

School Improvement Plan

Comprehensive Needs Assessment

School: Forest Pines ES

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>EOG</p> <p>In 2014-2015, all students were 9% above target in proficiency in Math.</p> <p>2014 - 2015 white subgroup was above WCPSS in reading proficiency</p> <p>Third Grade ELA females were significantly above WCPSS proficiency</p> <p>Over three year trend, all subgroups continued to show growth except for blacks and AIG subgroups.</p> <p>LEP, Asian, and Black AMO subgroups were above WCPSS % proficiency on the 2012 - 2013 math EOG assessment. On third grade 2012 - 2013 reading EOG, Black AMO subgroup was above the Wake County average. On the 2012 - 2013 math EOG, all AMO subgroups except for White were above the Wake County average. Grades 3 - 5 reading EOG percent proficiency strengths included Level IV, LEP, Black, and Hispanic/Latino AMO Subgroups. 2012 - 2013 EOG math data shows that Forest Pines student growth was 13.5 % above the WCPSS target.</p> <p>2013-2014 Shows level I and II students moving from 10%-40% proficiency.</p> <p>2013-2014 All AMO subgroups met their targets.</p> <p>mCLASS</p> <p>Retell is a strength for all grades in Forest Pines.</p> <p>Second grade TRC was at 47% at risk, at the end of year, 19% were at risk.</p> <p>Kindergarten proficiency is consistent.</p> <p>Kindergarten TRC students who are showing risk are moving.</p> <p>First grade is showing positive movement from the middle of the year from 25% to 50% in the above grade level.</p> <p>Majority of students who were at BOY benchmark are meeting MOY benchmark targets</p> <p>A lot of students with BOY scores in the yellow moved to green (especially 2nd grade)</p> <p>ESL (hispanic/latino) had modest growth, but still less than some other subgroups</p> <p>CASE</p> <p>Third and fifth grade math and reading scores were above the NE region percentages</p> <p>Most students did well with DoK1 questions</p> <p>Fourth grade reading students made projected growth from first administration (81%) to (87%) at second administration.</p> <p>Fifth grade students made growth from 56% to 66% proficiency.</p> <p>Walkthrough</p> <p>All grade levels follow cmapp</p> <p>All grade levels are consistent in using Daily Cafe structure</p> <p>A variety of instructional strategies are used</p>	<p>EOG</p> <p>There has been a regression trend in the Black subgroup since 2011-2012, but we are still meeting the target.</p> <p>In 2013-2014, the AG subgroup was 0.2% below target.</p> <p>Math EOG scores from fourth and fifth grade did not make as much growth from the previous year.</p> <p>In math, black subgroup dropped significantly from 2013 - 2014.</p> <p>Literacy EOG scores for black and hispanic are low across the third, fourth and fifth grade.</p> <p>2013-2014 Forest Pines male students have a lower percent proficiency on EOG reading than female students. They are also lower than Northeastern and WCPSS</p> <p>Hispanic/Latino AMO subgroup is significantly below the WCPSS average on EOG math proficiency</p> <p>White AMO subgroup is significantly below WCPSS averages on EOG math proficiency</p> <p>2012 - 2013 Forest Pines' fourth grade students scored below WCPSS percent proficient averages on both math and reading EOGs with the exception of Level IV and Level IV not AG in reading</p> <p>SWD are performing below the county and our region (NE)</p> <p>mCLASS</p> <p>mClass DORF (fluency) end of year proficiency was at 71%</p> <p>Second grade DORF accuracy score dropped from 85% in 2013 - 2014 to 64% in 2014 - 2015.</p> <p>Limited growth was seen in grades 3 and 4 between BOY and MOY benchmarks, 13-14</p> <p>ESL (hispanic/latino) AMO subgroup growth rate was slower than many other subgroups.</p> <p>CASE</p> <p>Fourth grade students are below the NE region in math proficiency percentages</p> <p>DoK level 2 and 3 questions were not nearly as high as DoK 1 questions</p> <p>Third grade proficiency dropped from the first to second administration.</p> <p>Walkthrough</p> <p>Small group reading was not observed often</p> <p>Technology is not readily available in all rooms</p> <p>Reading was often observed in whole group format</p>

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Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	<ul style="list-style-type: none"> *All grade levels follow cMAPP and Common Core Standards *Grade levels plan together as teams *Grade levels set smart goals and analyze data regularly *School has adopted Daily Cafe structure for reading *Enrichment time was built into the 13-14 schedule *Literacy coaches available for both k-2 and 3-5 *Foundations is a part of k-2 core instruction *PLTs spend a good deal of attention on students who have not mastered standards through core instruction 	<ul style="list-style-type: none"> *Grade levels do not spend a lot of PLT focusing on core instruction concerns *CMAPP is too fast paced in and does not leave days to accomodate all testing that is required *Math intervention is needed k-5 *Small group reading instruction is hard to fit in *Behavior Management concerns *Not everyone has training in Lucy Calkins *Need more books for book bins *Grade level planning is often interrupted
Staff and Student Demographics	<ul style="list-style-type: none"> • Diverse population • Similar subgroups, no huge population shifts 	<p>Staff rates FP low in the area of consistently enforcing rules for student conduct.</p> <p>Staff rates FP low in the area of providing differentiated staff development opportunities.</p>
Perception	<ul style="list-style-type: none"> • Recognized as an Exemplary School for PBIS in 2014 - 2015 • Based on multiple surveys over 90% of staff agree or strongly agree our school is a great place to work and learn • Number of bus referrals decreased from 2013 - 2014 to 2014 - 2015 • Office referrals decreased from 2013 - 2014 to 2014 - 2015 • Students with frequent absences attendance rate increased from 89% in 2013 - 2014 to 91% in 2014 - 2015 • Staff shares a vision for student achievement • Teams have time to collaborate and build teamwork • More staff celebrations • All staff now have daily planning • Bus week focuses students on bus behavior expectations • Tier II for PBIS has been implemented 	<ul style="list-style-type: none"> • Misconceptions about PBIS being only about passing out compliment cards • Some questions on the in house staff survey leave room for various interpretations • Low level of trust and mutual respect throughout the staff • More clear communication between staff and administration is needed • PBIS may lose student buy in as they get older • Classroom behavior management is an issue • Need to increase video viewing of PBIS expectations on a quarterly basis.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Economically disadvantaged subgroup is not making enough growth to close the achievement gap	<ul style="list-style-type: none"> • Unable to identify students and target with interventions • Low background knowledge, limited real world experiences • Lack of support at home, parents work jobs with odd hours 	<ul style="list-style-type: none"> • Title I will allow us to accomodate parents by providing food and childcare at PAC events • Teachers will scaffold assignments with needed background knowledge

School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Hispanic/Latino students are not making BOY benchmarks by the highest percentage.	<ul style="list-style-type: none"> • Language barrier, students and teachers speak different languages • Cultural expectations, teachers often struggle to communicate with parents • Lack of resources, all curriculum materials are in English • Lack of ESL services, went from 10 MOE ESL to 5 MOE for ESL despite a significant increase in our ESL population 	<ul style="list-style-type: none"> • Using students to help translate • Translating more documents for parents • Using translations apps/program • Allotting more ESL services
SWD are more behind in literacy than in math.	<ul style="list-style-type: none"> • Literacy is less "hands on" • Fewer accommodations are allowed for literacy during assessments • Students are pulled for special education services and may miss literacy instruction 	<ul style="list-style-type: none"> • Finding ways to teach the standards with lower level text • Making sure special education students are getting full doses of core curriculum
The writing component of the TRC has resulted in lower TRC scores in mCLASS compared to other reading assessments	<ul style="list-style-type: none"> • Students are not being taught to respond in writing- look at lesson plans and assignments • Students often fail to cite text- view TRC responses 	<ul style="list-style-type: none"> • Focus more writing on response to text • Practice citing evidence in core and small group instruction
AIG subgroup has not shown growth in the last three years.	<ul style="list-style-type: none"> • teachers are focusing on students who are not at grade level • a lack of training and or focus on AIG or high level students 	<ul style="list-style-type: none"> • need to have professional development for high achiever/AIG learners • co-teaching opportunities for the AIG and classroom teacher • promoting growth mindset in the classroom

School Improvement Plan**School:** Forest Pines ES**Plan Year** 2016-2018**Data Summary**

Describe your conclusions

Through this process we found that SWD disabilities, Hispanic/Latino, and free and reduced subgroups were behind many of our other students in both reading and math, but especially literacy. We feel the need to target these subgroups by focusing on core instruction for all students in both reading and math. The structure of the Daily Cafe and implementing Common Core math standards, especially the math practice standards, will ensure growth of all students.

School Improvement Plan

Membership of School Improvement Team

School:	Forest Pines ES
Plan Year	2016-2018
Principal:	Patrick Grant
Date:	Sep - 2016

SIP Team Members

	Name	School Based Job Title
1	Amy Marley	School Improvement Chair
2	Emily Hodgeman	Parent
3	Jennifer Giandenoto-Romano	Instructional Support Personnel
4	Jill Miles	School Improvement Chair
5	Kathryn Brooks	School Improvement Chair
6	Keith Blount	School Improvement Chair
7	Laura Privette	Instructional Support Personnel
8	Patrick Grant	Principal
9	Sarah Bratton	Assistant Principal
10	Stephanie Watkins	School Improvement Chair
11	Tabrine Onofre	Instructional Support Personnel

School Improvement Plan

Mission, Vision and Value Statements

School:	Forest Pines 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

All Forest Pines students will become life-long learners who will be prepared to reach their full potential in all areas including academic achievement, intellectual curiosity, and social-emotional well-being.

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

- Student data will be used to differentiate instruction based on individual needs.
- Students will be engaged in high quality instruction to include opportunities for communication, collaboration, critical thinking and creativity.
- Celebrating diversity where all people and cultures are respected and incorporated into the curriculum.
- Integrating technology that facilitates high levels of student engagement.
- Providing a safe environment that fosters positive behavior.
- Producing lifelong learners through the development of the whole child.
- Strong communication between school, home, and community through multiple media.
- Collaboration through Professional Learning Teams fosters the highest level of achievement for all students.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School: Forest Pines ES
Plan Year 2016-2018
LEA: Wake County (920)

School Goal		
By June 2018, 70% of students will demonstrate proficiency as measured by EOG's and students will meet or exceed growth as measured by EVAAS.		
Goal Manager	Strategic Objective	State Board of Education Goal
Amy Marley, Kathryn Brooks	Learning and Teaching	Globally Competitive Students
Resources		
Designated times for PLT's and collaborative planning, Daily Cafe/readers workshop, professional subscriptions, continuums for engagement, accountability, school wide development connected to key processes, MobyMax		

Key Process
1. All classroom teachers will incorporate a continued understanding of common school-wide literacy structures into their daily instruction to increase students' literacy skills.
Tier
Tier 1 / Core
Process Manager
Amy Marley
Measurable Process Check(s)
The Literacy Committee will collect data via surveys and schedules to ensure implementation of common structures.

Action Step(s)
1. Classroom teachers will implement a common K - 5 Daily Cafe/Workshop model to include balanced literacy instruction (modeled, shared, guided, collaborative and independent).
Timeline
From 8/2016 To 12/2016

Key Process
2. Classroom teachers will implement school wide strategies for vocabulary, written comprehension and oral discussion.
Tier
Tier 1 / Core
Process Manager
Amy Marley
Measurable Process Check(s)

The literacy coach and administrative appointees will schedule quarterly instructional rounds, analyze walkthrough data, CASE and mClass results in order to tier student developmental needs. The SIP Literacy committee will analyze surveyed classroom teachers quarterly to discuss the needs of classroom teachers' success.

Action Step(s)

1. All classroom teachers will implement a common structure for oral and written responses to text using (R.A.C.E.S)

Timeline From 8/2016 To 1/2017
2. All classroom teachers who teach language arts will implement school wide structures that will facilitate discussion among students at each grade level.

Timeline From 8/2016 To 6/2017
3. All classroom teachers who teach language arts will implement structures for vocabulary instruction through vertical alignment.

Timeline From 8/2016 To 6/2017

Key Process

3. All classroom teachers will incorporate computer program MobyMax as a benchmarking system to track mathematics growth.

Tier

Tier 1 / Core

Process Manager

Kathryn Brooks

Measurable Process Check(s)

The administrative appointees will schedule quarterly testing windows to implement student benchmarking. The SIP Mathematics committee will analyze surveyed classroom teachers quarterly to discuss the needs of classroom teachers' success.

Action Step(s)

1. The classroom teachers will assess students using the first quarter assessment to get a baseline to see where students' needs are in mathematics.

Timeline From 8/2016 To 10/2016
2. The classroom teachers will evaluate students who are not 70% proficient on quarterly MobyMax assessment by the end of quarter 2.

School Improvement Plan**Summary of Goals, Key Processes and Action Steps**

School: Forest Pines ES
Plan Year 2016-2018
LEA: Wake County (920)

Timeline From 8/2016 To 12/2016

3. The SIP Mathematics committee will evaluate quarterly data using MobyMax data to determine how to meet the needs of students.

Timeline From 8/2016 To 6/2017

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Forest Pines ES
Plan Year	2016-2018
LEA:	Wake County (920)

School Goal		
By June 2018, 85% of stakeholders (staff, students and families) will agree with the statement that there is an atmosphere of trust and mutual respect at Forest Pines Drive Elementary.		
Goal Manager	Strategic Objective	State Board of Education Goal
Stephanie Watkins, Jill Miles	Community Engagement	Healthy Responsible Students
Resources		
Administration, SIP School committee, school surveys, PBIS videos and lesson plans, school wide compliment cards, Professional Development, Healthy School Plan, Character Education Plan, Safe and Orderly Schools Plan, Healthy Active Children Policy, Social Emotional Literacy materials, SIRS Data, Wondergrove Kids, PLT Meetings, School Support Staff, community stake holders		

Key Process
<ol style="list-style-type: none"> 1. Forest Pines staff will utilize PBIS lesson plans to provide students the opportunity to understand expectations, cultivate mutual respect, report problematic behaviors, and follow referral process through TIER 1 and SIRS.
Tier
Tier 1 / Core
Process Manager
Stephanie Watkins
Measurable Process Check(s)
The School Climate Committee will analyze student suggestions, student referrals, and office discipline referrals quarterly to determine the effectiveness of the TIER 1 process.

Action Step(s)
<ol style="list-style-type: none"> 1. Forest Pines staff will model and teach PBIS expectations to students throughout the school year.
Timeline
From 8/2016 To 6/2018
<ol style="list-style-type: none"> 2. The school administration will conduct PBIS refresher assemblies a minimum of twice a school year.
Timeline
From 8/2016 To 6/2017
<ol style="list-style-type: none"> 3. Staff will implement Social Emotional Literacy Curriculum (ex. Second Step, Steps to Respect, Nurturing Program) at the TIER 1 level.
Timeline
From 4/2016 To 6/2017
<ol style="list-style-type: none"> 4. Forest Pines Administration or School Climate Leaders will review SIRS data with the staff during school staff meeting quarterly.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School: Forest Pines ES
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Timeline From 8/2016 To 6/2018

5. The PBIS team members will review student behaviors during monthly meetings.

Timeline From 8/2016 To 6/2018

6. Forest Pines administration will implement opportunities for professional development to support the school's healthy schools/character education plan.

Timeline From 8/2016 To 6/2018

7. The PBIS School climate committee will review data at least once a quarter to determine which behavioral strategies need to be focused on, reviewed, and re-taught to students.

Timeline From 8/2016 To 6/2018

Key Process

2. Forest Pines staff will continue to implement PBIS daily to improve student academic, personal and social issues throughout the academic school year.

Tier

Tier 1 / Core

Process Manager

Stephanie Watkins

Measurable Process Check(s)

The School Climate team and PBIS team will analyze SIRS data quarterly in order to assess the effectiveness of the PBIS plan. The School Climate committee and PBIS team will analyze student and staff surveys quarterly in order to determine the next steps for student success.

Action Step(s)

1. The PBIS committee will videotape, post and reinforce expected behaviors for students to review, read and practice.

Timeline From 8/2016 To 6/2018

2. Classroom teachers and community stakeholders will inform families of PBIS expectations through the school website and/or newsletters.

Timeline From 8/2016 To 6/2018

3. Forest Pines Staff members will distribute compliment cards school wide to reinforce student positive behavior.

Timeline From 8/2016 To 6/2018

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School: Forest Pines ES
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4. The PBIS committee will host refresher assemblies at least twice a year to review and reinforce expectations.
Timeline From 8/2016 To 6/2018
5. Third through fifth grade students will be surveyed to develop a menu of rewards to give students a stake in the PBIS process.
Timeline From 8/2016 To 6/2018
6. Forest Pines staff will reinforce student safety by monitoring the common areas of the school where students are present.
Timeline From 8/2016 To 6/2018

Key Process

3. Forest Pines Administration will incorporate a larger staff voice in decision making during the school year to increase staff morale.

Tier

Tier 1 / Core

Process Manager

Jill Miles

Measurable Process Check(s)

The SIP School Climate Committee and school administrators will conduct staff surveys three times a year to assess staff needs. Student survey question: "Teachers are interested in me, not just as a student." NCTWCS survey questions: 5.1 c, d, & f as well as 7.1 a. The SIP School Climate Committee and school administration will analyze the survey results quarterly to determine the next steps to improve school morale.

Action Step(s)

1. The school administration will conduct quarterly teacher assistant meetings and debrief the Forest Pines Staff Climate Committee with administration.
Timeline From 8/2016 To 6/2018
2. The School climate committee will write a parent behavioral guidelines contract to pass along to administration.
Timeline From 8/2016 To 10/2016

School Improvement Plan**Waiver Request****School:** Forest Pines 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:	State
Please indicate the policy to be waived	N/A

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Forest Pines ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Moby Max benchmarking and instructional uses	All certified staff	By June 2018, 70% of students will demonstrate proficiency as measured by EOG's and students will meet or exceed expected growth as measured by EVAAS.
Core 1 differentiation vs. intervention	All certified staff	By June 2018, 70% of students will demonstrate proficiency as measured by EOG's and students will meet or exceed growth as measured by EVAAS.
Behavior ABCs	All staff	By June 2018, 90% of stakeholders (staff, students and families) will agree with the statement that Forest Pines is a "good place to work and learn"
Differentiated staff showcase of talents	All certified staff	By June 2018, 70% of students will demonstrate proficiency as measured by EOG's and students will meet or exceed growth as measured by EVAAS.
Effective Teaching Framework- Effective Teaching Strategies	All certified staff	By June 2018, 70% of students will demonstrate proficiency as measured by EOG's and students will meet or exceed growth as measured by EVAAS.

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

School:	Forest Pines ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:
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School Improvement Plan

Intervention Planning Matrix

School:	Forest Pines 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? The following data will be used to indicate students need additional data points: MTSS Early Warning System Indicators K-3: mCLASS data, third grade BOG and Case scores 4-5: EOG below 4, ELA Report Card grades below a 4 (administer mCLASS assessments) and Fountas and Pinnell levels</p> <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions? 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. Strategic- We will identify students who are performing less than 1 year below current grade level Intensive- We will identify students who are performing at least 1 year below current grade level</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? The following data will be used to identify students MTSS Early Warning System Indicator K: Number Knowledge Test (1st where applicable) 1-5: Report Card, EOY math summative, EOG, formative grade level assessments, and Mobymax benchmarking.</p> <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions? Threshold for Entry into the Problem Solving Cycle: K/1st (where applicable) reference WCPSS Using NKT to Make Data-Based Decisions. 1-5 Quarterly each grade level will have an integrated data review PLT. Exit: Reference WCPSS Tiered Support Flowchart as well as gaining mutual agreement of all stakeholders. Strategic- We will identify students who are performing less than 1 year below current grade level Intensive- We will identify students who are performing at least 1 year below current grade level</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? Core: SIRS discipline data: Minor and Major referrals will be consistently collected and entered into Easi -Behavior Screening completed in MTSS Explorer for all students (BOY, MOY, EOY)</p> <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions? ENTRY (Must show need in at least 2 data points) Strategic: Per Month • 6 Minor Referrals • 2 Major Referrals • 2 Absences • Classroom data points Must include two weeks of consistent data and intervention(s) implemented with fidelity 1 Suspensions Intensive: Per Month • 12 Minor Referrals • 4 Major Referrals • 3 Absences • Classroom data points Must include six weeks of consistent data and intervention(s) implemented with fidelity As noted in Tier II Behavior Intervention Plan 1 Suspensions MTSS Explorer Early Warning System: -Red (Likely Intensive support needed): 4 or more consecutive unexcused absences for current quarter -Yellow (Likely strategic support needed): 3 consecutive unexcused absences for current quarter -Green (Likely core support only): 2 or fewer consecutive unexcused absences for current quarter 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). PLTs will meet with their case managers 1 time a month.</p>
	<p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for intervention throughout the year? PLTs will meet with their case managers <u>1</u> time a month. Intervention Team will meet <u>2-4</u> times a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions.</p>	<p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for intervention throughout the year? PLTs will meet with their case managers <u>1</u> time a month. Intervention Team will meet <u>2-4</u> times a month to problem solve Tier III students. During the Problem Solving Cycle PLTs/Intervention Team will follow the WCPSS Tiered Support Flowchart to guide decisions.</p>	<p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for intervention throughout the year? Intervention Team will meet 1-2 times a month to problem solve Tier III students. 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? At MOY & EOY, the SIP literacy and intervention team will pull the mCLASS DEF report to determine the number of students responding to interventions.</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? At MOY & EOY, the intervention team will pull K/1st (where applicable) NKT scores in Oasis. 1-5: Benchmarking review by SIP team.</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? At MOY & EOY, the intervention team will use TFI data to evaluate the effectiveness of the behavior structures outlined in the intervention matrix.</p>

School Improvement Plan

Intervention Planning Matrix

School:	Forest Pines 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>Literacy (strategic): -Decoding: 2-3 days per week for 5-10 minutes each -Fluency: 2-3 days per week for 5-10 minutes each -Comprehension: 2-3 days per week for 10-20 minutes each</p> <p>Literacy (intensive) -Decoding: 4-5 days per week for 5-10 minutes each -Fluency: 4-5 days per week for 5-10 minutes each -Comprehension: 4-5 days per week for 20-30 minutes each</p> <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <p>Interventions will be delivered during: Literacy rotations or flexible time.</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>Students in need of strategic interventions will receive intervention 2 to 4 days a week.</p> <p>Students in need of intensive interventions will receive interventions 4 to 5 days a week.</p> <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <p>Interventions will be delivered during math independent work time of flexible time.</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 Options: • Check-In, Check-Out • Mentoring • Small Social/Emotional Groups • Brief PTR • Individualized behavior charts Structure: Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness.</p> <p>Intensive Options: • PTR framework for FBA/BIP aligned with wraparound services 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?</p> <p>Interventions will be delivered during: dependent on the situation-classroom times, lunch, recess, etc.</p>
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 grade level planning, PLTs, and shared lesson plans</p> <p>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 • Intensive will follow Letterland Intervention Strand • Strategic will follow Letterland Small Group Lessons 3-5 Phonics intervention lessons will use Recipe for Reading Other lesson will be direct and interactive small group or conferences.</p> <p>How will the Intervention Team ensure interventions are implemented with fidelity?</p> <p>Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions</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 grade level planning, PLTs, and shared lesson plans Assessing Math concepts diagnostic assessments will be administered for Kindergarten & 1st grades as outlined by the WCPSS Teachers will use Mobymax to identify targeted skills.</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 2-5: Teachers will use targeted, research-based, and engaging strategies in small group instruction and will assign targeted lessons in Mobymax</p> <p>How will the Intervention Team ensure interventions are implemented with fidelity?</p> <p>Intervention Team will keep a documented spreadsheet or MTSS Explorer Ad Hoc group of students receiving interventions</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 grade level planning, PLTs, Behavior Intervention/Support Team, Student Services, and/or Administration</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. 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>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 three times a year</p>

School Improvement Plan

Intervention Planning Matrix

School:	Forest Pines ES
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>What data will be used to assess the student's responsiveness to intervention?</p> <p>Reference EASI Progress Monitoring Master List spreadsheet</p> <p>How does data guide your instruction? Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>How often will you progress monitor? 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? 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?</p> <p>Reference EASI Progress Monitoring Master List spreadsheet</p> <p>How does data guide your instruction? Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>How often will you progress monitor? Progress monitor every 3 to 4 weeks</p> <p>What is the process for analyzing the data and making data based decisions? 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?</p> <p>Strategic: Progress monitoring based upon entry/exit criteria will be documented in Easi/MTSS Explorer 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 does data guide your instruction? Duration, frequency & intensity will be adjusted based on progress monitoring data points and following the WCPSS Tiered Support Flowchart</p> <p>How often will you progress monitor? Progress monitor every 4 to 6 weeks -daily, weekly, or as indicated in Tier II or Tier III Behavior Intervention Plan</p> <p>What is the process for analyzing the data and making data based decisions? 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 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 Reading: Anchor Comprehension Workshop HELPS fluency Wildcats Great Leaps Fast Track</p>	<p>What evidence based materials and resources will be used to support the intervention?</p> <p>K/1 (where applicable): 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 1-5: Envisions, Mobymax Easi Interventions master list</p>	<p>What evidence based materials and resources will be used to support the intervention?</p> <p>Core: PBIS/Core Behavior Systems and Structures Second Step, Steps to Respect</p> <p>Strategic:</p> <ul style="list-style-type: none"> • Check In Check Out • Check-N-Connect • Why Try • Anxiety Workbook (school counselors K-12) • Second Step, Steps to Respect • CMAPP curriculum (small groups) • Teachers Encyclopedia of Behavior Management <p>Intensive:</p> <ul style="list-style-type: none"> • PRT-Prevent, Teach, Reinforce

School Improvement Plan

Intervention Planning Matrix

School:	Forest Pines 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			