

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** Barwell Road ES

**Plan Year** 2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<p><b>Revised on January 5, 2016, per DPI feedback.</b></p> <p><b>EVAAS Data:</b></p> <ul style="list-style-type: none"> <li>-Based on 2014-2015 data Barwell MET GROWTH EXPECTATIONS.</li> <li>-Met growth in reading in grades 3, 4, and 5</li> <li>-Met growth in science</li> <li>-5th grade continues to show evidence of meeting their growth target in math</li> </ul> <p><b>MClass Data(2014-2015):</b></p> <ul style="list-style-type: none"> <li>-Kindergarten and 5th had significant increase in proficiency from BOY to EOY.</li> <li>-Grades 3rd and 4th achieved 10%-15% growth from MOY to EOY</li> <li>-Fifth Grade BOY to EOY data showed a 16% increase, which surpassed the average increase for all Title I schools.</li> <li>-The amount of students scoring proficient on TRC increased from 23% BOY to 33% EOY.</li> </ul> <p><b>AMO Data:</b></p> <ul style="list-style-type: none"> <li>-Based on the 2014-2015 school year 3rd and 4th grade Black students met AMO target in reading.</li> <li>-LEP students in 3rd grade met AMO target for reading.</li> <li>-Changes were made under the instructional delivery model to include more in class support for teachers and students, to increase student achievement. Although not seen yet we expect this to be seen in the 2015-2016 data, with the understanding that changes take place over time.</li> <li>-Phone messengers before each track in and track out period to remind parents of the this is helping to increase awareness.</li> </ul>	<p><b>EOG Data:</b></p> <ul style="list-style-type: none"> <li>-Overall proficiency has decreased for the past 3 years: 2012-2013 45.5%, 2013-2014 41.1%, and 2014-2015 39.3%</li> <li>-Reading proficiency has decreased by 7.4% from 2012/2013 - 2014/2015</li> <li>-Math proficiency had decreased by 4.2% from 2012/2013 - 2014/2015</li> <li>-Third grade math proficiency has significantly decreased from 53.2% in 2012/2013 to 39.2% in 2014/2015.</li> <li>-Fifth grade reading proficiency significantly decreased by 8.7% from 2013/2014 - 2014/2015.</li> <li>-Currently (2015-2016) 15 out of 147(10%) students are college and career ready on the Beginning of the Year third grade test. 26 out of 147(17.6%) students are proficient.</li> </ul> <p><b>AMO Data:</b></p> <ul style="list-style-type: none"> <li>-Based on 2014-2015 AMO Data reading was projected at 55.1% and we fell short of meeting the target by 27.2% (we scored 27.9%)</li> <li>-Based on 2014-2015 AMO Data math was projected at 53.9 % and we fell short of meeting the target by 27.7% (we scored 26.2%)</li> <li>-Barwell did not meet the AMO goal for any subgroup category in 2014-2015.</li> <li>-Students with Disabilities was the lowest performing subgroup with only 2% passing reading and 5.9% passing math.</li> </ul> <p><b>MClass Data(2014/2015):</b></p> <ul style="list-style-type: none"> <li>- The amount of students needing intensive support remained at 37% from BOY to EOY.</li> <li>- The amount of students scoring above grade level reading decreased from 21% at BOY to 13% at EOY.</li> <li>- First grade showed an increase of students needing intensive support from 12% at BOY to 25% at EOY. Second grade showed an increase of students needing intensive support from 20% at BOY to 28% at EOY.</li> <li>- Increased enrollment of 30 students in K &amp; 1st grade from BOY to MOY.</li> </ul> <p><b>-In reflecting, subgroup achievement data historically shows there continues to be a decrease in student performance. Changes were made to instructional delivery as well as staffing. We will continue to reflect upon the effectiveness of these changes as new data becomes available.</b></p>
Instructional Practices/Strategies	<p>Barwell teachers have a daily common planning time each week in addition to a 90 minute scheduled PLT time.</p> <p>CCR and ESL collaborate weekly with co-teaching model.</p> <p>K-2 are continuing the implementation of the Letterland program.</p> <p>Barwell teachers are receiving Learning Focused and Singapore Math professional development during the 2015-2016 school year.</p> <p>10 additional staff development days have been added for Barwell teachers.</p> <p>Master schedule was created with defined literacy blocks to facilitate the implementation of essential components of literacy (word work, guided reading, writing, independent reading)</p>	<p>Based on previous data and current EOG data our concerns are as follows:</p> <ul style="list-style-type: none"> <li>• Implementation of Essential components of Literacy instruction</li> <li>• Tier I instruction is not meeting needs of students.</li> <li>• High need students are missing core instructions(SWD, LEP, and ED).</li> </ul> <p>Over 80% of certified staff are new to Barwell or within first three years of teaching which creates a lack of cohesiveness within instruction.</p> <p>Instructional calendar has limited the amount of collaborative planning among grade levels and departments.</p>

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Data Components	Areas of Strengths	Areas of Concern						
Staff and Student Demographics	<p><b>Students:</b> <b>Barwell Rd.</b> Free and Reduced: 71.3%</p> <p>Total: 903 White: 6.5% Black: 55.7% Hispanic: 30.3% Asian: 4.7% Two or More Races: 2.1% American Indian / Alaskan Native: .4% Native/Hawaiian/Other Pacific Islander- .2%</p> <p><b>WCPSS F/R Average</b> The district Free and Reduced Average is 37%.</p> <p><b>Wake County Demographics</b>, according to US Census Bureau (2013) Total Population- 929,214 White- 61.8% Black- 20.5% Hispanic- 9.8% Asian- 5.6% Two or More Races- 1.8% Some Other Race- 0.3% American Indian/Alaskan Native- 0.2% Native/Hawaiian/Other Pacific Islander- 0%</p> <p>During the 2013-2014 school year 96% of our students consistently attended school regularly. This is above the state and in line with the district based on our NC School report card. <b>-We are educating parents on NC and Wake County attendance policy, through increased effort to ensure letters are going home and verbal communication in regards to student absences.</b> <b>-With hte implementation of Playworks, a structured organized program for recess. The school has observed a significant decline in the amount of disciplinary infractions and medical incidents. this has resulted in a decrease i the amount of the the time students are missing classroom instruction.</b> <b>-Student leadership opportunities have been increased through a various of activities such as Junior Coach Leadership Program and Intramural Sports opportunities.</b></p> <p><b>Staff:</b> <b>Teacher Characteristics:</b> 16 teachers have higher than 4 yr. degrees 6 are Nationally Board Certified 2 have 25 years or more experience of teaching 58 total teachers in school</p> <p><b>Teacher Ethnicity:</b> White: 65.5% Asian: 1.7% Black: 29.3% Hispanic: 1.7% Other: 1.7%</p> <p>-During the 2013-2014 school year, results on the NC Report card reflected that 100% of our classes are taught by highly qualified teachers -All of the Instructional Assistants are highly qualified <b>-With a large majority of new staff, efforts have been implemented to build a sense of community and developing strong professional working teams.</b> <b>-Implementation of restructuring the master schedule to incorporate uninterrupted time for Professional Learning Teams, staff events such as holiday activities, luncheons, and team activities have been added as well.</b></p>	<p><b>Students:</b> -Our suspension rate has increased in the 2014-2015 school year to 31 students. -Percentage of students who qualify for Free and Reduced Lunch as of October 2015 is 80.1%, this is an increase of 10.3% within the last two school years. <b>-Analyzing student attendance data has reflected the majority absences occur around track in and track out time. Specifically with students missing a large amount of day at the beginning of the school year, with parents stating they did not know school had begun.</b></p> <p><b>Staff:</b> -During the 2014-2015 school year the number of Beginning teachers is 18 and 12 mentors. -During the 2013-2014 School year the number of Beginning teachers is 32 and climbing higher with only 5 mentors. They have a learning curve of program and practices within Barwell and Wake County Schools, as well as, teaching in general. -Staff turn over rate has increased from 8% in 2012-2013 to 12% in 2013-2014 based on NC School Report Card. <b>-Staff turn over has been consistently high for several years. A concentrated effort on hiring and ensuring current staff, are committed to the work required for student's success.</b> <b>-Current review of EVAAS Data reflects staff changes were made appropriately to effectiveness data.</b> <b>-Teachers that did not meet expectations are no longer on staff or are receiving additional supports including assignment changes.</b> <b>-Activities to increase staff morale and</b> <b>-Teacher turn over has been consistently high since the Race to the Top Grant and lost of that funding.</b> <b>Teacher Working Condition Survey Overall Results</b> <b>Q10.6 Overall, my school is a good place to work and learn.</b></p> <table><tr><td>2010</td><td>50.8%</td></tr><tr><td>2012</td><td>91.0%</td></tr><tr><td>2014</td><td>77.8%</td></tr></table>	2010	50.8%	2012	91.0%	2014	77.8%
	2010	50.8%						
2012	91.0%							
2014	77.8%							

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Data Components	Areas of Strengths	Areas of Concern
Perception	<b>Strengths based on 2012 TWC</b> <ul style="list-style-type: none"> <li>91% of teachers said that the school was a good place to work and learn.</li> <li>We had 13 areas of 100% based on the TWC survey in 2012.</li> <li>Two 100% areas were in the category of community support and involvement.</li> <li>Two 100% in the areas of teacher leadership.</li> <li>Three 100% scores in the areas of school leadership, professional development, and instructional practices and support.</li> </ul> <b>Strengths based on 2014 TWC</b> <ul style="list-style-type: none"> <li>96.4% of staff feel the physical environment of the school supports teaching and learning.</li> <li>92.7% of staff feel they have access to reliable communication and technology.</li> <li>96.4% of staff feel the school environment is clean and well maintained.</li> <li>98.1% of staff feel they work in a safe school environment.</li> <li>90.6% of staff feel teachers are effective leaders in the school.</li> <li>96.4% of staff feel teachers use assessment data to inform their instruction.</li> </ul>	<b>Based on the 2012 TWC survey there were three areas that fell below 80%.</b> <ul style="list-style-type: none"> <li>79.4% School administrators consistently enforce rules for student conduct. Wake County 68.2 while North Carolina was 78.6% (Positive Reflection station was implemented and teachers have input into the suspension of the student)</li> <li>75.0% Teachers have sufficient training to fully utilize instructional technology Wake County was 70.9% while North Carolina was 73.7%</li> <li>76.1% Teachers feel comfortable raising issues and concerns that are important to them. Wake County was 70.1% while North Carolina was 70.7%</li> </ul> <b>Based on the 2014 TWC survey the following areas will be addressed as concerns:</b> <ul style="list-style-type: none"> <li>58.5% of teachers felt they were allowed to focus on educating students with minimal interruptions.</li> <li>38 % of teachers felt parents are influential decision makers in the school.</li> <li>51.9% of teachers felt parents support teachers, contributing to the success of the students.</li> <li>69.1% of teachers feel students at this school follow rules of conduct.</li> <li>56.6% of teachers feel they have an appropriate level of influence on decision making in this school.</li> <li>46.3% of teachers feel comfortable raising issues and concerns that are important to them.</li> <li>54.5% of teachers feel there is an atmosphere of trust and mutual respect.</li> <li>59.6% of teachers feel follow up is provided from professional development.</li> </ul>
Program	<b>Currently in our 2015-2016 school year</b> <ul style="list-style-type: none"> <li>Administration Retreat with new leadership team that focused on the vision of leadership at Barwell, and the focus of walk-throughs and increasing teacher capacity.</li> <li>narrowing the focus for school improvement plan</li> <li>restructuring of behavior system modeling PBIS structures.</li> <li>10 additional professional development days provided for ESM schools, with training focused on Learning Focused lesson plans, and Singapore Math.</li> <li>Benchmark Reading materials provided to all grade levels to increase differentiation of literacy for all students.</li> </ul>	<b>Currently in our 2015-2016 school year:</b> <ul style="list-style-type: none"> <li>28% of Tier I instruction is effective according to EOG results.</li> <li>Staff is on two separate instructional calendars which creates challenges in relation to staff development and grade level planning.</li> <li></li> </ul>

Priority Concerns	Root Causes (with evidence)	Solutions
Academics: All teachers will strengthen Tier I instruction.	Based on EOG data, students are not making adequate academic progress or growth. Overall proficiency has decreased each of the past three years, while no AMO subgroup proficiency goals were met in 2014-2015. 27.9% of students were college and career ready (reading 27.2%, math 25.8%, and science 37.0%). 2014-2015 EVAAS data showed that students did not meet growth, but the growth index of -1.87 is still a concern.	<p>All teachers will implement essential components of literacy instruction.</p> <p>Teachers will use essential questions to clearly communicate learning goals, anchor the lessons, teach vocabulary in context, and require students to summarize knowledge learned.</p> <p>Teachers will ensure student engagement and participation through incorporation of collaborative pairs and distributive practice opportunities.</p>

Priority Concerns	Root Causes (with evidence)	Solutions
Healthy School: Communication, participation, and ownership among key stakeholders of Barwell community (staff, parent, and students)	<p>Based on the Teacher Working Conditions Survey data, teachers need time to plan, clear expectations for student and staff of student conduct, rewards and consequences, meaningful professional development, and want an opportunity for their voice to be heard.</p> <p>Based on the student survey data, students indicated that they want more leadership opportunities at the school.</p> <p>Based on the beginning of the year parent survey, parents would like more communication between the school and home and opportunities to be involved in the school.</p>	<p>Barwell will develop opportunities for students to participate in Leadership roles within the school environment.</p> <p>Barwell will gather and use suggestions and feedback from staff to improve teacher working conditions.</p> <p>Barwell will work with PTA and community to ensure positive and clear communication is occurring to allow for parent input and encouragement of more parental involvement.</p> <p>Barwell will establish clear behavior expectations using PBIS model.</p>

### Data Summary

Describe your conclusions

The vision of improvement to impact growth and school performance grade is:

-addressing Tier I instruction including essential components of literacy and best instructional practices.

-improve communication among key stakeholders to promote ownership, participation, and increase student achievement.

**-Feed back indicated that no revisions had been made since June 2014. It should be noted that multiple revisions have been made based upon quarterly reviews and staff understanding of SIP process throughout the 2014-2015 school year, and thus far into the 2015-2016 school year. Additional revisions will be added to current information instead of replacing current plan.**

**-Two way communications routes between stakeholders is held by having monthly quarterly meetings, committee meetings, and sharing information between PLTs.**

## School Improvement Plan

### Membership of School Improvement Team

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>Principal:</b>	Tammy Jahad
<b>Date:</b>	Aug - 2014

### SIP Team Members

	<b>Name</b>	<b>School Based Job Title</b>
1	Betty Ann Chester	Teacher
2	Courtney Baker	Teacher
3	Jonathan Hegedus	Assistant Principal
4	Joyce Risalvato	Instructional Support Personnel
5	Marc Hardy	Instructional Support Personnel
6	Marisha Lytch	Teacher
7	Monte Moss	Assistant Principal
8	Nicole Martin	Parent
9	Sarah Simms	Parent
10	Tammy Jahad	Principal
11	Tammy Pearson	School Improvement Chair
12	Thirza Whitney	Teacher
13	Tiffany Chavis	School Improvement Chair

## School Improvement Plan

### Mission, Vision and Value Statements

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>Date:</b>	Apr - 2014

#### Mission Statement:

Barwell Road Elementary School will empower students to become high achieving life-long learners who are responsible, productive and engaged with the global community.

#### Vision Statement:

Through daily inspiration, dedication, and motivation Barwell will become a school that maintains high expectations for all stakeholders.

#### Value Statement:

Student achievement will increase at Barwell based on the following beliefs:

- Through collaboration, respect, and high expectations students will reach their highest potential with the support of the staff, parents, and community.

- All learners are intrinsically driven to excel beyond their own greatness in a respectful environment that fosters life long learning.

- Monitor, implement, and adjust research-based strategies into our daily instruction in order to provide differentiated and engaging learning opportunities.

- High expectations will be used to reinforce our firm belief that all students can and will achieve.

## School Improvement Plan

### Summary of Goals, Key Processes and Action Steps

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>School Goal</b>		Barwell will increase student proficiency <b>on each objective</b> to 70% <b>as measured by mClass and local assessments</b> by 2016 <b>to</b> meet AMO target goals (C&C Ready) on EOG for all students in Reading, Math, and Science.
<b>Goal Manager</b>		Tammy Pearson, IRT
<b>Strategic Objective</b>		Learning and Teaching
<b>State Board of Education Goal</b>		Globally Competitive Students
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>		Based on 2014-2015 EOG data, AMO proficiency goals were not met.
<b>1</b>	<b>Key Process</b>	Classroom teachers will incorporate writing tasks through out the essential components of literacy instruction to ensure growth of students in all subgroups. <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Word Work/ Vocabulary</li> <li>• Writing</li> <li>• Shared and Independent Reading</li> </ul>
<b>Process Manager</b>		Thirza Whitney
<b>Completion Date</b>		Jun - 2016
<b>Restrainers</b>		<ul style="list-style-type: none"> <li>• New mClass Question stems</li> <li>• Similar staff development days for all tracks</li> </ul>
<b>Resources</b>		<ul style="list-style-type: none"> <li>• Benchmark Education-Guided Reading Materials</li> <li>• Achieve 3000</li> <li>• Each grade level will have a full planning day</li> <li>• In class Instructional support</li> <li>• Academic Language Professional Development</li> </ul>
<b>Measurable Process Check(s)</b>		Literacy Committee will evaluate mClass data quarterly to determine if growth is being made.
<b>1 Action Step</b>		Teachers will use sentence frames to model appropriate written responses. <b>-Training October 2015</b> <b>-Teacher implementation December 2015</b> <b>-Evaluation and support January 2015- June 2016</b>
<b>Timeline</b>		From 9/2015 To 6/2016
<b>2 Action Step</b>		Teachers will develop students ability to use accountable talk to promote learning. (Responds to and develops what others in the group have said) <b>-Training October 2015</b> <b>-Teacher implementation December 2015</b> <b>-Evaluation and support January 2015- June 2016</b>
<b>Timeline</b>		From 9/2015 To 6/2016

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### Summary of Goals, Key Processes and Action Steps

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

	<b>3 Action Step</b>	Teachers will provide students with opportunities to respond in writing <b>daily</b> in each of the four components of literacy instruction. <b>-Training October 2015</b> <b>-Teacher implementation December 2015</b> <b>-Evaluation and support January 2015- June 2016</b>
	<b>Timeline</b>	From 9/2015 To 6/2016
<b>2</b>	<b>Key Process</b>	Teachers will plan and deliver effective instruction using the Learning Focused Lesson Planning to ensure students learn the standards.
	<b>Process Manager</b>	Tammy Pearson
	<b>Completion Date</b>	Jun - 2016
	<b>Restrainers</b>	<ul style="list-style-type: none"> <li>• Planning for different tracks</li> <li>• Teacher comfort level with new process</li> </ul>
	<b>Resources</b>	<ul style="list-style-type: none"> <li>• Professional Development on Learning Focused Lesson Planning</li> <li>• Guided Reading Materials-Benchmark Education</li> <li>• CMAPP</li> <li>• Ongoing professional development</li> <li>• Academic Language, Math, and Behavior coaches.</li> </ul>
	<b>Measurable Process Check(s)</b>	Teachers will analyze common formative assessments/assignments data each unit to determine the level of student mastery.
	<b>1 Action Step</b>	Teachers will use essential questions to clearly communicate learning goals, anchor the lesson, teach vocabulary in context and require students to summarize what they learned daily. <b>-Training September - December 2015</b> <b>-Teacher implementation January- June 2016</b> <b>-Evaluation and support December 2015- June 2016</b>
	<b>Timeline</b>	From 9/2016 To 6/2016
	<b>2 Action Step</b>	All teachers will agree what mastery of the standard would look like and determine a final assignment to measure mastery of the standard. <b>-Training September - December 2015</b> <b>-Teacher implementation January- June 2016</b> <b>-Evaluation and support December 2015- June 2016</b>
	<b>Timeline</b>	From 9/2015 To 6/2016



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<b>School:</b>	Barwell Road ES
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	<b>3 Action Step</b>	Teachers will plan learning activities with appropriate levels of scaffolding to ensure students learn the standards. <i><b>-Training September - December 2015</b></i> <i><b>-Teacher implementation January- June 2016</b></i> <i><b>-Evaluation and support December 2015- June 2016</b></i>
	<b>Timeline</b>	From 9/2015 To 6/2016
<b>3</b>	<b>Key Process</b>	Teachers will ensure student engagement and participation by regularly utilizing active learning strategies throughout each lesson.
	<b>Process Manager</b>	Tammy Jahad
	<b>Completion Date</b>	Jun - 2016
	<b>Restrainers</b>	<ul style="list-style-type: none"> <li>Teachers understanding of strategies</li> <li>Teachers being able to change their teaching style</li> </ul>
	<b>Resources</b>	<ul style="list-style-type: none"> <li>Learning Focused Lesson Planning</li> <li>Academic Coaches</li> <li>Instructional support Staff</li> <li>Ongoing professional development</li> </ul>
	<b>Measurable Process Check(s)</b>	Administration will review walk through data to determine level of student engagement and participation.
	<b>1 Action Step</b>	All staff members will implement collaborative pairs( math talk, think-pair-share) during instruction. <i><b>-Training September - December 2015</b></i> <i><b>-Teacher implementation January- June 2016</b></i> <i><b>-Evaluation and support December 2015- June 2016</b></i>
	<b>Timeline</b>	From 9/2015 To 6/2016
	<b>2 Action Step</b>	All staff members will plan opportunities so that direct instruction does not exceed 10 minutes without giving students an opportunity to actively engage in their learning. <i><b>-Training September - December 2015</b></i> <i><b>-Teacher implementation January- June 2016</b></i> <i><b>-Evaluation and support December 2015- June 2016</b></i>
	<b>Timeline</b>	From 9/2015 To 6/2016

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<b>School Goal</b>		<b>By the end of the 2015-2016 school year, 90% of stakeholders (parents, teachers, and students) will agree that Barwell is a safe and orderly place to work and learn.</b>
<b>Goal Manager</b>		Monte Moss
<b>Strategic Objective</b>		Achievement
<b>State Board of Education Goal</b>		Healthy Responsible Students
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>		Based on the TWC data, parent survey, and students survey there is an overall need to improve communication among key stakeholders to promote ownership, participation, and increase student achievement.
<b>1</b>	<b>Key Process</b>	<b>Barwell staff will work with PTA and community to ensure positive and clear communication is occurring to allow for parent input and encouragement of more parent involvement.</b>
<b>Process Manager</b>		Marc Hardy
<b>Completion Date</b>		Jun - 2016
<b>Restrainers</b>		<ul style="list-style-type: none"> <li>• Low Parent participation (In some cases)</li> <li>• Consistent leaders among the PTA</li> <li>• Parent transportation to school meeting nights</li> <li>• Parental participation due to economical issues out of our control.</li> </ul>
<b>Resources</b>		<ul style="list-style-type: none"> <li>• School-wide relationship building activities</li> <li>• Parent Nights</li> <li>• PTA Leaders/Members</li> <li>• Social Climate Committee</li> </ul>
<b>Measurable Process Check(s)</b>		<b>The Barwell Leadership Team will review and analyze Beginning of Year, Middle of Year and End of Year survey data to assess the implementation of effective communication activities and tools.</b>
<b>1 Action Step</b>		ESL will present to staff via email and/or presentation on how to translate documents, how to get interpreters and distribute all conference forms in Spanish, as well as making sure documents distributed from the office are in Spanish.
<b>Timeline</b>		From 7/2014 To 6/2016

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<b>2 Action Step</b>	The teachers will be made aware of PTA events using the staff calendar and receiving the PTA newsletter.  <i><b>-Staff Calendar implemented September 2015 -PTA Newsletters published starting July 2015</b></i>
<b>Timeline</b>	From 7/2015 To 6/2016

<b>3 Action Step</b>	Encourage staff to support PTA by participating in Friday's Spirit Day, promoting participation during parent conferences through joining the PTA or purchasing Barwell spirit wear.  <i><b>Email Reminders sent out on Thursdays starting Nov 2015 Bear TV highlighting spirit day starting Dec 2015 PTA Bulletin Board updated Jan 2016 Support and Evaluation Jan 2016 - Jun 2016</b></i>
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<b>Timeline</b>	From 11/2015 To 6/2016
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<b>4 Action Step</b>	Parents will receive a regular Tuesday phone messenger reminding them to check Tuesday folder and return with a signature.
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<b>Timeline</b>	From 7/2014 To 6/2016
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<b>5 Action Step</b>	Involve PTA by asking them how the Parent Committee can best assist them in their efforts.
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<b>Timeline</b>	From 7/2014 To 6/2016
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<b>2 Key Process</b>	Barwell staff will develop opportunities for students to participate in Leadership roles within the school environment.
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<b>Process Manager</b>	Betty Ann Chester
<b>Completion Date</b>	Jun - 2016
<b>Restrainers</b>	<ul style="list-style-type: none"> <li>• Staff buy-in or not meeting deadlines</li> <li>• Students not being able to attend meetings due to transportation</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Funds to start school store</li> <li>• PTA</li> </ul>

<b>Measurable Process Check(s)</b>	Student council advisor will review student attendance and initiative timelines and provide quarterly updates in order to determine participation of students in leadership roles.
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<b>1 Action Step</b>	Barwell students will vote on classroom representatives for student council and hold school wide elections for student council offices. <i><b>Students voted on classroom representatives August 2015 Interested student council representatives campaigned for their positions September 2015 School wide elections held October 2015 Elected Officers running meetings November 2015-June 2016</b></i>
<b>Timeline</b>	From 8/2015 To 6/2016

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<b>2 Action Step</b>	Barwell students will establish set goals about where they want to be by the end of the school year. <b><i>Representatives set norms for meetings August 2015</i></b> <b><i>Revisited Norms to discuss effectiveness and make adjustments November 2015</i></b> <b><i>Survey for evaluation for the 2015-2016 school year June 2016</i></b>
<b>Timeline</b>	From 8/2015 To 6/2016
<b>3 Action Step</b>	Barwell students will come up with a constitution for students. <b><i>Representatives set created constitution August 2015</i></b> <b><i>Revisited constitution to discuss effectiveness and make adjustments November 2015</i></b> <b><i>Survey to vote on the effectiveness of the constitution June 2016</i></b>
<b>Timeline</b>	From 8/2015 To 6/2016
<b>4 Action Step</b>	Barwell students will participate in community service projects to give back to the community. <b><i>Soldier Food Drive November 2015</i></b> <b><i>Food Shuttle Food Drive December 2015</i></b> <b><i>Visit Senior Living Facility or Wake Relief to package food for homeless April 2016</i></b> <b><i>Survey different service projects for next year June 2016</i></b>
<b>Timeline</b>	From 11/2015 To 6/2016

<b>3 Key Process</b>	TWC committee will create and distribute a staff survey quarterly to gather suggestions and feedback from staff in order to improve teacher working conditions.
<b>Process Manager</b>	Marisha Lytch and Courtney Baker
<b>Completion Date</b>	Jun - 2016
<b>Restrainers</b>	<ul style="list-style-type: none"> <li>• Multi-track schedule</li> <li>• Funds</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Teacher Working Condition Survey</li> <li>• Staff input</li> <li>• PTA</li> </ul>
<b>Measurable Process Check(s)</b>	TWC committee will review and analyze survey data quarterly to determine changes in overall staff morale.

<b>1 Action Step</b>	Social Climate Committee will increase staff morale by organizing quarterly social events.
<b>Timeline</b>	From 7/2014 To 6/2016

## School Improvement Plan

### Summary of Goals, Key Processes and Action Steps

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>4</b>	<b>Key Process</b>	Barwell staff will establish clear behavior expectations using the PBIS model.	
	<b>Process Manager</b>	Joyce Risalvato and Jonathan Hegedus	
	<b>Completion Date</b>	Jun - 2016	
	<b>Restrainers</b>	<ul style="list-style-type: none"> <li>• Staff buy-in</li> <li>• Time</li> </ul>	
	<b>Resources</b>	<ul style="list-style-type: none"> <li>• Coordinating teacher for PBIS</li> <li>• PBIS matrix</li> <li>• SIRS referral forms</li> <li>• Additional administration</li> <li>• Additional guidance counselor</li> </ul>	
	<b>Measurable Process Check(s)</b>	• The behavior committee will collect and review SIRS discipline data quarterly to determine effectiveness of behavior matrix.	
	<b>1 Action Step</b>	The behavior committee will create and implement a PBIS matrix for school wide expectations.  <i><b>-Creation and teacher training January 2016</b></i> <i><b>-Teacher implementation January - June 2016</b></i> <i><b>-Evaluation and support January - June 2016</b></i>	
	<b>Timeline</b>	From 1/2016 To 6/2016	
	<b>2 Action Step</b>	The behavior committee will create and implement a systematic program to reinforce positive behavior for the common areas within the school.  <i><b>-Teacher implementation July 2015</b></i> <i><b>-Evaluation/ Revisions/ Support July 2015- June 2016</b></i>	
	<b>Timeline</b>	From 7/2016 To 6/2016	
	<b>3 Action Step</b>	The staff will be provided with professional learning opportunities focused on positive behavior support.  <i><b>-Training Provided January-June 2016</b></i>	
	<b>Timeline</b>	From 7/2015 To 6/2016	
	<b>4 Action Step</b>	All staff will use a systematic structure for reporting major and minor behavior incidents across all school setting.  <i><b>-Training September 2014</b></i> <i><b>-Teacher implementation ongoing</b></i> <i><b>-Evaluation and support ongoing</b></i>	
	<b>Timeline</b>	From 6/2014 To 6/2016	

**School Improvement Plan****Waiver Request****School:** Barwell Road ES**Plan Year** 2014-2016

<b>Date</b>	Apr - 2014
<b>Waiver Requested</b>	
No waiver is needed at this time.	
<b>How will this waiver impact school improvement?</b>	
No waiver is needed at this time.	
<b>Please indicate the type of waiver:</b>	Local
<b>Please indicate the policy to be waived</b>	none

## School Improvement Plan

### Summary Sheet of Professional Development Activities

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

### Development Activities for

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>	<b>Supporting Data:</b>
Effective Literacy Instruction: Benchmark Education Guided Reading, word work/vocabulary, writing, shared and independent reading	All Staff	By the end of the 2016 school year, Barwell Elementary will increase student proficiency to 70% and meet AMO target goals for all students in reading math and science.	Currently only 25% of our students are College and Career Ready based on 2014 EOG test data.
Learning Focused Professional Development to develop effective and engaging lesson plans utilizing the top five research -based strategies for increasing student achievement.	All Staff	By the end of the 2016 school year, Barwell will increase student proficiency to 70% and meet AMO target goals for all students in reading, math, and science.	Our current achievement scores reflect fewer than 30% of our students proficient in reading, math and science.

## School Improvement Plan

### Summary Sheet of Professional Development Activities

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2015-2016

### Development Activities for

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>	<b>Supporting Data:</b>
Learning Focused Lesson Planning to develop effective lesson plans utilizing the top five research based strategies for increasing students engagement.	All Staff	By the end of the 2016 school year, Barwell will increase student proficiency to 70% and meet AMO target goals for all students in reading, math and science.	Our current proficiency scores indicate a need for strengthening of Tier 1 instruction using high impact, research-based best practices.
Singapore Math Strategies	All Staff	By the end of the 2016 school year, Barwell will increase student proficiency to 70% and meet AMO target goals for all students in reading, math and science.	Our overall Math College and Career Ready percentage proficient was 26.2%.



## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	<p><b><u>Changes made in October during the 2014-2015 school year:</u></b></p> <ul style="list-style-type: none"> <li>Classroom teachers along with intervention teachers will complete MCLASS benchmarks and analyze results during PLTs.</li> <li>Data will be used to determine student needs: CASE21 - grades 2-5, EOG data - grades 3-5, MCLASS - grades K-5, Digging Deeper Assessments (Names Test, PAST, Letter Naming Fluency, Phoneme Segmentation), Letterland assessments, common assessments developed by teachers and coaches</li> <li>Through digging deeper assessments that pinpoint students' strengths and weaknesses, small intervention skills groups will be formed to meet the exact needs of students; groups will be fluid</li> <li>ACCESS testing data will be taken into consideration as interventions are put in place for individual students</li> <li>Skills groups of no more than 5 students will be formed continually as needed based on assessment data analyzed during PLTs and common planning</li> <li>Small groups pulled during daily push-in time according to formative assessment data (daily and weekly)</li> <li>Students who are not meeting overall grade level benchmarks will receive small group targeted instruction with the classroom teacher or an intervention teacher during core instruction through skills groups or guided reading groups</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year</u></b></p> <p><b>Criteria used to identify students:</b></p> <ul style="list-style-type: none"> <li>Students who perform below benchmark on initial reading universal screenings (K-5) and/or Level I or II on EOG (grades 4-5)</li> <li>mCLASS proficiency reports will be used to determine eligibility for students in grades K-5. Students below benchmark and considered "at risk" on Universal Screenings and/or TRC level below proficient will be identified as eligible for intervention services.</li> </ul> <p><b>Frequency, methods and processes to address/identify students exhibiting need for intervention throughout the year:</b></p> <ul style="list-style-type: none"> <li>Conduct best-served meetings with CCR, ESL, Tier II Intervention, and classroom teachers to determine the most appropriate placement of eligible students.</li> <li>At monthly collaboration meetings, classroom teachers will update ranking sheets to include data on any new students within one month of the student starting at Barwell.</li> </ul> <p><b>Process by which data will be collected:</b></p> <ul style="list-style-type: none"> <li>Tier II Intervention Teachers will check ranking forms regularly to place any eligible students in available spaces.</li> <li>Classroom teachers will complete mCLASS TRC assessments for their class.</li> <li>Universal Screening Team will complete the other mCLASS benchmark assessments.</li> </ul> <p><b>Threshold at which students will exit:</b></p> <ul style="list-style-type: none"> <li>Long-range/Intensive students will remain in the program through the end of the year or until they are performing at or above grade level expectations for two consecutive quarters. This will be determined through collaboration with classroom teachers, universal screening data, and other grade appropriate assessments</li> </ul>	<p><b><u>Changes made in October during the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>Data from CASE 21 assessments (grades 2-5) and EOG data (Grades 3-5) will be used to determine student needs; quarterly math assessment data will be used in grades K-1</li> <li>ACCESS testing data will be taken into consideration as interventions are put in place for individual students</li> <li>Skills groups of no more than 5 students will be formed continually as needed based on assessment data analyzed during PLTs and grade level planning</li> <li>Small groups pulled during daily push-in time according to formative assessment data (daily and weekly)</li> <li>Students who are not meeting overall grade level benchmarks will receive small group targeted instruction with the classroom teacher or an intervention teacher during core instruction through skill groups</li> </ul> <p><b><u>Beginning of the School Year 2014-2015</u></b></p> <p><b>Criteria used to identify students</b></p> <ul style="list-style-type: none"> <li>Students who scored a Level I or II on EOG(grades 4-5)</li> <li>Students who averaged a 1 or 2 for quarters 3 and 4 on their previous year report card in math</li> <li>Students who scored 1 or 2 on 3rd quarter Case 21 Benchmark Assessment from the previous year</li> <li>Multiple criteria points will be given to the above information</li> </ul> <p><b>Frequency, methods and processes to address/identify students exhibiting need for intervention throughout the year:</b></p> <ul style="list-style-type: none"> <li>Conduct best-served meetings with CCR, ESL, Tier II Intervention, and classroom teachers to determine the most appropriate placement of eligible students.</li> <li>At monthly collaboration meetings, classroom teachers will update ranking forms to include data on any new students within one month of the student starting at Barwell.</li> </ul> <p><b>Process by which data will be collected:</b></p> <ul style="list-style-type: none"> <li>Classroom teachers will administer the previous years Case 21 Benchmark #3 for students who are new to the county or there is no current data.</li> <li>Tier II Intervention Teachers will check ranking forms regularly to place any eligible students in available spaces.</li> </ul> <p><b>Threshold at which students will exit:</b></p> <ul style="list-style-type: none"> <li>Long-range/Intensive students will remain in the program through the end of the year or until they are performing at or above grade level expectations for two consecutive quarters. This will be determined through collaboration with classroom teachers, universal screening data, and other grade appropriate assessments</li> </ul>	<p><b><u>Beginning in October of the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>Staff members complete behavior referral forms if student behavior does not meet the expectations based on our behavior matrix (major and minor referrals)</li> <li>discipline is collected, reviewed and analyzed monthly by the internal committee</li> <li>SIRS discipline data</li> <li>Attendance data analyzed monthly by the Attendance Committee</li> <li>Baseline behavior data collected before creating a Tier II behavior plan</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year</u></b></p> <p><b>Criteria used to identify students:</b></p> <p><b>Frequency, methods and processes to address/identify students exhibiting need for intervention throughout the year:</b></p>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p><b><u>Changes made in October during the 2014-2015 school year:</u></b></p> <ul style="list-style-type: none"> <li>• Service intervention delivery will be done through the co-teaching model - intervention teachers and classroom teachers</li> <li>• Daily strategy and guided reading groups by intervention teachers 15 - 20 minutes daily in the regular education classroom</li> <li>• Students work at school via technology in classrooms and possibly in small groups</li> <li>• K-2 Literacy Coach plans with grade level teachers on a weekly basis, co teaches and models lessons in the classrooms</li> <li>• Students in the fourth grade who have a third grade reading retention will participate in two small targeted groups (no more than 6 students) daily at their instructional level for focus on their individual reading needs and on specific reading standards</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year</u></b></p> <p><b>Structure for Delivering Services, frequency and duration of the intervention instruction</b></p> <p><b>Long-range/Intensive students</b></p> <ul style="list-style-type: none"> <li>• Pull-out or push in Intervention will be delivered during the school day</li> <li>• Sessions will last 20-45 minutes</li> <li>• Sessions will meet up to five times a week</li> <li>• Alternate instruction of reading/math (for those who qualify for both) so that they have a consistent, predictable schedule</li> <li>• Maximum Group size: Kindergarten - 4, 1st-5th grades - 6</li> </ul> <p><b>Short-term/Strategic students</b></p> <ul style="list-style-type: none"> <li>• For targeted skills deficits</li> <li>• Based on grade level collaboration; fluid/flexible groups based on specific needs</li> </ul> <p><b>Title 1 After-School Tutorial</b></p> <ul style="list-style-type: none"> <li>• Provided for grades 3-5 for students who are eligible based on previous grades' EOG score</li> <li>• Number of service delivery days will be contingent on staffing and available funding</li> </ul> <p><b>Literacy Coaches</b></p> <ul style="list-style-type: none"> <li>• K-2 Literacy coach supports teachers through staff development and modeling literacy instruction in classrooms. Literacy coach will work short-term/strategic groups during team time.</li> </ul>	<p><b><u>Changes made in October during the 2014-2015 school year:</u></b></p> <ul style="list-style-type: none"> <li>• Service intervention delivery will be done through the co-teaching model - intervention teachers and classroom teachers</li> <li>• Daily small strategy math groups by intervention teachers 15 - 20 minutes daily in the regular education classroom</li> <li>• Students work at school via technology in classrooms and possibly in small groups</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year</u></b></p> <p><b>Structure for Delivering Services, frequency and duration of the intervention instruction</b></p> <p><b>Long-range/Intensive students</b></p> <ul style="list-style-type: none"> <li>• Pull-out or push in Intervention will be delivered during the school day</li> <li>• Sessions will last 20-45 minutes</li> <li>• Sessions will meet up to five times a week</li> <li>• Alternate instruction of reading/math (for those who qualify for both) so that they have a consistent, predictable schedule</li> <li>• Maximum Group size: Kindergarten - 4, 1st-5th grades - 6</li> </ul> <p><b>Short-term/Strategic students</b></p> <ul style="list-style-type: none"> <li>• For targeted skills deficits</li> <li>• Based on grade level collaboration; fluid/flexible groups based on specific needs</li> </ul> <p><b>Title 1 After-School Tutorial</b></p> <ul style="list-style-type: none"> <li>• Provided for grades 3-5 for students who are eligible based on previous grades' EOG score</li> <li>• Number of service delivery days will be contingent on staffing and available funding</li> </ul>	<p><b><u>Beginning in October of 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• Positive Behavior Interventions and Support System in the starting stages - contact with PBIS staff at Central Services to support our new efforts with implementing PBIS</li> <li>• School wide matrix with consistent expectations</li> <li>• Small groups with counselor and social worker</li> <li>• Tier II student behavior plans as needed for students</li> </ul>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

	Reading	Math	Behavior
<b>Instruction</b>	<p><b><u>Changes in October of the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• K-2 Literacy Coach plans with grade levels and intervention teachers to ensure alignment of lesson plans to the Common Core Curriculum</li> <li>• Intervention, ESL, and Special Education teachers push into the classrooms to support students</li> <li>• Interactive technology to engage students and provide hands-on learning - SMARTBOARD, Ipads, Ipods, classroom computers (3-4 per room)</li> <li>• PLTs meet weekly for one hour to analyze student data according to common assessments, MCLASS, informal running records, Letterland, and progress monitoring data</li> <li>• Grade level teachers, intervention teachers, and special education will participate in the weekly PLT for their assigned grade levels/teachers/tracks throughout the school year</li> <li>• ESL teachers will follow the push-in/co-teaching model in grades K-5</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year</u></b></p> <p><b><u>Structures in place to guide instructional decisions</u></b></p> <ul style="list-style-type: none"> <li>• Intervention Team conduct monthly PLT and weekly team meetings.</li> <li>• Collaboration meetings with be held every 6-12 weeks with classroom teachers to plan interventions.</li> <li>• Weekly attendance at grade level PLTs</li> <li>• Intervention teacher attends staff development with classroom teachers</li> </ul> <p><b><u>Long-range/intensive students Intervention Lesson format</u></b></p> <ul style="list-style-type: none"> <li>• Lessons at instructional level will be data driven and loosely aligned with quarterly grade level objectives</li> <li>• Intervention lessons will be based on students' demonstrated academic need according to assessment data</li> </ul>	<p><b><u>Changes in October of the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• Intervention, ESL, and Special Education teachers push into the classrooms to support students</li> <li>• Interactive technology to engage students and provide hands-on learning - SMARTBOARD, Ipads, Ipods, classroom computers (3-4 per room)</li> <li>• PLTs meet weekly for one hour to analyze student data according to common assessments, quarterly assessments data, and progress monitoring data</li> <li>• Grade level teachers, intervention teachers, and special education will participate in the weekly PLT for their assigned grade levels/teachers/tracks throughout the school year</li> <li>• ESL teachers will follow the push-in/co-teaching model in grades K-5</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year</u></b></p> <p><b><u>Structures in place to guide instructional decisions</u></b></p> <ul style="list-style-type: none"> <li>• Intervention Team conduct monthly PLT and weekly team meetings.</li> <li>• Collaboration meetings with be held every 6-12 weeks with classroom teachers to plan interventions.</li> <li>• Weekly attendance at grade level PLTs</li> <li>• Intervention teacher attends staff development with classroom teachers</li> </ul> <p><b><u>Long-range/intensive students Intervention Lesson format</u></b></p> <ul style="list-style-type: none"> <li>• Lessons at instructional level will be data driven and loosely aligned with quarterly grade level objectives</li> <li>• Intervention lessons will be based on students' demonstrated academic need according to assessment data</li> </ul>	<p><b><u>Beginning in October of the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• Lessons and videos on appropriate behavior using the behavior matrix and the areas it covers (hallways, cafeteria, etc...)</li> <li>• Create classroom expectations with students</li> </ul>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

	Reading	Math	Behavior
<b>Assessment and Progress Monitoring</b>	<p><b><u>Changes in October of the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• CASE 21 Benchmark Assessments - at least 3 times per year in grades 3-5 and two times a year Grade 2</li> <li>• MCLASS - grades K-5 (3 times a year)</li> <li>• Letterland weekly assessments</li> <li>• Informal running records as needed</li> <li>• EOG</li> <li>• Common Assessments designed by teachers - weekly</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year:</u></b></p> <p>The following assessments are given at the beginning, middle, and end-of-the year as needed by individual students.</p> <p>Letter ID (K-1) Sound ID (K-1) Oral Reading Fluency (grades 1-5) Nonsense Word Fluency (K-2) Phoneme Segmentation (K-1) PAST (K-2) Hearing and Recording Sounds and Words (K-2) Writing Vocabulary (K-2) Fountas and Pinnell Text Level or mCLASS/DIBELS (K-5) Early NAMES Test (2nd grade) NAMES test (grades 3rd-5th)</p> <p>Data gathered from these assessments will be used to determine student growth, student service placement (long-term/intensive or short-term/strategic) and to drive/focus instruction.</p>	<p><b><u>Changes in October of the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• CASE 21 Benchmark Assessments - at least 3 times per year in grades 3-5 and two times a year Grade</li> <li>• EOG</li> <li>• Quarterly Assessments in K-1</li> <li>• Common Assessments designed by teachers - weekly</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year</u></b></p> <p>The following assessments are given at the beginning, middle, and end-of-the year as needed by individual students.</p> <p>Case 21 Quarterly/summative math assessments (K-2) i-Ready Data gathered from these assessments will be used to determine student growth, student service placement (long-term/intensive or short-term/strategic) and to drive/focus instruction.</p>	<p><b><u>Beginning in October of 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• Track monthly discipline referrals and positive referrals by reason, level and by grade level</li> <li>• Data analyzed monthly by internal committee and next steps devised monthly</li> </ul>
	<p><b><u>Changes in October of the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• Letterland</li> <li>• Leveled library books for the classroom libraries</li> <li>• CMAPP</li> <li>• CASE 21 Assessments</li> <li>• MCLASS Reading</li> <li>• K-2 Literacy Coach</li> <li>• Anchor Benchmark Comprehension Program</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year:</u></b></p> <p><b>Research-based materials and resources:</b></p> <p>C-MAPP Case 21 assessments Benchmark materials Wildcats Fast Track Take-home books Support from Local Literacy Coach, classroom teachers and Comprehension Strategies Kits</p>	<p><b><u>Changes in October of the 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• CMAPP</li> <li>• CASE 21 Assessments</li> </ul> <p><b><u>Beginning of the 2014-2015 School Year</u></b></p> <p><b>Research-based materials and resources:</b></p> <p>C-MAPP Case 21 assessments Support from classroom teachers and ESL teachers Targeted Mathematics Intervention Kits EnVisions Kits and online resources</p>	<p><b><u>Beginning in October of 2014-2015 School Year</u></b></p> <ul style="list-style-type: none"> <li>• Anti Bullying Program (in beginning planning stages)</li> <li>• Lessons on behavior matrix (in beginning planning stages)</li> <li>• Administration, school counselor, psychologist and social worker</li> </ul>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2015-2016

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	<ul style="list-style-type: none"> <li>Classroom teachers along with intervention teachers will complete MCLASS benchmarks and analyze results during PLTs</li> <li>Data will be used to determine student needs: CASE21 - grades 2-5, BOG/EOG data - grades 3-5, MCLASS - grades K-5, Digging Deeper Assessments (Names Test, PAST, Letter Naming Fluency, Phoneme Segmentation), Letterland assessments, common assessments developed by teachers and coaches</li> <li>ACCESS testing data will be taken into consideration as interventions are put in place for individual students</li> </ul> <p><b>Criteria used to identify students:</b> Through Best Service meetings, which includes a thorough analysis of all sources of data (ESL, CCR, Speech, etc) we will determine students with the highest need.</p> <p><b>Threshold at which students will exit:</b> Once a student reaches benchmark, as determined by the measured data above.</p> <p><b>Process by which data will be collected:</b></p> <ul style="list-style-type: none"> <li>The intervention teacher and the regular education teachers will meet weekly in order to discuss individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Ranking forms/class summaries will be used to determine students not performing at benchmark in regards to North Carolina Standard Course of Study</li> <li>Ranking forms will include the following: report card grades, summative math assessments, EOG, Case 21, Number Knowledge (kindergarten). These forms will be completed by the classroom teachers with the assistance of intervention teachers.</li> <li>Ranking forms will be reexamined quarterly to update</li> <li>Students consistently scoring a level 1 on unit/common assessments will receive intensive interventions. Students consistently scoring a level 2 will receive strategic interventions</li> <li>Teachers collaborate during weekly PLTs to review student data and determine the frequency of interventions.</li> <li>Teachers will use current data to determine small group strategic and intensive interventions to use in the core classroom setting</li> <li>70% of students that are receiving intervention in addition to core instruction will score a level 3 or higher on grade level common assessments</li> <li>Coaches will assist teachers to move towards using CMapp Unit Guide, Achieve the Core coherence map, or a similar resource to determine the progression of a skill to build foundational knowledge to use as an intervention before teaching the core standard</li> </ul>	<p><b>Criteria to Identify Students:</b> SIRS discipline data</p> <ul style="list-style-type: none"> <li>Major referrals</li> <li>Student suspensions (out of school)</li> <li>Teacher /Staff observation</li> <li>Attendance records</li> <li>Responsive services from Student Services</li> </ul> <p><b>Threshold at which students will enter and/or exit strategic and intensive interventions:</b></p> <p><b>Strategic</b></p> <ul style="list-style-type: none"> <li>two suspensions within four instructional weeks</li> <li>three major referrals within four instructional weeks</li> <li>six cumulative unexcused absences</li> <li>four responses from Student Services in four instructional weeks</li> </ul> <p><b>Intensive</b></p> <ul style="list-style-type: none"> <li>four or more suspensions within four instructional weeks</li> <li>six or more major referrals within four instructional weeks</li> <li>fifteen or more cumulative unexcused absences</li> <li>seven or more responses from Student Services within four instructional weeks</li> </ul> <p><b>Process of identifying students with needs for academic or behavior intervention:</b></p> <p><b>Strategic (Tier II):</b></p> <ul style="list-style-type: none"> <li>Attendance reports are run every other week. Students receive a letter and the social worker makes contact with the family</li> <li>Administration meets monthly with key stakeholders to review major office referrals, suspensions, and absences using the TIPS process</li> <li>Support Services PLTs will conduct Kid Talk monthly</li> </ul> <p><b>Intensive (Tier III)</b></p> <ul style="list-style-type: none"> <li>Students receive a "ten day" letter. After fifteen days the parents are put on an attendance contract designed with the social worker. If the absences reach twenty five days, the case is brought to court</li> <li>Administration meets monthly with key stakeholders to review major office referrals, suspensions, and absences using the TIPS process</li> <li>Support Services PLTs will conduct Kid Talk monthly</li> </ul> <p><b>Process by which data will be collected to determine effectiveness:</b></p> <ul style="list-style-type: none"> <li>Develop a spreadsheet to follow individual student movement through Tiers II and III</li> </ul>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2015-2016

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p><b>Intensive students:</b></p> <ul style="list-style-type: none"> <li>• Push in Intervention will be delivered during the school day</li> <li>• Sessions will last 20-45 minutes based on student need</li> <li>• Sessions will meet up to five times a week</li> </ul> <p><b>Strategic students:</b></p> <ul style="list-style-type: none"> <li>• Intervention will be delivered during the school day by the regular education teacher or the intervention teacher</li> <li>• Sessions will last up to 30 minutes based on student need</li> <li>• Sessions will meet up to five times a week</li> <li>• For targeted skills deficits</li> <li>• Based on grade level collaboration; fluid/flexible groups based on specific needs</li> </ul> <p><b>Master Schedule allows:</b></p> <ul style="list-style-type: none"> <li>• Interventionists the opportunity to rotate between assigned grade levels through uninterrupted literacy blocks</li> <li>• Core teachers to provide interventions during core instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During the 90 minute math core block, 30 minutes will be used for strategic or intensive math intervention by the classroom teacher</li> <li>• The intervention structure will address fundamental skills intertwined with core concepts/academic vocabulary to produce a more cohesive approach between core standards and intervention.</li> <li>• Intervention will occur five days a week. The frequency and duration of intervention will vary as determined by individual classroom data</li> </ul>	<ul style="list-style-type: none"> <li>• Universal behavior contracts</li> <li>• Weekly parent/guardian communication</li> <li>• Small group with counselor</li> <li>• Weekly individual student contact initiated by Student Services</li> <li>• FBA assessment (intensive only)</li> <li>• BIP (intensive only)</li> </ul> <p><b>Master schedule allows:</b></p> <ul style="list-style-type: none"> <li>• Common PLT times</li> <li>• Small group with counselor occurs during student lunch</li> </ul>
<b>Instruction</b>	<p><b>Structures in place to guide instructional decisions:</b></p> <ul style="list-style-type: none"> <li>• Intervention teachers attend PLT and weekly team meetings</li> <li>• Intervention teacher attends staff development with classroom teacher</li> <li>• Support from Literacy and Math coaches</li> <li>• School wide common focus for comprehension skill</li> </ul> <p><b>Intervention Lesson format:</b></p> <ul style="list-style-type: none"> <li>• Learning Focused lesson template</li> </ul> <p><b>Fidelity of Intervention:</b></p> <ul style="list-style-type: none"> <li>• Walk through data</li> <li>• PLTs and common planning time</li> <li>• Through the coaching model</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten: Assessing Math Concepts (diagnostic assessment)</li> <li>• Teachers will use PLTs and collaborative planning to discuss and plan an appropriate intervention plan within the classroom</li> <li>• Weekly PLTs will occur during the school day to analyze data and plan interventions</li> <li>• Kindergarten will follow lessons from Assessing Math Concepts</li> <li>• The intervention lesson format will use the gradual release of responsibility model (I do, we do, you do)</li> </ul>	<ul style="list-style-type: none"> <li>• School wide PBIS structures developed and taught</li> </ul> <p><b>Lesson format:</b></p> <ul style="list-style-type: none"> <li>• BEARS expectation with weekly reminders facilitated by morning broadcast</li> <li>• BEARS behavior matrix disseminated to classroom teachers</li> <li>• Social skills group facilitated by Student Services</li> </ul> <p><b>Process to ensure fidelity:</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring data</li> <li>• Case Managers will monitor the implementation of interventions monthly</li> </ul>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Barwell Road ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2015-2016

	Reading	Math	Behavior
<b>Assessment and Progress Monitoring</b>	<p><b>What Data will be used:</b></p> <ul style="list-style-type: none"> <li>Classroom teachers along with intervention teachers will complete MCLASS benchmarks and analyze results during PLTs.</li> <li>Data will be used to determine student needs: CASE21 - grades 2-5, EOG data - grades 3-5, MCLASS - grades K-5, Digging Deeper Assessments (Names Test, PAST, Letter Naming Fluency, Phoneme Segmentation), ACCESS testing, Letterland assessments, common assessments developed by teachers and coaches</li> </ul> <p><b>Data will guide instruction by:</b></p> <ul style="list-style-type: none"> <li>adjusting as determined by progress monitoring data points and common formal and informal assessments</li> </ul> <p><b>Frequency of progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Every 10 days for strategic</li> <li>Every 20 days for intensive</li> </ul> <p><b>Process for analyzing data:</b></p> <ul style="list-style-type: none"> <li>Weekly PLTs</li> <li>Intervention team</li> </ul>	<ul style="list-style-type: none"> <li>Common assessments</li> <li>K-1 Summative assessments</li> <li>Kindergarten: Assessing Math Concepts (AMC)</li> <li>The data will be used to determine the focus for the 30 minutes of intervention time during the math block</li> <li>Progress will be monitored daily through informal assessments, anecdotal notes, exit tickets, etc</li> <li>PLT meetings will be used to analyze the data to make decisions about intervention frequency, duration, delivery, and intensity</li> </ul>	<p><b>What Data will be used:</b></p> <p>SIRS discipline data</p> <ul style="list-style-type: none"> <li>Major referrals</li> <li>Student suspensions</li> <li>Teacher/Staff observation</li> <li>Attendance records</li> <li>Responsive services from Student Services</li> <li>Progress monitoring data</li> </ul> <p><b>Data will guide instruction:</b></p> <ul style="list-style-type: none"> <li>Based on the data reviewed the frequency and duration of the intervention will be increased, faded or modified</li> </ul> <p><b>Frequency of progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Tier II will be monitored biweekly</li> <li>Tier III will be monitored weekly</li> </ul> <p><b>Process for analyzing data:</b></p> <ul style="list-style-type: none"> <li></li> </ul>
<b>Curriculum/Resources</b>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Letterland</li> <li>Leveled library books for the classroom libraries</li> <li>CMAPP</li> <li>CASE 21 Assessments</li> <li>MCLASS Reading</li> <li>Instructional support coaches</li> <li>Anchor Benchmark Comprehension Program</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Singapore Math</li> <li>CMapp</li> <li>Assessing Math Concepts (kindergarten)</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>PBIS materials</li> <li>MTSS Coach</li> <li>Intervention Central</li> <li>WCPSS RTI resources</li> </ul>