of instructional decisions & planning by attending grade level PLT's. • Based on need, students will be served in small groups of 3-6 students • Intervention Teachers will use: ~levelled books and the resources found in Next STEPS to Literacy ~K-2 Letterland phonics intervention lessons ~3-5 Recipe for Reading intervention lessons to differentiate instruction • All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes • Intervention team will keep a documented spreadsheet of students receiving interventions	• All stakeholders will be informed of instructional decisions & planning by attending grade level PLT's. • Classroom teachers will provide differentiated core in flexible homogeneous groups • Assessing Math Concepts diagnostic assessments will be administered for K as outlined by WCPSS. • Classroom Strategy Groups: 10-15 minutes 1-3 days per week	• Once a month during PLT's, grade levels discuss student concerns • Students who receive Social Skills Instruction are taught behavior specific lessons •The Husky Pledge is the foundation to our behavior instruction. Any interventions should build on this. **Strategic:** Teachers can reteach the Husky Pledge when applicable + Tier 2, targeted interventions. **Intensive:** Teachers can reteach the Husky Pledge when applicable + Tier 3, targeted interventions. Fidelity checks will be a part of every student's Tier II/Tier III plan within EASi and will be checked through PLT's.
Assessment and Progress Monitoring		• mClass benchmark • WCPSS Digging Deeper • Formative Assessments • Report Card • Case 21 (3rd Grade) • EOG • mClass progress monitoring following WCPSS Steps to Effective Progress Monitoring with Dibels Next • Students will be progress monitored by the classroom teacher, unless otherwise noted • Students in the red will be progress monitored every 10 school days and students in the yellow will be progress monitored every 20 school days • Duration, frequency, and intensity will be adjusted based on progress monitoring data points and following the MTSS framework • Using a problem solving framework, aong with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions.	• K-1 Summative Assessments • K-1 Number Knowledge Test • Formative Assessments • Report Card • EOG's • Math Journals • Students will be progress monitored as needed • Duration, frequency, and intensity will be adjusted based on progress monitoring data points and following the MTSS framework • Using a problem solving framework, aong with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions.	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. Duration, frequency & intensity will be adjusted based on progress monitoring data points Progress monitor every 4 to 6 weeks Using a problem solving framework, along with the WCPSS Tiered Support Flowchart, PLTs and Intervention Team will analyze data to make data-based decisions

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School Improvement Plan

	Reading	Math	Behavior
Curriculum/Resources	• Letterland Intervention Strand • mClass Now What? • mClass Small Group Advisor • Next STEPS to Literacy • Great Leaps • FCRR • Leveled Books • C-MAPP • The Reading Strategies Book • Recipe for Reading • EASi Progress Monitoring Master List spreadsheet	• C-MAPP • K/1 WCPSS Strategic Interventions to Support K-2 Math Instruction • Assessing Math Concepts Book • Math Alignment lessons • DPI Math games • EASi Progress Monitoring Master List spreadsheet	Core: Core Behavior Systems and Structures Husky Pledge **Strategic:** Zones of Regulation Second Step, Steps to Respect **Intensive:** PTR-Prevent, Teach, Reinforce

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School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	MTSS Explorer Early Warning System (EWS) indicators as well as the expansion data (if available). The following data will be used to indicate students need additional data points: • K-3: mCLASS data • 4-5: Administer mCLASS Dibels to any student that scored below 4 on EOG or ELA Report Card grades Threshold for Entry into the problem solving cycle (TIPS): students demonstrating a need in two or more measures (excluding composite). Team refers to "WCPSS 3 Tiered Instruction/Intervention Flowchart" to guide decisions. Exit: Reference "WCPSS 3 Tiered Instruction/Intervention Flowchart"as well as gaining mutual agreement of all stakeholders. The Case Manager or Intervention Team Facilitator will collaborate with grade level PLTs to create an "At-Risk" list (in MTSS Explorer if available; if not, a school-based document) in order to problem-solve and create plan(s) for groups and/or individual students. PLTs will meet at least monthly with their case managers to monitor student progress. Intervention Team will meet after each benchmarking to evaluate the effectiveness of the Tier II/III plans. Meet at least monthly to problem solve students in need of Tier III supports. During the problem solving cycle (TIPS) PLTs & Intervention Team will follow the "WCPSS 3 Tiered Instruction/Intervention Flowchart" to guide decisions. New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and added to the grade level "At-Risk" list if needed. ****At MOY & EOY, the intervention team will pull the mCLASS Correlation/Effectiveness report to determine the number of students responding to interventions.**	MTSS Explorer Early Warning System (EWS) indicators as well as the expansion data (if available). The following data will be used to identify students • K-2: Number Knowledge Test • 3-5: Common Formative Assessments Report Card, EO Threshold for Entry into the problem solving cycle (TIPS): • K-2 Reference "Using NKT to Make Data-Based Decisions". • 3-5: Report Cards & Common Assessments Exit: Reference "WCPSS 3 Tiered Instruction/Intervention Flowchart" as well as gaining mutual agreement of all stakeholders. The Case Manager or Intervention Team Facilitator will collaborate with grade level PLTs to create an "At-Risk" list (in MTSS Explorer if available; if not, a school-based document) in order to problem-solve and create plan(s) for groups and/or individual students. PLTs will meet at least monthly with their case managers to monitor student progress. Intervention Team will meet after each benchmarking to evaluate the effectiveness of the Tier II/III plans. Meet at least monthly to problem solve students in need of Tier III supports. During the problem solving cycle (TIPS) PLTs & Intervention Team will follow the "WCPSS 3 Tiered Instruction/Intervention Flowchart" to guide decisions. New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and added to the grade level "At-Risk" list if needed. **At MOY & EOY, the intervention team will collect:** • K-2 NKT scores from Oasis. • 3-5: Collect & analyze report grades and/or common formative assessments of students receiving interventions.	The following data will be used to identify students: • Major behaviors (Office discipline referrals) • Number of Days in ISS + OSS • Attendance data • MTSS Explorer Behavior Screener(if available) • Classroom behavior data collection • Minor behavior When student behavior data (as compared to his or her peer group) is above the school's threshold, the student will enter the problem solving process for consideration of strategic interventions. Threshold for identification example: 3 or more Minors/quarter and/or 1 more Major/quarter. If student is demonstrating progress toward meeting benchmark (rate of growth) intervention fading will occur in frequency first and then in intensity. When progress monitoring data indicates that a student is not responding to Tier II plan, the student will enter the problem solving process for consideration of intensive interventions. When Student demonstrates progress, meets and sustains benchmark exit plan. The Case Manager or Intervention Team Facilitator will collaborate with grade level PLTs to create an "At-Risk" list (in MTSS Explorer if available; if not, a school-based document) in order to problem-solve and create plan(s) for groups and/or individual students. PLTs will meet at least monthly with their case managers to monitor student progress. Intervention Team will meet after each benchmarking to evaluate the effectiveness of the Tier II/III plans. Meet at least monthly to problem solve students in need of Tier III supports. During the problem solving cycle (TIPS) PLTs & Intervention Team will follow the "WCPSS 3 Tiered Instruction/Intervention Flowchart" to guide decisions. New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs and added to the grade level "At-Risk" list if needed. *At MOY & EOY, Intervention Team will use problem solving process to analyze student data to determine overall effectiveness of tiered interventions. Example: Intervention team will create RtI Areas of Need Report in Easi or Advanced Search in MTSS Explorer to utilize the problem solving process to determine if at least 70% of students are responding to current interventions.

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School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Intervention Structure	Small groups of no more than 5 students for those in need of **strategic support** - 10 to 20 minutes- 2 to 4 days a week (classroom) Small group of no more than 3 students for those in need of **intensive support** - 20 to 30 minutes - 4 to 5 days a week (classroom) • **Intensive Support** provided by HDE interventionist (K-2) will provide pull-out services 20-25 minutes a day 2-3 days a week 3-5 classroom teachers will provide this support during core instruction • **Strategic Support** provided by the classroom teacher 10-20 minutes a day 2-4 days a week	Small groups of 4-6 students for those in need of **strategic support** - 10 to 15 minutes 2 to 3 times a week. (classroom) Small groups of 2-4 students for those in need of **intensive support** -10 to 15 minutes 4 to 5 times a week. (classroom) • Classroom teachers will provide differentiated core in flexible homogeneous groups	Strategic and intensive interventions can be delivered individually or in small group. Strategic and intensive interventions can be delivered through core. Classroom-based interventions will be delivered throughout the day by core teachers. Interventions delivered by someone other than core teacher(s) will protect core instructional time. Maintain the EASI Parents Communication Tab
Instruction	All stakeholders will be informed of instructional decisions & planning by attending grade level PLTsor access to minute notes in google drive ensuring skills are generalized across settings and address grade level expectations on students' level. Digging deeper/diagnostic assessments will be administered, as outlined by Literacy Assessment Flowcharts to determine the students most foundational need. Teachers will use "I do, We do, You do" format. K-2 Phonics Intervention lessons will follow Letterland • Intensive will follow Letterland Intervention Strand • Strategic will follow Letterland Small Group 3-5 Phonics Intervention lessons will use Recipe for Reading. All interventions will be direct and explicit instruction based on common needs of student(s) and guided by assessment data, collaboration and anecdotal notes. **Intervention Team and PLTs will use the "at risk" list to review progress monitoring data as well as consider fidelity data (attendance, student engagement, etc) in order to determine student(s)' response to intervention.	All stakeholders will be informed of instructional decisions & planning by attending grade level PLTs or access to minute notes in google drive ensuring skills are generalized across settings and address grade level expectations based on the major work of the grade. K-2 Assessing Math Concepts (AMC) diagnostic assessments will be administered for students who scored at or below the Intensive NKT cut score to determine the students' most foundational need. Teachers will use "Selecting the Appropriate AMC Assessment" to decide which assessment(s) to use then refer to the "Linking Assessment to Instruction" documents to determine appropriate interventions. • K-2 grade will follow lessons from Kathy Richardson's Developing Number Concepts books. • 3 -5 grade will use "I do, We do, You do" format. All interventions will be direct and explicit instruction based on common needs of student(s) and guided by assessment data, collaboration and anecdotal notes. **Intervention Team and PLTs will use the "at risk" list to review progress monitoring data as well as consider fidelity data (attendance, student engagement, etc) in order to determine student(s)' response to intervention.	School-wide behavior expectations are developed and taught. All stakeholders will be informed of instructional decisions & planning by attending grade level PLTs or access to minute notes in google drive ensuring skills are generalized across settings and address grade level behavior expectations. Whole school and grade level data is reviewed throughout the year. PLTs meet monthly to review grade level discipline trends and problem solve to make adjustments. Core: Lesson plans are developed and used to teach and reteach school-wide expectations. • Core + Strategic: **Small Group Lessons** • Strategic Plans that consider prevent, teach, reinforce/respond (PTR) interventions • Check In/Check Out (Structured feedback) • Check and Connect (Structured mentoring) • Core + Strategic + Intensive: • Individual Behavior Plan that is created using PTR Framework (FBA/BIP) • Crisis Plan **Intervention Team and PLTs will use the "at risk" list to review progress monitoring data as well as consider fidelity data (attendance, student engagement, etc) in order to determine student(s)' response to intervention.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Intervention Planning Matrix

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

School Improvement Plan

	Reading	Math	Behavior
Assessment and Progress Monitoring	• K-3 Dibels Next and TRC (determined by NCDPI) • 4-5 Dibels Next and running record Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the "WCPSS 3 Tiered Instruction/Intervention Flowchart." Minimum of every 20 days for strategic need. Minimum of every 10 days for intensive need. PLTs and Intervention Teams will utilize the Team Initiated Problem-Solving (TIPS), along with the "WCPSS 3 Tiered Instruction/Intervention Flowchart" to analyze why students are not making progress toward goals in order to make data-based decisions.	• K-2 Assessing Math Concepts • 3-5 Common Formative Assessments Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the "WCPSS 3 Tiered Instruction/Intervention Flowchart." Progress monitor every 15-20 days. PLTs and Intervention Teams will utilize the Team Initiated Problem-Solving (TIPS), along with the "WCPSS 3 Tiered Instruction/Intervention Flowchart" to analyze why students are not making progress toward goals in order to make data-based decisions.	Major behaviors (Office discipline referrals) Number of Days in ISS + OSS Student, Staff, and Parent Feedback as part of plan review Minor behaviors Attendance data MTSS Explorer Behavior Screener(If available) Classroom behavior data collection Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the "WCPSS 3 Tiered Instruction/Intervention Flowchart." Analyzing progress monitoring data will occur at least monthly (4-6 weeks). PLTs and Intervention Teams will utilize the Team Initiated Problem-Solving (TIPS), along with the "WCPSS 3 Tiered Instruction/Intervention Flowchart" to analyze why students are not making progress toward goals in order to make data-based decisions.
Curriculum/Resources	K-2 Word Work: Strategic: Letterland Small Group lessons Intensive: Letterland Intervention Strand 3-5 Word Work: Recipe for Reading using the intervention lesson plan K-5 Comprehension: The Reading Strategies Book, Anchor Comprehension Workshop EASi: MTSS Explorer or RtI interventions & progress monitoring lists	K-2: "Strategic Interventions to Support K-2 Mathematics" document & "Linking AMC Instruction" documents for intensive students Kathy Richardson's Developing Number Concepts books 1, 2, & 3 Kathy Richardson's How Children Learn Number Concepts Assessing Math Concepts Diagnostic Assessments: amcanywhere.com EASi: MTSS Explorer or RtI interventions & progress monitoring lists 3-5: C-Mapp	• Character Education • Social Skills Instruction PBIS.org Teacher's Encyclopedia of Behavior Management Interventions-Evidence Based Behavioral Strategies for Individual Students EASi: MTSS Explorer or RtI interventions & progress monitoring lists