

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** East Garner ES

**Plan Year** 2014-2016

Data Components	Areas of Strengths	Areas of Concern																																																	
Student Achievement	<p><b>REVISED 1/2016 PER DPI FEEDBACK</b> <b>(ALL REVISIONS ARE IN BOLD AND ITALICS)</b></p> <p><b>EVAAS: 2013 - met expected growth, 2014 Exceeded Expected Growth, 2015 Met Expected Growth</b></p> <p><b>Reading:</b> Based on 2013 EOG data, 4th and 5th grade met expected growth (-0.7/2.0) Based on 2014 EOG data 3rd and 4th grade met expected growth (0.7/-2.0) and 5th grade exceeded expected growth (4.7) Based on 2015 EOG data 4th grade met expected growth (-1.6) and 5th grade exceeded expected growth (2.6) Three year average of .2 indicates evidence that the school's students made progress similar to the Growth Standard</p> <p><b>Math:</b> Based on 2013 EOG data, 5th grade exceeded growth expectations (3.4) Based on 2014 EOG data, 4th grade met growth expectations (3.0) and 5th grade exceeded growth expectations (5.1) Based on 2015 EOG data, 4th grade met expected growth (-0.4) and 5th grade exceeded expected growth ( 2.5) Three year average of 1.0 indicates evidence that the school's students made progress similar to the Growth Standard</p> <p><b>Science</b> Based on 2013 - 2015 EOG data, 5th grade exceeded expectations all three year ( 2.3/2.9/1.6) Three year average of 2.3 indicates significant evidence that the school's students made more progress than the Growth Standard</p> <p><b>From 2014 to 2015 there was a 13% increase in the number of students who were proficient on the Reading EOG. There was a 10 % increase in the the number of 4th graders who demonstrated College Readiness.</b> <b>From 2014 to 2015 there was an increase in the number of 4th grade students who demonstrated College Readiness on the Math EOG.</b> <b>From 2014 to 2015 there was also an increase in the number of 5th grade students who demonstrated proficiency on the Science EOG.</b> <b>In 2013 the following subgroups met their AMO target in reading: Black, LEP and SWD</b> <b>In 2014 the following subgroups met their AMO target in math: Black</b></p>	<p><b>Reading and Math Proficiency scores have remained below 50% and there has been an overall decrease in the number of students demonstrating proficiency and College Readiness on the EOG's:</b> <b>2012 - 2013 percent proficient in Reading: 41.8 Math: 45.8</b> <b>2013 - 2014 percent proficient in Reading: 46.3 Math: 45.9</b> <b>2014 - 2015 percent proficient in Reading: 44.7 Math 41.8</b></p> <p><b>There has been a decline in proficiency and college readiness from 2014 to 2015 in the area of reading in 3rd grade (-13%/7%)</b> <b>There has been a decline in proficiency and college readiness from 2014 to 2005 in the ares of math in 3rd grade (-8%/-8%)</b> <b>There has been a steady decline for the past three years in the area of math in grade 5 from 55 to 44% proficiency and from 47 to 34% demonstrating college readiness.</b></p> <p><b>Grade 5 growth score declined from 4.7 in to 2014 to 1.1 in 2015 in reading.</b> <b>Grade 4 growth score declined from 3.0 in 2014 to -0.7 in 2015 in math.</b> <b>Grade 5 growth score declined from 5.1 to -1.0 in 2015 in math</b></p> <p><b>Only one of our subgroups (Black - math) has met AMO targets for the past 2 years. Science AMO targets were not met by Black and ALL subgroups.</b></p> <p><b>Percent Proficient by Subgroup on EOG's</b></p> <table><tr><th>Year</th><th>Total (all students)</th><th>Black</th><th>Hispanic</th><th>ED</th><th>LEP</th><th>SWD</th></tr><tr><td>2013 R</td><td>30.1</td><td>30.2</td><td>17.5</td><td>21.3</td><td>12.2</td><td>17.6</td></tr><tr><td>2014 R</td><td>34.0</td><td>29.8</td><td>26.0</td><td>29.2</td><td>14.9</td><td>No Data</td></tr><tr><td>2015 R</td><td>32.9</td><td>28.1</td><td>27.5</td><td>30.1</td><td>15.8</td><td>17.8</td></tr><tr><td>2013 M</td><td>31.4</td><td>31.8</td><td>26.3</td><td>20.0</td><td>14.6</td><td>5.9</td></tr><tr><td>2014 M</td><td>34.0</td><td>31.2</td><td>27.3</td><td>26.7</td><td>12.8</td><td>No Data</td></tr><tr><td>2015 M</td><td>33.3</td><td>29.5</td><td>31.9</td><td>31.1</td><td>18.4</td><td>8.9</td></tr></table> <p><b>2014 - 2015 - Overall School mClass K- 5 Composite:</b> <b>There was little change in strategic students at the end of both the 2013-14 and 2014-15 school years. Each year 66% of our students were still performing at the strategic level as measured by mclass assessments.</b> <b>2014 - 2015 TRC data - overall proficiency decreased from 39% at the BOY to 28% at the EOY. Students performing at the intensive level increased from 44% to 55%. Proficiency decreased from EOY 2014 to EOY 2015 by 38% and Intensive increased 32%.</b> <b>Grade 1 BOY TRC data, 64% proficient and EOY only 16% were proficient (a decrease of 48%).</b> <b>Grade 2 TRC data showed a decrease in proficiency from 49% to 24%</b> <b>Grade 3 TRC proficiency decreased from 85% at the end of the 2013 - 2014 school year to 61% at the end of the 2014-2015 school year.</b></p> <p><b>School performance grade decreased from a C in the 2013 - 2014 to a D in he 2014 - 20145 school year.</b></p>	Year	Total (all students)	Black	Hispanic	ED	LEP	SWD	2013 R	30.1	30.2	17.5	21.3	12.2	17.6	2014 R	34.0	29.8	26.0	29.2	14.9	No Data	2015 R	32.9	28.1	27.5	30.1	15.8	17.8	2013 M	31.4	31.8	26.3	20.0	14.6	5.9	2014 M	34.0	31.2	27.3	26.7	12.8	No Data	2015 M	33.3	29.5	31.9	31.1	18.4	8.9
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<b>Plan Year</b>	2014-2016
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Data Components	Areas of Strengths	Areas of Concern
Instructional Practices/Strategies	<p>14-15 Walkthrough Data:            Reading: 14/15 of the teachers are teaching literacy during the allotted time based on the literacy walkthrough            14/15 teachers utilized anchor charts, word walls, and strategy posters based on the literacy walkthrough            15 classrooms had objectives posted            6/8 teachers were conducting guided reading groups</p> <p>Math:</p> <p>Science: 5th Grade Teachers utilize a grade level approach to teaching science including science boot camp, interactive experiments, and use of supplemental materials. This has supported EGES in being a leader in science proficiency across subgroups of students.</p> <p>2012 - 2013 Data</p> <ul style="list-style-type: none"> <li>• 14/15 teachers were teaching literacy at the allotted time based on the Literacy Walkthrough data.</li> <li>• 14/15 teachers had anchor charts, word walls, or UNRAVEL charts posted based on the Literacy walkthrough data.</li> <li>• 15/15 classrooms had posted objectives based on the Literacy Walkthrough data.</li> <li>• Based on the Literacy Walkthrough data 6/8 teachers were observed conducting guided reading.</li> </ul>	<p>14-15 Walkthrough Data:            75% of teachers were facilitating student engagement in centers or through whole class lessons.            60 teachers were implementing the mini lesson.            Fidelity to the framework is a concern based on teacher input.            7/15 teachers were observed facilitating higher order questioning.</p> <p>Student academic data as shared above indicate a need for consistent literacy structure to be implemented at EGES. Daily Cafe implementation began in the Fall of 2015. Student academic data as shared above indicates a need for a focus on academic language building in classroom instruction. An Academic Language Coach has been assigned to EGES for the 2015-2016 school year to support the need for a focus on vocabulary building and academic language.</p> <p>2012 - 2013 Data:</p> <ul style="list-style-type: none"> <li>• Based on the Literacy Walkthrough data, 60% of teachers were implementing the mini lesson.</li> <li>• Fidelity to the framework is a concern based on grade level conversations.</li> <li>• 7/15 teachers were observed facilitating conversations around higher order questioning.</li> <li>• 75% of teachers were facilitating student engagement in centers or through whole class lessons.</li> </ul>

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**Plan Year** 2014-2016

Data Components	Areas of Strengths	Areas of Concern
Staff and Student Demographics	<p>The district Free and Reduced Average is 37%. EGES is 82%          Total Population- Wake County 929,214 Garner, NC Total population is 26,772  <u><b>Wake County/Garner NC demographics (based on 2013 census):</b></u>  <b>White- 61.8% /55.2%</b>  <b>Black- 20.5%/36.8%</b>  <b>Hispanic-9.8% 4.5%</b>  <b>Asian- 5.6%/1.4%</b>  <b>Two or More Races- 1.8%.6%</b>  <b>Some Other Race- .3%/0.3</b>  <b>American Indian/Alaskan Native-.2%/ .4%</b>          EGES Student Demographics          Asian: 7 or .9%          Black: 413/711 or 41.9%          Hispanic: 202/711 or 7.1%          American Indian/Alaskan Native: 6/711 or .9%          Multiracial: 13/711 or .9%          Native Hawaiian/Pacific Islander: 5/711 or .9%          White: 65/711 or .9%</p> <p><u><b>Staff Demographics:</b></u>  <b>2014 - 2015 Total classroom teachers 45</b>  <b>31% Teachers with advanced degrees</b>  <b>4 National Board Certified</b>  <b>19% 0 - 3 years of experience</b>  <b>26.1% 4 - 10 years of experience</b>  <b>54.3% 10+years of experience</b></p> <p>2012 - 2013 Data          The school attendance rate is at 95%, the same as the state and 1% less than the district's performance. The students' access to library books is 20.29 books per student, exceeding the district's 17.34 but less than the state's 23.41 books per student. The students per instructional computer is 2.73 greater than the state's 2.37, but less than the district's 2.85. The school's connection to the internet is 100% compared to the district's and state's 99.7%. The 2010-11 ABC data ranks the school as High Performing. The students' growth is continuing to exceed the state goals.</p>	<p>Free &amp; Reduce % Over Time:          March 2015: 82.75%          March 2014: 78.28%          March 2013: 73.08%          March 2012: 69.46%  <b>Behavior Data 14-15</b>  <b>There were 284 discipline referrals.</b>  <b>18/284 referrals resulted in out of school suspensions.</b>  <b>Referrals by Grade:</b>  <b>Kindergarten: 0</b>  <b>1st: 20</b>  <b>2nd: 38</b>  <b>3rd: 49</b>  <b>4th: 49</b>  <b>5th: 68</b>  <b>Data indicated a definite need for direct social skills instruction at all grade levels 1st-5th. Data indicated an alternative approach for high need students who received multiple short term suspensions.</b>  <b>Data indicated consistent direct instruction for character education and lack of understanding of WCPSS character education traits.</b>          2012 - 2013          The AYP Standards were not met and indicates needs for improvement in a subgroup's performance for a second year. Also emerging is the need to improve the third grade's reading and math performance. This grade has not performed at the growth level as grades 4 and 5.          The transient student population impacts achievement.</p>

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Perception	<p>Teacher Working Conditions 2014            Increase of 20.6% of staff members believing :My school is a good place to work.            Increase of 31.4% of staff members believing: Teachers are trusted to make sound judgments.            Title I parent survey            In house staff needs assessment data (pull from Google)            Parent calendar survey</p> <p>2012 - 2013 Data            Frequent communication with parents, utilizing a variety of sources.</p> <p>Parent training and education sessions,i.e. Make and Take for kindergarten parent, ESL parent visit to the library, LEP Family Night, Title I PAC Meetins</p>	<p>Teacher Working Conditions 2014</p> <p>Decrease of 20.6% of staff members believing: State assessment data is available in time to impact instructional practices.            Decrease of 16.4% of staff members believing: School Leadership makes a sustained effort to address teacher concerns about the use of time in my school.            Decrease of 21.1% of staff members believing: Teachers have sufficient instructional time to meet the needs of all students</p> <p>2012 - 2013 Data            There is a need to increase parent offerings and participation, and more of an organized method for collecting feedback.</p>
Program	<p>Administration meets monthly with the Area Superintendents Instructional Coordination Team to evaluate Instructional Excellence, Data Analysis, Instructional Planning, and Professional Capacity.            The School Improvement Team meets quarterly to review progress towards goals.            PBIS            Attendance Committee</p>	<p>More parental education training needed</p>

## School Improvement Plan

Priority Concerns	Root Causes (with evidence)	Solutions
<p>2015</p> <p>A need to strengthen CORE literacy instruction</p> <p>A need to implement best practices for teaching that yield high impact for core classroom instruction</p> <p>A need to implement best practices for teaching high impact for core classroom instruction</p> <p>A consistent understanding of student data, analysis, protocols and instructional decision making in the classroom</p> <p>2012-2013</p> <p>Instructional practices/literacy framework: engagement and use of higher order thinking questions</p> <p>Hispanic and black subgroup reading proficiency rates</p> <p>K-2 TRC proficiency rates</p>	<p>2015</p> <p>Lack of consistent ELA structure K-5</p> <p>Lack of sharing of best practices; lack of knowledge about Hattie's Yield Instructional Strategies.</p> <p>Inconsistent understanding of purpose of PLT and use of PLT time</p> <p>2012-2013</p> <ul style="list-style-type: none"> <li>• Consistency in how to use data to respond to students needs</li> <li>• Time during PLTs</li> <li>• Consistency of implementation of PLTs</li> <li>• Focus is on "Kid Talk"</li> <li>• Training is conducted but application of the strategies takes time and coaching</li> <li>• Vertical conversation around implementation of initiatives</li> <li>• Vocabulary content and word work may not have clarity, consistent strategy implementation K-5, building background knowledge (frontloading) through thinking aloud, and mini lessons, etc.</li> <li>• Use the same strategies in support specialists classroom teachers</li> <li>• Application of staff development</li> <li>• Lack of whole group training</li> <li>• Implementing question stems</li> <li>• Roll out of initiatives in a timely manner</li> <li>• Written response-need practice and skill</li> </ul>	<p>2015</p> <p>Implementation of Daily Cafe to provide consistency K-5 and allow for alignment and meaningful use of resources in CMAPP</p> <p>SIP Committees and Leadership Team focus on Hattie's High Yield Strategies to build knowledge.</p> <p>Implementation of specific high yield strategies with fidelity monitored by observations, SIP learning walks and Admin walkthroughs</p> <p>Implementation of PLT professional development with Grade Level (Leadership Team) Implementation of continued support for PLT facilitators</p> <p>Monthly guided collaboration meetings using data analysis protocols to build teacher capacity</p> <p>2012-2013</p> <ul style="list-style-type: none"> <li>• Higher Order questioning</li> <li>• Vocabulary-rigor</li> <li>• Writing-rigor</li> <li>• Student Engagement</li> <li>• PLTs</li> </ul>

**School Improvement Plan****School:** East Garner ES**Plan Year** 2014-2016

<b>Priority Concerns</b>	<b>Root Causes</b> (with evidence)	<b>Solutions</b>
2015 A need to implement a comprehensive approach to discipline	2015 Inconsistent implementation of PBIS expectations across K-5	2015 Review of PBIS EGES Expectations More visual support and focus from Administration, Classroom Core Teachers and Specialists for positive behavior

**Data Summary**

Describe your conclusions

**2015**

Student Achievement: A significant increase in student proficiency is needed in the areas of math and ELA for 3-5 grade based on NC EOG data from 14-15 and historical data. Additionally, an increase in students reaching reading benchmarks per assessment period is needed as measured with mClass. BOY composite scores indicate 52% proficient for the school K-5 overall for 2015-2016. Teachers need support and guidance in learning how to analyze the mClass and plan for targeted instructional delivery to impact more students and grow their reading skills K-5. Furthermore, consistent progress monitoring needs to be implemented so that teachers can be proactive in their instruction.

Another priority concern is attendance for our students. 39 students have more than 18 absences in the 2014-2015 school year. These students need an additional layer of support and outreach to families needs to be done so that the benefits of attending school regularly are shared with families. Additionally, a progress monitoring and support network needs to be developed to decrease the number of absences for these 39 students. Consistent attendance in school will support these students in making academic gains in the classroom.

Third grade instruction and current data is a third priority concern for EGES. Only 17 out of 104 3rd graders are entering 3rd grade and able to demonstrate proficiency on the BOG. This grade level will need significant support to target specific students needs through core instruction and during remediation time. Furthermore, teachers need to become specialists in content to support deep understanding of the Standards to support clarity in instruction.

Finally, the fourth priority is school perception of managing student conduct and increasing parent engagement. Positive supports for students should be tightened and more pervasive so that students are more willing to demonstrate positive behaviors that are conducive to learning. An increase in parent engagement will support a deeper understanding of school expectations and show a home-school relationship and connection to students.

Please see our goals, key processes, and action steps to see our vision of improvement to impact growth and school performance grade.

**2012-2013**

East Garner Elementary has the distinction of being a School of Progress, exhibiting High Growth. The data has consistently increased in reading for the last three years. The school is a Professional Learning Community and has a strong focus on research based practices. The schedule has been organized to allow adequate time for the teaching of reading, and the providing of interventions by the classroom teacher. The support staff meets regularly with the teachers to provide additional help for students.

It is our intent to increase the overall proficiency score of 66.4%. East Garner will continue to focus on best literacy practices, as we implement the Common Core. A critical area will be that of vocabulary development. Our data shows a need to increase our understanding of vocabulary strategies for our Hispanic and Economically Disadvantaged students. We will also focus on increasing comprehension through rigor and engaging activities.

Parent training sessions will be held to increase parents understanding, and on-going professional development will provide support to teachers.

## School Improvement Plan

### Membership of School Improvement Team

<b>School:</b>	East Garner ES
<b>Plan Year</b>	2014-2016
<b>Principal:</b>	Carmen Montero Graf
<b>Date:</b>	Aug - 2015

### SIP Team Members

	<b>Name</b>	<b>School Based Job Title</b>
1	Brittany Howell	Teacher
2	Calin Price	Teacher
3	Carmen Montero Graf	Principal
4	Emily Denning	Teacher
5	Jerica Wyant	Teacher
6	Juliet Schenk	Teacher
7	Kristie Greene	Teacher
8	Milca Lopez-Williams	Instructional Support Personnel
9	Olabisi Vincent	Teacher
10	Samantha Dinner	Teacher
11	Scott Gordon	Instructional Support Personnel
12	Shari Zirkle	Instructional Support Personnel
13	Tony Joyce	Parent
14	Vicki Chavez	Teacher Assistant
15	Wenitra Merritt	School Improvement Chair



## School Improvement Plan

### Mission, Vision and Value Statements

<b>School:</b>	East Garner ES
<b>Plan Year</b>	2014-2016
<b>Date:</b>	Jul - 2012

#### Mission Statement:

The East Garner Elementary School community will work collaboratively to provide a positive, purposeful, and rigorous learning environment so that students become responsible, productive and successful citizens in a changing world.

#### Vision Statement:

East Garner Elementary will provide a place of excellence where stakeholders will work collaboratively through all challenges to promote high student achievement, academic growth and social responsibility in a rigorous and innovative school environment.

#### Value Statement:

##### At East Garner Elementary we are committed to:

- Capitalizing on the individual talents of stakeholders
- Collaborating effectively to maximize student potential
- Having high expectations for students and staff
- Partnering with all stakeholders to provide support systems for students, parents and staff
- Using data and research to monitor progress and implement best instructional practices
- Providing a nurturing school environment that celebrates successes and acknowledges failures as opportunities for growth
- Teaching, modeling and reinforcing the expected behavior throughout the total school environment (Make smart choices Always do your best Practice self control Show respect)
- **M**aximizing **A**ll of the **P**otential in our **S**tudents and staff

## School Improvement Plan

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

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

<b>School Goal</b>		By June 2016, East Garner Elementary School will meet or exceed growth in reading, math and science as measured by the North Carolina EOG and all subgroups will meet their AMO targets.
<b>Goal Manager</b>		Jerica Wyant
<b>Strategic Objective</b>		Achievement
<b>State Board of Education Goal</b>		Globally Competitive Students
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>		2008-2009 56.8
		2009-2010 66.1
		2010-2011 66.4
		2011-2012 39.2
		2012-2013 47% Reading
		2013-2014 49.1% Reading
		2014-2015 46.9% Reading
<b>1</b>	<b>Key Process</b>	Teachers at East Garner Elementary will implement an effective instructional program using research based best practices yielding high student learning and growth.
<b>Process Manager</b>		Kristie Greene, Jami Sandowski, Emily Denning, Olabisi Vincent, Juliet Schenk
<b>Completion Date</b>		Jun - 2016
<b>Restrainers</b>		Vocabulary resources
		Lack of updated resources
		Available list of questions
<b>Resources</b>		Resources: EVAAS data, K-3 Reading Plan, Building Vocabulary Kit, Access and conversions WCPSS permits, Flexibility and Financial transfer, Grade Level Vocabulary verbs, Houghton Mifflin, Leveled Book room, Walkthroughs, Lesson Plans, Reading Logs, Common Core Vocabulary, UNRAAVEL test strategies, Running records kit, mClass, Achieve3000, Razkids, Letterland, mClass Writing Prompts, Daily 5 and Cafe' structures and resources, SIOP strategies, EOG data, MTSS, Data capture tools, Professional Learning Teams, Teacher Leader Corps, Colleagues, District resources and initiatives, Growth Mindset, access to technology, Safe and Orderly School Plan, Character Education Plan, Highly Qualified Teacher Retention and Recruitment, Master Schedule, School Calendar, Common Core and Essential Standards, CMAPP, Collaborative Planning Time, Manipulatives Kits, Math Talk, Bloom's Revised Taxonomy, Grant Opportunities, High Quality Staff Development, Kid Friendly Writing Rubrics, Empowering Writers, Math Expression writing journal prompts, Science Kits, Supplemental Resources, and Discovery Education.

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<p><b>Measurable Process Check(s)</b></p>	<p>Measurable Process Checks :</p> <p>ELA and Math School Improvement Committees will collect and analyze walkthrough data. Evidences of Collaboration through PLT agendas/minutes, Leadership Team agenda/minutes, SIP committee agendas/minutes.</p> <p>Grade levels will Create Common Assessments</p> <p>Student achievement data will be analyzed during PLT's and SIP meetings to plan for intervention and to ensure</p> <p>Administrative Team will complete walkthrus and observations to ensure the fidelity of implementation of effective instructional practices and use of identified processes.</p> <p><b><i>ELA SIP committee will create Tier II word lists to implement in classrooms</i></b></p> <p><b><i>ELA SIP committee will create academic language vocabulary to implement in classrooms when completing daily tasks/activities</i></b></p> <p><b><i>ELA SIP committee will create examples of written responses for each grade level to using RACE strategy (school-wide expectation)</i></b></p> <p><b><i>ELA SIP committee will identify grade appropriate graphic organizers to use during ELA literacy block</i></b></p> <p><b><i>Math SIP committee will create and implement a math walkthru tool</i></b></p> <p><b><i>Staff participation in PD from Math Department and implementation of best practices and resources</i></b></p> <p><b><i>Implementation of Science vocabulary lists for each science unit K-5</i></b></p> <p><b><i>The School Improvement Team meets monthly to monitor progress towards goals</i></b></p> <p><b><i>Personnel from Central Services attends quarterly School Improvement Reviews</i></b></p>
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<p><b>1 Action Step</b></p>	<ul style="list-style-type: none"> <li>• ELA, Math and Science Committees will research and provide direction on Tiered Vocabulary K-5 <b>to enhance student understanding of academic language</b></li> <li>• <b>PLT's will focus on increasing knowledge and best practices for vocabulary instruction, written response to reading and comprehension question stems including higher order thinking stems to enhance student learning of the common core standards for ELA and to provide the rigor needed to advance reading levels</b></li> <li>• <b>PLT's will focus on understanding how to implement mathematical practices associated with the common core standards to help our student become critical thinkers and problem solvers</b></li> <li>• <b>PLT's will focus on understanding how to implement best practices for science instruction aligned with the science essential standards to provide hands on activities that will yield retention concepts</b></li> <li>• <b>Math SIP Committee will determine a school wide math problem solving approach and focus on the implementation of mathematical practices in all K-5 classrooms to help our students become independent learners</b></li> <li>• <b>Science SIP committee will develop a walkthru tool to monitor best instructional practices for science instruction to ensure that effective instruction is being provided to yield high student achievement</b></li> <li>• Teachers will differentiate daily core instruction to ensure the unique learning needs of each student are met using data obtained during quarterly reviews, <b>and ongoing informal and formal assessments to ensure that we are planning and implementing strategic instruction to address diverse student needs</b></li> <li>• <b>School-wide implementation of Daily 5/Cafe as a literacy framework to provide a management system to support differentiated learning</b></li> <li>• <b>Letterland Implementation K-3 to teach foundational literacy skills</b></li> <li>• <b>Discovery Time daily for 30 minutes (grades K-5) to provide remediation, extra practice, and enrichment</b></li> </ul>
<p><b>Timeline</b></p>	<p>From 8/2014 To 6/2016</p>

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<b>School:</b>	East Garner ES
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<b>School Goal</b>		By the end of the 2016 school year, EGES teachers will report a favorable increase of 10% in satisfaction on the NC Teacher Working Conditions Survey with a focus on elements: managing student conduct and community support and involvement.
<b>Goal Manager</b>		Scott Gordon
<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>		<p>TWC Survey Summary Comparison</p> <p>2012 Q. 10.6 71.1%; Q.5.1b- 71.7%; Q.5.1c-89.7%; Q.5.1f-84.2%, Q.4.1a-36.1%</p> <p>2014 Q.10.6 91.7%; Q.5.1b- 55.6%; Q.5.1c-74.1%; Q.5.1f-69.2%, Q.4.1a-34.6%</p>
<b>1</b>	<b>Key Process</b>	Students will learn, understand and demonstrate the WCPSS character traits.
<b>Process Manager</b>		Samantha Dinner
<b>Completion Date</b>		Jun - 2016
<b>Restrainers</b>		<p>Time to plan and implement kickoff quarterly</p> <p>Time to track compass card data to deliver rewards in a timely manner</p> <p>Student buy-in and understanding of long term impact on their futures</p>
<b>Resources</b>		Safe and Orderly School Plan, Character Education Plan, Bulletin Board materials, compass cards, poster maker, camera
<b>Measurable Process Check(s)</b>		The Character Education committee, in conjunction with the PBIS team, will have teachers complete bi-annually a questionnaire on student behavior and the effectiveness of the compass card reward program.
<b>1 Action Step</b>		<ul style="list-style-type: none"> <li>The PBIS Safe School Committee will organize monthly Character Education Kick Off events to teach and celebrate the character trait of the month.</li> <li>Teachers will incorporate character education into instructional activities after the Character Kick Off monthly event.</li> <li>The PBIS (Safe Schools Committee) will create lesson plans to teach behavioral expectations. The committee and staff will collaborate to teach the lessons at the beginning of the year, end of year and during the Character Kick-Off.</li> <li>Expected behavior will be reinforced with Compass Cards and rewards associated with meeting compass card goals.</li> </ul>
<b>Timeline</b>		From 8/2014 To 6/2016

## School Improvement Plan

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

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

<b>2</b>	<b>Key Process</b>	We will work to develop a growth mindset in school stakeholders (students, staff, parents, and community members) in order to support acceptance, tolerance, diversity and academic achievement.	
	<b>Process Manager</b>	Shari Zirkle, Milca Lopez-Williams, Brittany Howell	
	<b>Completion Date</b>	Jun - 2016	
	<b>Restrainers</b>	Parents and school community stakeholders may not be familiar with the Growth Mindset, it's purpose or the need for the school wide focus and therefore may need multiple exposures and supporting resources to build their understanding.	
	<b>Resources</b>	Access to Growth Mindset materials and resources Continued staff development on Growth Mindset and Cultural Diversity	
	<b>Measurable Process Check(s)</b>	Teacher Survey Parent/Community Survey Student Survey	
	<b>1 Action Step</b>	<ul style="list-style-type: none"> <li>• Build a healthy school environment that supports teacher retention and recruitment.</li> <li>• Teachers will involve parents in student learning activities, (i.e. Class Programs, Volunteering, Eat with Your Child Week, Winter Concert, Visit to the Public Library, Read Across America, Art Exhibition/Music Concert, etc.)</li> <li>• Teachers and Staff will develop training sessions to enhance parental engagement,( i.e. Literacy Night, Intervention PAC meetings, and Kindergarten Orientation).</li> <li>• Collaborate with community agencies and other organizations to provide resources to strengthen families and student learning.,( i.e. Community of Hope, Centro para Familias Hispanas, the ESL Program, Helping Hands, and the Foster Grandparent Program).</li> </ul>	
	<b>Timeline</b>	From 8/2014 To 6/2016	
<b>3</b>	<b>Key Process</b>	Build a healthy environment that supports teacher retention and recruitment.Routinely review the support provided to beginning teachers,new staff, and mentor teachers.	
	<b>Process Manager</b>	Shari Zirkle, Milca Lopez-Williams, Brittany Howell	
	<b>Completion Date</b>	Jun - 2016	
	<b>Restrainers</b>	Time Mentor availability Number of hours required to renew mentor eligibility	
	<b>Resources</b>	Mentor handbook and R&R created handbook.	

## School Improvement Plan

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

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

<b>Measurable Process Check(s)</b>	The Retention and Recruitment Committee will survey beginning teachers and new staff in December and June to evaluate the effectiveness of current induction program and practices.	
	<b>1 Action Step</b> <ul style="list-style-type: none"> <li>• Mentor Coordinator and mentors will meet with beginning teachers once a month to discuss instructional practices, classroom management, parental engagement, and other concerns.</li> <li>• Implement a new staff program,</li> <li>• Administration will incorporate the staff in shared leadership by regularly meeting and communicating pertinent information to the School Improvement Team and the Leadership Team, as well as, giving ample time for staff concerns, comments, and input at the meetings.</li> <li>• Plan events to support, celebrate, and encourage staff members.</li> <li>• The Scheduling Committee and Administration will develop a schedule that will provide as much planning time and duty free lunch as possible, without compromising the safety and proper supervision of students.e staff members.</li> </ul>	
	<b>Timeline</b>	From 8/2014 To 6/2016

**School Improvement Plan****Waiver Request****School:** East Garner ES**Plan Year** 2014-2016

<b>Date</b>	Aug - 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>	no waiver is needed at this time



## School Improvement Plan

### Summary Sheet of Professional Development Activities

<b>School:</b>	East Garner ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

### Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Vocabulary Development  Higher Order Thinking Skills  Written Responses  Math Practice #1 Make Sense of Problems and Persevere in Solving Them #3 Construct Viable Arguments and critique Reasoning of Others	K-5 Teachers	By June 2016, East Garner Elementary School will meet or exceed growth in reading, and all subgroups will meet their AMO targets.  By June 2016, East Garner Elementary School will meet or exceed growth in math, and all subgroups will meet their AMO targets.	<ul style="list-style-type: none"> <li>Hispanic students did not meet their AMO subgroup target in Reading for the 2012-2013 school year.</li> <li>4<sup>th</sup> grade did not meet the expected growth in Math during the 2012-2013 school year.</li> <li>Based on the MOY mCLASS data for the 2013-2014 data 2<sup>nd</sup> grade students in red increased by 8%, 3<sup>rd</sup> grade students decreased by 8%, and 4<sup>th</sup> grade students had no movement with their at risk category.</li> <li>Based on the MOY mCLASS data for the 2013-2014 there was a 18% decrease in above benchmark students for the TRC for grade 1 and a 13% increase in at risk students for grade 2.</li> <li>Overall proficiency composite is 33.9%.</li> </ul>

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

<b>School:</b>	East Garner 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>
Presently being developed by the ESM office.	See above	See above	See above

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	East Garner 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>	<ul style="list-style-type: none"> <li>Students will be selected for service based on M-Class assessment data. Fountas and Pinnel, digging deeper assessments, Access scores, Read to Achieve assessments, and the EOG.</li> <li>Teachers will review data from quarterly/benchmark assessments and discuss during grade level PLTs. The 2014-2015 school year focus will be using common assessments/documents to record student data.</li> <li>Students who are below benchmark in at least 2M-class measures will start the intervention process. Collaboration will determine the best placement(i.e.core, ESL, CCR).</li> </ul>	<p>Classroom teachers will complete ranking forms based upon instructions at the top of the ranking form and highlight all students following the guidelines. Classroom teachers will identify students who perform below the 70th percentile from county benchmark assessment quarterly.</p> <p>Data used to determine student needs will include the following: Case 21, Common Assessments and Report Cards.</p> <p>Students will be selected for service based on multiple criteria points derived from the following:</p> <p><b>Kindergarten</b></p> <p>Classroom Teacher Observation</p> <p>1st quarter assessment performance task</p> <p>Additional points added if student repeated a grade</p> <p><b>first - fifth</b></p> <p>Classroom Teacher Observation</p> <p>4th quarter mat score from previous year</p> <p>4th quarter report card previous year</p> <p>Additional points added if student repeated a grade</p> <p>Teachers will notify Title 1 intervention team of any new students that are below benchmark after examining their cumulative folder.</p> <p>Data from quarterly benchmark assessments will be reviewed by teachers and be discussed during grade level PLT's. The 2014-2015 school year focus will be using common a assessments/documents to record student data.</p> <p>Students who perform in the 69th percentile or below will enter the intervention process. Students maintaining performance in the 70th percentile or better will exit the intervention process.</p> <p>Our service delivery will include a hybrid of pullout, push-in, and co-teaching.</p>	
<b>Intervention Structure</b>	<ul style="list-style-type: none"> <li>Our service delivery will include a hybrid of co-teaching and pull-out.</li> <li>We will meet 30 minutes daily with a variation of increments based on students' status of strategic or intensive.</li> </ul>	Our service delivery will include a hybrid of pullout, push-in, and co-teaching.	

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	East Garner ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

	Reading	Math	Behavior
<b>Instruction</b>	<ul style="list-style-type: none"> <li>Teachers will attend PLT's, collaboration, common planning, consultation from Title I, ESL and CCR teachers when needed.</li> <li>Students identified will be served using a co-teaching or pull out model in small groups of 4-6 all year.</li> <li>Intervention teachers will utilize the Title I lesson plan format (Working with Sounds and Words-10, Interactive Writing-10, Shared and Guided Reading-10) for the Pre-Emergent and Emergent students. Developing, Early Independent, and Fluent students will utilize the Next Steps Lesson plan for common core instruction (Set up, Teach, Engage, Practice, Show you know).</li> <li>Classroom teachers will utilize the Guided Reading model for targeted, small group instruction.</li> </ul>	<p>Data will determine whether there is a need for pull out groups in math. Should there be a need for intervention, following is how instruction will occur. Teachers will attend PLT's, collaboration, common planning, consultation from Title 1, CCR and ESL teachers when needed.</p> <p>Students identified will be pulled out in groups of 4-6 all year.</p> <p>In the pull out model, Title 1 and ESL teachers will pull students in groups of 4-6. In the push-in model, teachers will follow the Common Core.</p> <p>We will meet 35 minutes daily, Monday-Friday using the Title 1 math model that includes the following:</p> <p><u>Kindergarten first grade</u></p> <ul style="list-style-type: none"> <li>-warm up (5 min)</li> <li>-Concept Building/Vocabulary Development (20 min)</li> <li>-Extended response/application (10 min)</li> </ul> <p><u>Second-Fifth grade</u></p> <ul style="list-style-type: none"> <li>-concept development with manipulative's (5 mins)</li> <li>-skill building/vocabulary development (20 mins)</li> <li>-extended response/application (10 min)</li> </ul>	

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	East Garner ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

	Reading	Math	Behavior
<b>Assessment and Progress Monitoring</b>	<ul style="list-style-type: none"> <li>The following assessments will be used to assess students for reading intervention: M-class, Fountas and Pinnell running records, CASE, Quarterly Assessment, Vocabulary common assessments. In addition, the following assessments will be used when appropriate: Names, PAST, Letter sound ID and Print concepts.</li> <li>Students will be assessed at the beginning, middle, and end of the year.</li> <li>Progress monitoring will be completed every 10 days for the intensive students and every 20 days for the strategic students by the intervention teachers.</li> <li>Served students will be considered for exiting the program when data shows that they are meeting grade level benchmark as indicated by data from M-Class, report card/progress report grades (3 or better), running records, Fountas &amp; Pinnell Assessment kits, CASE, and other classroom assessment. The classroom teacher, intervention teacher and parent must all be in agreement that the student should be exited.</li> </ul>	<p>The following assessments will be used to assess students for math intervention: Case 21 (2-5), quarterly/summative assessments (k-1), Common assessments, Number knowledge and number worlds placement tests.</p> <p>Students will be assessed at the beginning, middle, and end of the year.</p> <p>Served students will be considered for exiting the program when data shows that they are meeting grade level benchmarks as indicated by report card/progress report grades (3 or better), Case 21 and other classroom assessments. The classroom teacher, intervention teacher and parent must all be in agreement that the student should be exited.</p>	
<b>Curriculum/Resources</b>	<ul style="list-style-type: none"> <li>Coach 3-5, leveled bookroom, Fast Track, Navigators, Bridges, CASE, ranking forms, M-class, Letterland, Wild Cats, Fountas and Pinnell running records</li> </ul>	<p>Quarterly assessment (k-2), Case 21, Math Expressions, Coach (3-5), Number Worlds.</p>	

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	East Garner 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>	<p>We will use the data from mCLASS, EOG, Score, KEA, common assessments, and report card data to determine criteria to identify the students who are not achieving at benchmark.</p> <p>The threshold for entering and exiting intervention for academics will be red in two or more measures for intensive interventions, for strategic interventions, red or yellow in two or more measures. In order to exit-3 data points above the aim line and meeting grade level expectations.</p> <p>We will collaborate monthly to identify students exhibiting a need for academic or behavior intervention.</p> <p>We will determine effectiveness of this plan by tracking data on a master spreadsheet to ensure that 70% of served students are responding to intervention by tracking the rate of improvement toward core benchmark.</p>	<p>We will use in grades First-Fifth the math class summaries and multiple criteria rubrics to determine the students who need strategic and intensive services. Multiple data sources will be used such as KEA data, Case 21 (2-5), Report Card Grades (K-5), Summative Assessments (K-1), KEA Math Assessments (K), Number Knowledge Test (K) and Common Formative Assessments (K-5).</p> <p>The threshold for entering and exiting interventions for academics will begin at the beginning of the year for students that are identified as needing strategic or intensive interventions based on multiple criteria rubric points and rankings. The data that is used includes: previous year's math summative assessment, previous year's EOG scores, previous year's average grades for Quarter 3 and 4, previous year's and/or most recent Case 21 scores, previous retention, previous math intervention, including Tier II and III plans. Students who are highlighted according to math class summary form directions will be discussed at Best Service Meetings. Students are identified as needing intensive or strategic service based on grade level. Once they have met their benchmark and their identified goal has been met, they will exit strategic and/or intensive interventions.</p> <p>There will be ongoing collaboration between classroom teachers, Intervention, Core, ESL, CCR teachers, and Coaches to determine to level of interventions, identify best practices and determine the frequency, duration and intensity of the intervention. PLTs will meet to review student data and their response to instruction.</p> <p>The team will determine the effectiveness of interventions by evaluating data after benchmark assessments, quarterly assessment at MOY and EOY.</p>	<p>What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations? *We will use SIRS discipline data: Minor and Major- Both will have been collected and entered into the system on a consistent basis and grade levels will have a common understanding and common language about what major and minor data is entered. *Kid Talk notes What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior? Entering Strategic intervention: Student data when compared to his or her peer group is falling below benchmark, a prevalent decrease in instructional time based on behavior has occurred and the student has missed an equivalent of 3 days of instruction during a quarter.</p> <p>Entry happens when: At beginning of Q1, the student has 6 days or more of suspension from the previous year At beginning of Q2, the student has 3 days or more of suspension from the current year At beginning of Q3, the student has 5 days or more of suspension from the current year At beginning of Q4, the student has 6 days or more of suspension from the current year</p> <p>Exiting: Student meets benchmark What structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year? Exiting Frequency- At least 1 time a month Structure- During Kid Talk, PLT (Case Manager will review agenda and minutes to invite appropriate personnel to support Behavior Interventions), Intervention Team, PBIS</p> <p>How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks? ● The team will determine the effectiveness by reviewing and evaluating the data through progress monitoring toward the targeted goal.</p>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	East Garner ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2015-2016

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p>The intervention structure will be inclusive and comprehensive. Service delivery will be 30 minutes a day over 5 days a week for students falling at the intensive level. These students may be pulled out for service or service may be provided in the classroom through a push in model. Service delivery for students at the strategic level will be 15-25 minutes per day depending on foundational mClass skill being addressed.</p> <p>The master schedule allows for service delivery in the Daily Cafe literacy block structure</p>	<p>Classroom teachers will provide differentiated instruction during core instruction to meet the needs of struggling students. After reviewing common assessments, students will be identified to receive more strategic instruction during team time.</p> <p>Team Time allows for 30 minutes each day of additional interventions. Strategic and intensive interventions will be identified by levels of need which may include enrichment, on-level and more strategic intervention. The math block allows classroom teachers to provide small group instruction</p>	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?</p> <p>Strategic intervention is delivered in the classroom during Core Instruction (for example, Time out in class to reflect, Buddy classroom for time out/reflection, etc..)</p> <p>Intensive intervention can be provided in the classroom with more frequency and could be provided outside of the classroom (for example, Behavior Contract, Check-in/Check out, Social Skills group provided by the Counselor, etc)</p> <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <p>Team Time, lunch time, arrival and dismissal</p>
<b>Instruction</b>	<p>Structures for collaboration between general education and support teachers and staff will be PLT format on scheduled monthly half day sessions.</p> <p>The lesson format for East Garner ES intervention lesson is the Next Steps lesson format as recommended by WCPSS Title I.</p> <p>To ensure fidelity Administration and SIP ELA and Math Committee representatives will conduct learning walks and administrative walk throughs. Data reviews will occur in monthly collaboration meetings: mClass progress monitoring, Score 21, and CFA's.</p>	<p>Classroom teachers will collaboratively plan core and intervention instruction through PLTs or common planning time. Assessing Math Concepts diagnostic assessments will be administered for Kindergarten, as outlined by WCPSS Flowchart.</p> <p>Kindergarten Intervention teachers will follow lessons from Assessing Math Concepts</p> <p>All intervention formats will be data driven to determine if the direct and explicit instruction is needed. This will be guided by teacher observations, assessment data and county assessment data</p>	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <p>PBIS Lessons - MAPS expectations developed and taught</p> <p>PLT - Kid talks</p> <p>SIP Quarterly Reviews</p> <p>Universal Expectations Matrix and checklist</p> <p>What is the intervention lesson format(s) for academics or behavior?</p> <p>PBIS Lessons have been created and are implemented throughout the year by classroom teachers and the PBIS Team</p> <p>Monthly Character Trait Kick-off assembly - MAPS is re-taught</p> <p>Social Skills and reflection protocols</p> <p>Tier II Plans</p> <p>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</p> <p>Universal Expectations Checklist</p> <p>Tracking attendance</p> <p>Progress monitoring by person responsible for the Tier II plan</p> <p>Stakeholders involved in the planning of interventions and identified staff to carry out instruction.</p> <p>The intervention team will consistently monitor how effective intervention is and how structures should be modified as related to data.</p> <p>Grade levels and support staff may serve the role of monitoring.</p>

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	East Garner ES
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2015-2016

	Reading	Math	Behavior
<b>Assessment and Progress Monitoring</b>	<p>The data from mCLASS will be used to assess the students' responsiveness to intervention.</p> <p>Data will be used to identify, target, and update our focus.</p> <p>Intensive students will be progress monitored every 10 days. Strategic students will be progress monitored every 20 days.</p> <p>The process for analyzing the data and making data based decisions will be completed at monthly collaboration meetings through a student data review and teacher observation and input.</p>	<p>The data from the quarterly assessments and progress monitoring will be used to assess the student's responsiveness to interventions.</p> <p>Data will be used to target student growth, identify best practices, design remediation, differentiate instruction and develop growth targets.</p> <p>Intensive students will be progress monitored every 10 days. Strategic students will be progress monitored every 20 days.</p> <p>The process for analyzing the data and making data based decisions will be completed at monthly collaboration meetings through a student data review and teacher observation and input.</p>	<p>What data will be used to assess the student's responsiveness to intervention?</p> <ul style="list-style-type: none"> <li>● SIRS discipline data: Minor and Major, Attendance data, Walk through observations, Student Feedback, Staff Feedback, Parent Feedback</li> <li>● Behavioral Screening Universal Rating Scale (aligned with school-wide expectations)</li> <li>● Behavior data collection forms to collect baseline data and progress monitor behavioral goals How does the data guide your instruction?</li> <li>● Based on the data reviewed the frequency and duration of the intervention will be increased, faded, or modified.</li> </ul> <p>How often will you progress monitor?</p> <ul style="list-style-type: none"> <li>● Progress monitoring will occur at least monthly, with the possibility of occurring more frequently based on the action plan step in the TIPS process.</li> </ul> <p>What is the process for analyzing the data &amp; making data based decisions?</p> <ul style="list-style-type: none"> <li>● Use the TIPS model</li> </ul>
<b>Curriculum/Resources</b>	<p>We will use CMAPP, Fast Track, Wild Cats, Achieve 3000, Benchmark books, and Florida Center for Research resources to support the academic interventions.</p>	<p>We will use CMAPP, AMPPS advancing, Envision Math, Go Math, Go Solve, Great Leaps, MobyMax, and It's All in The Timing.</p>	<p>What evidence based materials and resources will be used to support the academic or behavior strategic intervention?</p> <ul style="list-style-type: none"> <li>● PBIS.org</li> <li>● PBIS School Based Team</li> <li>● PBIS District Coach</li> <li>● Teacher's Encyclopedia of Behavior Management</li> <li>● Interventions-Evidence Based Behavioral Strategies for Individual Student</li> </ul>