School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)

Student Achievement	**AMO**
	
	*3rd- 5th graders have exceeded expected growth in the past 3 years on the ELA EOG, with a peak of 14.2 points in 12-13.
	*3rd- 5th graders have exceeded expected growth in the past 3 years on the Math EOG, with a peak of 19.4 points in 14-15.
	   12-13 exceeded reading growth by 14.2 points and in math by 12.3 points
	   13-14 exceeded reading growth by 11.8 points and in math by 11.8 points
	   14-15 exceeded reading growth by 13.2 points and in math by 19.4 points
	
	*3rd- 5th grade white students have exceeded expected growth in the past 3 years on the ELA EOG, with a peak of 22.3 points in 12-13.
	*3rd- 5th grade white students have exceeded expected growth in the past 3 years on the Math EOG, with a peak of 25 points in 14-15.
	
	   12-13 exceeded reading growth by 22.3 points and in math by 22.1 points
	   13-14 exceeded reading growth by 13.9 points and in math by 16.4 points
	   14-15 exceeded reading growth by 17.5 points and in math by 25.0 points
	
	* The group Black students has met and exceeded their AMO targets in math for the first time this past year.
	   14-15 exceeded math growth by 2.2 points
	
	* The group Academically Gifted students has met and exceeded their AMO targets in reading and math for 2012-13 and in 2014-15
	   12-13 exceeded reading growth by 2.5 points and in math by 4.7 points
	   14-15 exceeded reading growth by 3.2 points and in math by 6.7 points
	
	EOGs
	
	*All 3rd - 5th graders proficiency has increased 10% points on the ELA EOG between 2013 - 2015.
	*All 3rd - 5th graders proficiency has increased 19% points on the Math EOG between 2013 - 2015.
	*All 5th graders proficiency has increased 25% points on the Science EOG between 2013 - 2015.
	
	*3rd - 5th grade Black student proficiency has increased 25% points on the ELA and Math EOGs between 2013 - 2015.
	
	   12-13 25% passed the EOGs
	   13-14 34% passed the EOGs
	   14-15 50% passed the EOGs
	
	EVAAS
	
	* Root Elementary has increased the growth index over the past 3 years from -2.26 (Does Not Meet Expected Growth) in 2013 to -.45 (Met Expected Growth) in 2015.
	
	* 5th grade has meet expected growth in reading each of the last 3 years:
	  2013 -1.4 points
	  2014 1.4 points
	  2015 1.6 points
		AMO
		
		*3rd - 5th grade Economically Disadvantaged Students have not met expected growth in the past 3 years in the ELA EOG with a peak of 14.8 points below their AMO targets in 14-15.
		*3rd - 5th grade Economically Disadvantaged Students have not met expected growth in the past 3 years in the Math EOG with a peak of 15.7 points below their AMO targets in 13-14.
		   12-13 below targeted reading growth by 5.8 points and in math by 6.6 points
		   13-14 below targeted reading growth by 14.6 points and in math by 15.7 points
		   14-15 below targeted reading growth by 14.8 points and in math by 5.3 points
		
		*3rd - 5th grade Black students have not met expected growth in the past 3 years in the ELA EOG with a peak of 7.4 points below their AMO targets in 13-14.
		   12-13 below targeted reading growth by 6.4 points and in math by 5.2 points
		   13-14 below targeted reading growth by 7.4 points and in math by 9.1 points
		   14-15 below targeted reading growth by 7.1 points
		
		EOG
		
		* 3rd-5th grade Hispanic/Latino students Reading scores on the EOGs has decreased by 11 percentage points from 2012-13 (42%) to 2014-15 (31%).
		* 3rd-5th grade Black students Reading scores on the EOGs has increased by 19 percentage points from 2012-13 (25%) to 2014-15 (44%) but are still below the White students 2014-15 scores (90%).
		* 3rd-5th grade Hispanic/Latino students Math scores on the EOGs has increased by 19 percentage points from 2012-13 (19%) to 2014-15 (38%) but are still below the White students 2014-15 scores (91%).
		* 3rd-5th grade Black students Math scores on the EOGs has increased by 27 percentage points from 2012-13 (24%) to 2014-15 (51%) but are still below the White students 2014-15 scores (91%).
		
		EVAAS
		
		* 2nd grade did not meet expected growth in 2015 according to the TRC: -2.5 points
		
		* 3rd grade did not meet expected growth in reading
		  2015 -3.1 points
		
		* 4th grade did not meet expected growth in math
		  2015 -5.6 points
		
		* 4th grade did not meet expected growth in reading
		  2015 -3.0 points
		
		* 5th grade did not meet expected growth in math
		  2013 -5.2 points
		  2014 -5.0 points
		
		* 5th grade did not meet expected growth in science
		  2013 -2.1 points
		  2014 -1.7 points

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	**Reading Instruction (mClass)** **2013-14** ***** Of the 70 K-5 students at Root in yellow on the mClass BOY in 2013, 71% moved to green on the mClass EOY in 2014. * Of the 373 K-5 students at Root in green on the mClass BOY in 2013, 94% remained in green on the mClass EOY in 2014. **2014-15** * Of the 42 K-5 students at Root in yellow on the mClass BOY in 2014, 52% moved to green on the mClass EOY in 2015. * Of the 395 K-5 students at Root in green on the mClass BOY in 2014, 92% remained in green on the mClass EOY in 2015.	**Reading Instruction (mClass)** **2013-14** * Of the 74 K-5 students at Root in red on the mClass BOY in 2013, 54% stayed in the red on the mClass EOY in 2014. **2014-15** * Of the 58 K-5 students at Root in red on the mClass BOY in 2014, 64% stayed in the red on the mClass EOY in 2015. *Progress monitoring of students in the red and yellow is not completed with fidelity. **Behavior Data/SIRS** From the data collected from SIRS, there has been an increase in the percentage of referrals for minority students from 65% of total referrals in 2014-15 to 85% of total referrals in 2015-16. In both years, 55% of total referrals have been minority males. **2014-15** There have been 77 major referrals to the office. 50 of the referrals have been minority students (65%). 63 of the referrals to the office have been boys (82%). 42 of the referrals have been minority boys (55%) and 8 have been minority females (10%). **2015-16** There have been 60 major referrals to the office so far this school year. 51 of the referrals have been minority students (85%). 39 of the referrals have been males (65%). 33 of the referrals have been minority males (55%) and 18 have been minority females (30%).

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	**Student Demographics** **2013-14 Data** * Total Number of Students Enrolled: 528 * White Students Percentage: 67.2% * Black Students Percentage: 19.9% * Hispanic Students Percentage: 9.1% * LEP Percentage: 4.0% * Free/Reduced Percentage: 31.4% **2014-15 Data** ***** Total Number of Students Enrolled: 510 * White Students Percentage: 69.2% * Black Students Percentage: 19.4% * Hispanic Students Percentage: 8.1% * LEP Percentage: 3.5% * Free/Reduced Percentage: 25.7% **2015-16 Data** ***** Total Number of Students Enrolled: 511 * White Students Percentage: 70.8% * Black Students Percentage: 18.6% * Hispanic Students Percentage: 7.5% * LEP Percentage: 3.5% * Free/Reduced Percentage: 24.9% **Staff Demographics** * 33% of Root teachers have advanced degrees. * Number of Nationally Board Certified teachers has increased * Turnover rate has declined from 16% to 3%	**Student Demographics** * The number of minority staff members doesn't reflect the student population.
Perception	**Teacher Working Conditions Survey 2014 and 2015** On the TWC survey that was administered by the state in 2014 and the county in 2015, the number of staff who feel Root is a good place to work and learn continues to be over 90%.	**Teacher Working Conditions Survey 2014 and 2015** On the TWC survey that was administered by the state in 2014 and the county in 2015: • an atmosphere of trust and mutual respect increased from 42% to 61% • teachers felt that school leadership consistently supported teachers increased from 54% to 68.3% • teachers felt comfortable raising issues and concerns that were important to them decreased from 51% to 43.6% • teachers felt that the faculty and staff had a shared vision decreased from 66% to 62.5%

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
*Root's minority and free-reduced populations are not meeting their AMO targets. There is a large achievement gap between these groups and their white and non free-reduced counterparts.	Lack of consistent vocabulary instruction The approach to curriculum varies between grade levels Lack of strong school/family partnership with this particular subgroup for a variety of reasons	Professional development will be aligned so that PLTs can work together to identify appropriate Core strategies and interventions that are designed to best meet students' needs utilizing the resources that are currently available. Track student progress at monthly data meetings to make regular adjustments as needed and ensure that interventions are working. Increase the fidelity of progress monitoring students at required intervals. (Red - every 10 days, Yellow - every 20 days)
*Disproportionate amount of minority students referred to the office that is not reflective of the school's population.	No structure in place to support core behaviors in the classroom leading to time out of class and loss of instructional time Approach to teaching and enforcing Core behaviors varies between classrooms and grade levels.	Monthly community building initiative for all staff and students Clarify Conscious Discipline implementation within a PBIS structure Create school-wide PBIS expectations for every area of the school and develop our Tier 1 system

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Root ES
Plan Year	2016-2018

| **Data Summary** |
| Describe your conclusions |

For the past three years, we have exceeded expected growth according to AMO targets in ELA and Math. The group All Students has increased in proficiency on the EOGs in the past 3 years from 62% to 78%. The group All Students has increased in proficiency the last 3 years on the ELA by 10 percentage points (66%-76%), in Math by 19 percentage points (59%-78%) and in Science by 25 percentage points (59%-84%). 3rd - 5th grade Black student proficiency has increased 25 percentage points on the ELA and Math EOGs between 2013 - 2015 going from 25% proficient to 50% proficient.

3rd - 5th grade Economically Disadvantaged Students have not met expected growth in the past 3 years on the ELA EOG. 3rd - 5th grade Economically Disadvantaged Students have not met expected growth in the past 3 years on the Math EOG. * 3rd-5th grade Hispanic/Latino students Reading scores on the EOGs has decreased by 11 percentage points from 2012-13 (42%) to 2014-15 (31%). 3rd-5th grade Black students Reading scores on the EOGs has increased by 19 percentage points from 2012-13 (25%) to 2014-15 (44%) but are still below the White students 2014-15 scores (90%). 3rd-5th grade Hispanic/Latino students Math scores on the EOGs has increased by 19 percentage points from 2012-13 (19%) to 2014-15 (38%) but are still below the White students 2014-15 scores (91%). 3rd-5th grade Black students Math scores on the EOGs has increased by 27 percentage points from 2012-13 (24%) to 2014-15 (51%) but are still below the White students 2014-15 scores (91%). The last 2 years, a majority of students who were in the red on the BOY mClass assessments were still in red on the EOY assessments.

(2104-15) There have been 77 major referrals to the office. 50 of the referrals have been minority students (65%). 63 of the referrals to the office have been boys (82%). 42 of the referrals have been minority boys (55%) and 8 have been minority females (10%).
(2015-16) There have been 60 major referrals to the office so far this school year. 51 of the referrals have been minority students (85%). 39 of the referrals have been males (65%). 33 of the referrals have been minority males (55%) and 18 have been minority females (30%).

Some root causes would be: lack of consistent vocabulary instruction, the approach to curriculum varies between grade levels and a lack of strong school/family partnership with this particular subgroup for a variety of reasons.

Professional development will be aligned so that PLTs can work together to identify appropriate Core strategies and interventions that are designed to best meet students' needs utilizing the resources that are currently available. Track student progress at monthly data meetings to make regular adjustments as needed and ensure that interventions are working. Increase the fidelity of progress monitoring students at required intervals. (Red - every 10 days, Yellow - every 20 days) Clarify Conscious Discipline implementation within a PBIS structure. Create school-wide PBIS expectations for every area of the school and develop our Tier 1 system.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

SIP Team Members

	Name	School Based Job Title
1	Amy Koo	School Improvement Chair
2	Ashley Dozier	Instructional Support Personnel
3	Blaine Clark	Principal
4	Dawn Ellis	Teacher
5	Dick Wunderlin	Teacher
6	Elizabeth Sparrow	Parent
7	Jane Hemingway	Teacher
8	Julie Cook	Teacher
9	Julie Grahlmann	Teacher
10	Katie Parker	Teacher
11	Kendra Fisher	Assistant Principal
12	Lisa Hodnett	Instructional Support Personnel
13	Nancy Torborg	Teacher
14	Sarah Rhodes	Teacher
15	Shana Stutts	Parent
16	Shelley Thacker	School Improvement Chair
17	Sue Hladik	Instructional Support Personnel

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Mission Statement
Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement
Root students grow to embrace learning as innovative, compassionate citizens in an ever-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
We, the staff at Root, are a collaborative partnership that inspires learners to grow through challenging, meaningful experiences building on unique strengths, curiosity, and persistence.

School Improvement Plan	**School:** Root ES
	Plan Year 2016-2018
	LEA: Wake County (920)

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Goal

All subgroups will meet their AMO proficiency targets and meet or exceed expected growth in reading, math, and science by June 2018.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Shelley Thacker	Learning and Teaching	Globally Competitive Students

Resources

CMAPP, Literacy & math coach, targeted professional development that aligns with staff PDP goal, intervention matrix, CODE strategies, lesson plans, common assessments, MClass, Case 21, BOY for 3rd grade

Key Process

1. Teachers/staff will implement a balanced literacy framework in order to increase targeted subgroups capacity to demonstrate growth and proficiency.

Tier

Tier 1 / Core

Process Manager

Blaine Clark

Measurable Process Check(s)

SIP committee reviews quarterly mClass, Case 21, report card data to monitor achievement. PLTs review data weekly to monitor achievement and adjust daily instruction.

Action Step(s)

1. PLTs/Collaborative Planning review, analyze and reflect on common assessment data to determine effectiveness of instruction.

    Timeline   From 8/2016 To 6/2018

2. Grade levels will become familiar and utilize the intervention planning matrix to meet the instructional needs of all students.

    Timeline   From 8/2016 To 6/2018

3. Teachers/staff will utilize CODE strategies in all subjects to increase student proficiency with academic vocabulary.

    Timeline   From 8/2016 To 6/2018

Key Process

2. Teachers/staff will utilize research based strategies (such as: conceptual understanding, math discourse, solving open ended math tasks using mathematical models, structure and grouping of students, and differentiation) within their math block in order to increase targeted subgroups capacity to demonstrate growth and proficiency.

Tier

Tier 1 / Core

Process Manager

Blaine Clark

Measurable Process Check(s)

SIP committee reviews quarterly Case 21 and report card data to monitor achievement. PLTs review data weekly to monitor achievement and adjust daily instruction.

Action Step(s)

1. PLTs/Collaborative Planning review, analyze and reflect on common assessment data to determine effectiveness of instruction.

   Timeline   From 8/2016 To 6/2018

2. Grade levels will become familiar and utilize the intervention planning matrix to meet the instructional needs of all students.

   Timeline   From 8/2016 To 6/2018

3. Staff will receive training on math research strategies, focusing on the structure/grouping of students and differentiation.

   Timeline   From 8/2016 To 10/2016

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Summary of Goals, Key Processes and Action Steps

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

School Improvement Plan

School Goal

By June 2018, the percentage of minority students with major referrals will decrease from 77% to 50% as measured by SIRS.

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

Resources

PBIS Team, PBIS matrices and lesson plans, Conscious Discipline trainings, Mindset, Character Education Plan, Safe and Orderly Schools plan, DPI Flexibility in Financial Transfers "We wish to utilize DPI flexibility with funds transfer", Parental Engagement, Healthy Active Children Policy (K-8), school community building initiative

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Key Process

1. Teachers and Staff will implement the new PBIS matrices in order to create a consistent and positive climate with the goal of decreasing major referrals to the office.

Tier

Tier 1 / Core

Process Manager

Julie Grahlmann

Measurable Process Check(s)

The PBIS team will review major referrals on SIRS monthly in order to identify next steps for PBIS implementation.

Action Step(s)

1. The PBIS team will develop school-wide expectations, lesson plans, and matrices.

   Timeline   From 6/2016 To 8/2016

2. The PBIS will conduct a beginning of year training for all staff to teach them the PBIS school-wide expectations for teachers and students. Staff will teach students the different expectations for each part of the school by using lesson plans the PBIS team will provide. One area of the school will be taught each day starting on the first day of school. This should take the first 5 days of school. A schedule will be developed for staff to reference.

   Timeline   From 8/2016 To 8/2016

3. Staff will introduce, demonstrate and implement PBIS school-wide expectations.

   Timeline   From 8/2016 To 6/2018

School Improvement Plan

Summary of Goals, Key Processes and Action Steps
School: Root ES
Plan Year 2016-2018
LEA: Wake County (920)

4. The PBIS team will continually support staff in their implementation of the school-wide expectations and offer professional development as needed.

    Timeline   From 8/2016 To 6/2018

5. Staff will become familiar and utilize the intervention planning matrix to meet the behavioral needs of all students.

    Timeline   From 8/2016 To 6/2017

6. PBIS team will develop a checklist/walkthrough instrument to use quarterly to check for fidelity. Results will be reviewed with staff.

    Timeline   From 8/2016 To 6/2017

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Date	Aug - 2016
Waiver Requested	
N/A	
How will this waiver impact school improvement?	
No waiver is needed at this time	
Please indicate the type of waiver:	State
Please indicate the policy to be waived	None

School Improvement Plan

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Development Activities for

Topic:	Participants:	Goal Supported:
1. PBIS	1. All staff and students	1. Goal 2
2. Math (structure/grouping of students and differentiation)	2. Teachers	2. Goal 1
3. Literacy Collaborative (Balanced Literacy Framework)	3. Teachers	3. Goal 1
4. Intervention Matrix	4. Teachers	4. Goal 1 & 2

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:

WAKE COUNTY
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School Improvement Plan

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	1.) What data will be used to determine criteria to identify the students who are not achieving at benchmark? The mClass class summary form will be used to determine students with two or more areas of need. In addition the following data will be used to triangulate: • EOG scores • Case 21 ELA • report card 2.) What is the threshold at which students will enter and/or exit strategic (Tier 2) and/or intensive (Tier 3) interventions for academic or behavior? Students who are demonstrating intensive needs in mClass composite and TRC will receive an intensive intervention. Students who are demonstrating intensive needs or strategic needs in one area in mClass will receive strategic intervention. A best service meeting will be held with multiple stake holders to determine service provider and interventions to be documented on a student plan (report card, Tier 2, or Tier 3). Students will exit interventions when two or more data points demonstrate student performing on grade level standards. 3.) What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year? Once a month grade level PLTs will meet with their case manager to discuss students and their academic and behavioral needs. 4.) How will your team will 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? The intervention team will meet at least three times a year to evaluate the effectiveness of intervention matrix.	1.) What data will be used to determine criteria to identify the students who are not achieving at benchmark? The grades 3-5 math ranking forms will collect specific grade level data that will be used to determine students who are not meeting benchmark. All other grade levels will use some of the information listed below. • EOG scores • Case 21 Math • report card • K-1 summative • Number Knowledge and KEA for Kindergarten • formative common assessments 2.) What is the threshold at which students will enter and/or exit strategic (Tier 2) and/or intensive (Tier 3) interventions for academic or behavior? Students who are not at benchmark as determined by at least two of the data points listed above are discussed during PLT, strategic or intensive interventions are created and documented on a student plan (report card, Tier 2, or Tier 3). Students will exit interventions when two or more data points demonstrate student performing on grade level standards. 3.) What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year? Once a month grade level PLTs will meet with their case manager to discuss students and their academic and behavioral needs. 4.) How will your team will 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? The intervention team will meet at least three times a year to evaluate the effectiveness of intervention matrix.	1.) What data will be used to determine criteria to identify the students who are not achieving at benchmark? • Minor referrals • Major referrals to office - entered into SIRS by admin • Progress on behavior charts/point sheets • Attendance data • TWC • Number of days of ISS and OSS - entered into SIRS by admin 2.) What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior? • Strategic: Students who are showing problematic patterns in at least two of the data points listed above are discussed during PLT. • Intensive: Students who are showing patterns specifically in the areas of major office referrals and/or suspensions are discussed during PLT. Students will be exited from interventions once they consistently meet behavior goals for at least 4 weeks. 3.) What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year? PLTs and the CARE Team will discuss behavior data and interventions at least once a month. Strategic interventions are created and documented on a student plan (report card, Tier 2, or Tier 3). Teams will remember to consider a holistic approach when viewing data and selecting appropriate interventions. 4. 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? The Care and Intervention Teams will meet at least three times a year to evaluate the effectiveness of intervention matrix.

WAKE COUNTY
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School Improvement Plan

	Reading	Math	Behavior
Intervention Structure	• Students will be grouped into small groups of 4-5 students and served by the intervention teachers	• Students in grades 3-5 will be grouped into small groups of 4-5 students and served by the intervention teacher	1.) What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation? • CICO system • Counselor groups • Behavior coach to provide assistance as needed • Behavior contracts • BIP 2.) How does your master schedule allow for delivery of strategic and intensive intervention in additions to Core? • Behavior contract interventions are provided during Core Instruction. • Small groups with the counselor are provided during non instructional times.
Instruction	• CCR and intervention teachers will follow Recipe for Reading • Classroom teachers will meet with students in the lowest group 4-5 days per week and work on skills they are deficient in • Teachers will keep documentation on student progress • The following menu will be used based on the PLT's recommendations: QuickReads, Jerry Johns' Improving Reading Strategies, Reader's Theatre, Study Island, interventioncentral.org, Florida Center for Reading Research, readworks.org, Discovery Ed, targeted skills apps, echo reading, mClass interventions, paired whisper reading, RAZ Kids, and repeated reading.	• Targeted math intervention will be based on student need and guided by assessment data, collaboration with classroom teacher, and anecdotal notes • Teacher will serve 3-5 students at a time in a group	1.) PLTs are discussing how PBIS and Conscious Discipline strategies are being embedded into their instruction. PBIS expectations will be taught at the beginning of the year and after winter break. They will be retaught as necessary. Character Education will be taught to all students by the counselor while invoking CD strategies. 2.) Lessons are being developed to formalize teaching the school-wide expectations. 3.) During informal walkthroughs administration will note the implementation level of school-wide expectations and CD strategies. Behavior intervention plans are reviewed to assess fidelity. Counselor group logs/pre & post data are reviewed to assess fidelity. TWC data will show that the majority of students understand and demonstrate school-wide expectations.

WAKE COUNTY
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School Improvement Plan

	Reading	Math	Behavior
Assessment and Progress Monitoring	• mClass benchmark • WCPSS Digging Deeper • formative assessments • Report Card • Case 21 • EOG • mClass progress monitoring following WCPSS Steps to Effective Progress Monitoring with DIBELS Next • Students will be progress monitored by the teacher • Students in the red will be progress monitored every 10 school days and students in 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	• Formative assessments • Report cards • Case 21 • EOGs • K-1 Summative Assessments • Progress monitoring	1.) What data will be used to assess the student's responsiveness to intervention? • Major discipline/suspension data • Minor referrals • Perception data from counselor groups • Progress monitoring data from behavior plans 2.) How does your data guide your instruction? Determines the need to modify (increase/decrease) intervention. 3.) How often will you progress monitor? Every five to ten days, but could be more frequently based on the specifics of the plan. 4.) What is the process for analyzing the data and making data based decisions? Collaborative conversations will be conducted. The teams will be learning how to effectively use the TIPS model.
Curriculum/Resources	• C-MAPP • Leveled books • Letterland Intervention Strand • Recipe for Reading • Study Island • RAZ Kids • Benchmark Anchor Comprehension Kits	• C-MAPP • Math Expressions Differentiated Task Cards • Math vocabulary • Competitive Edge practice books • Study Island • enVisions	PBIS, Conscious Discipline, Character Education, and research based literature to drive small groups with counselor. The district Behavior Coach is available for office hours and can provide consultation to the CARE Team. The district Behavior Specialist is available as needed. The Care Team and Intervention Team are available as needed.

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School Improvement Plan

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