

School Improvement Plan

Comprehensive Needs Assessment

School: Fox Road ES

Plan Year 2014-2016

| Data Components | Areas of Strengths | Areas of Concern |
|---------------------|---|---|
| Student Achievement | <p><i>Based upon the overall positive feedback received from the North Carolina Department of Public Instruction regarding the completeness and quality of the Fox Road Elementary School Improvement Plan, we will consider and address the suggestions/considerations in the feedback as we update and develop our new School Improvement Plan in the Spring of 2016.</i></p> <p>Overall in 2014-2015, 21 of 33 AMOs were met. In 2014-2015, 6 of 12 reading targets were met, 8 of 12 math targets were met, and 6 of 8 science targets were met.</p> <p>Overall in 2013-2014, 27 of 37 AMOs were met. Targets met were participation in all categories and proficiency for Black and LEP students.</p> <p>In 2013-2014, AMO Targets met in Math =Proficiency for Black, White, economically disadvantaged, Students with Disabilities and LEP.</p> <p>In 2013-2014, AMO Targets met in Reading and Science</p> <p>EOG Reading scores from 12-13 (36.5% proficient) to 13-14 (38.6% proficient) to 14-15 (40.1% proficient) show there is an increase of 3.6% in reading proficiency.</p> <p>EOG Math scores from 12-13 (46.3% proficient) to 13-14 (47.1% proficient) to 14-15 (46.1% proficient) show there is an decrease of .2% in math proficiency.</p> <p>EOG Science scores from 12-13(31.9%) to 13-14 (50%) to 14-15 (64.2% proficient) show there is an increase of 32.3% in science proficiency.</p> <p>The mCLASS Beginning of the year composite score proficiency for the whole school in Fall 2014 was 54% as compared to the End Of Year composite score in Spring 2015 of 67% whole school proficiency showing a 13% increase in proficiency for the 14-15 school year.</p> | <p>In 14-15 Reading AMO met 6 of 12 targets. Targets not met were- Overall proficiency, as well as Black, Hispanic, economically disadvantaged, Students with Disabilities and LEP. In 13-14 Reading AMO met 9 out of 14 - Targets not met is over all proficiency, as well as Hispanic, White, Economically Disadvantages, and Students with Disabilities</p> <p>In 14-15 Math AMO met 8 of 12 - Targets not met include Overall proficiency, Black and Hispanic students.</p> <p>In 13-14 Math AMO met 12 of 14 - Targets not met include Overall proficiency Economically Disadvantaged and Students with disabilities.</p> <p>In 14-15 Science AMO met 6 of 8 - Targets not met include Overall proficiency, Hispanic, and Economically Disadvantaged students. In 13-14 Science AMO met 5 of 8 - Targets not met include Overall proficiency, Hispanic, and Economically Disadvantaged students.</p> <p>-mCLASS -Based on DIBELS data, there were some classes of students who did not make growth or decreased in composite score -Hispanic students are our lowest achieving subgroup</p> <p>-Writing -Grade levels are not using the same prompts so writing scores are not consistent</p> <p>-AMO Signicant deficits in literacy proficiency -Hispanic subgroup had the largest achievement gap</p> <p>-Reading -Overall, reading is a concern because of lack of student growth using many tools such as mCLASS, Case 21 scores, common assessments and report card data.</p> |
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| School: | Fox Road ES |
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| Plan Year | 2014-2016 |
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| Data Components | Areas of Strengths | Areas of Concern |
|------------------------------------|---|---|
| Instructional Practices/Strategies | <ul style="list-style-type: none"> -All teachers and students are familiar with Daily 5 -Letterland is successful in K and 1 because it addresses early literacy skills -Many teachers have been trained in SIOP practices including 8 new teachers this school year -PYP philosophy is being integrated as seen in planning and implementation across disciplines. The language of PYP is used by students and staff consistently throughout the school -Student leaders is a strength in all grade levels -Teachers are focused on standards and planning instruction accordingly -Students' skills deficits are targeted in small group instruction | <ul style="list-style-type: none"> -We would like to train more teachers in SIOP strategies, and be intentional about implementation of SIOP across the school -Core instruction is being compromised due to the multiple pull-out instruction of students -Math Rigor is one of our concerns because students struggle answering basic questions so it is hard to ask higher level thinking questions when students are missing the basics. -Small group instruction being implemented school wide effectively |

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| Staff and Student Demographics | <p>1. Wake County Demographics (Community/Wake Country Demographics)- according to the 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% F/R School System 37%</p> <p>Fox Road Demographics 15-16 Fox Road F/R (as of Oct. 1 2015) 84.19% as of March 2014 79.9 - 601 total students enrolled. White 7.7%... Black 46.3% Hispanic 37.2% Asian 5.6% Two or more races 2.8%</p> <p>-Number of magnet applications has increased by 18% -Two Spanish teachers and our science teacher have provided more opportunities for student learning. -Additional focus in guidance staff has provided needed extra social and emotional support for students</p> <p>Average Daily Attendance 13-14 School Year - 95.46% 14-15 School Year- 95.38% Discipline As of May 6, 2015 for 14-15 school year Short term suspensions 11/700 students Long term suspensions 0/700 students</p> | <p>From 2013-14 to 2014-15 having 2 guidance counselors and now only 1 is an area of concern. The poverty level in the school has increased for the 15-16 school year</p> |

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| Perception | <p><u>2013-2014 Teacher Working Conditions Survey</u></p> <p>-All 7 areas that fall under Managing Student Conduct have increased since 2012 TWC survey</p> <ul style="list-style-type: none"> • The highest increase of 29.4% under Managing Student Conduct fell in the area of- Policies and procedures about student conduct are clearly understood by the faculty • 95.2% of staff in on 2014 TWC survey agreed with policies and procedures about student conduct are clearly understood by the faculty compared to only 65.8% in 2012 TWC survey <p>-90.2% of staff agree that Fox Road is a good place to work and learn compared to only 84.7% of staff on the 2012 TWC survey</p> <p>-80.3% of Teachers are protected from duties that interfere with their essential role of educating students compared to only 65.8% on 2012 TWC survey</p> <p>-In the area of School Leadership:</p> <ul style="list-style-type: none"> • 94.8% of staff agree the procedures for teacher evaluation are consistent compared to 77.6% of staff on 2012 TWC survey • 98.3% of staff agree that school leadership makes a sustained effort to address teacher concerns about leadership issues compared to 80.9% of staff on 2012 TWC survey <p><u>2nd Semester In-House Climate Committee Survey</u></p> <p>-97% of our staff believes Fox Road is a great place to work</p> <p>-98% of our staff believes our school is welcoming to visitors and parents.</p> <p>-94% of our staff believe administration is visible throughout the school.</p> | <p><u>2013-2014 Teacher Working Conditions Survey</u></p> <p>-43.1 % of staff agree that parents/guardians support teachers, contributing to their success with students. This percentage is a decrease from 49.3% in the 2012 TWC survey.</p> <p>-3 out of 8 areas that fell under the Community Support and Involvement area increased compared to 2012 TWC survey. The areas that decreased include:</p> <ul style="list-style-type: none"> • 35.7% agree -Parents/guardians are influential decision makes in this school • 86.7% agree - This school does a good job of encouraging parent/guardian involvement • 96.6% agree - Teachers provide parents/guardians with useful information about student learning • 43.1% agree - Parents/guardians supportteachers, contributing to their success with students • 72.7% agree- The community we serve is supportive of this school <p>-There was a large decrease in the area of the school environment is clean and well maintained. 63.9% of staff agree with this statement. However, this is a decrease from 87.7% of staff who agreed with this statement on the 2012 TWC survey.</p> <p>-69.4% of staff agree that there is an appropriate amount of time for professional development. This is a decrease from 94.5% that agreed on 2012 TWC survey.</p> <p><u>2nd Semester In-House SurveyResults</u></p> <p>-Some staff is concerned about school cleanliness.</p> <p>-Some staff feel that high expectations are not set for students.</p> <p>-Staff needs training in fulfilling the needs of students with cultural diversity.</p> |

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| Program | <ul style="list-style-type: none"> -Both in-school and out-of- school suspensions have decreased significantly <ul style="list-style-type: none"> • 2013-2014 out of school suspension consisted of a total of 28 days. This is a significant decrease from the previous year that consisted of over 100 days of Out of School suspensions -All staff have a strong foundation of the universal expectations of PBIS -Core practices for PBIS are at a 96% implementation success rate. -Secondary practices for PBIS are at a 91% success rate according to the staff survey. | <ul style="list-style-type: none"> -PAC attendance for this school year is lower than previous years -Staff needs training on tier 2 PBIS practices |

| Priority Concerns | Root Causes (with evidence) | Solutions |
|--|---|---|
| Hispanic Reading Proficiency Across Measures | <ul style="list-style-type: none"> -Large number of ESL students with only 2.5 ESL teachers -ESL testing has prevented students from being served -Time/Schedule -Lack of SIOP support -Lack of collaboration between classroom teachers and ESL, CCR and Intervention teachers -Language barrier between home and school | <ul style="list-style-type: none"> -Use SIOP with fidelity -SIOP Peer Coaching -More ESL collaboration with classroom teachers, to gain a better understanding of ESL practices -Scheduling support services -Using strategies to reduce foundational skill deficits -Providing reading materials for students to take home in both English and their native language |

| Priority Concerns | Root Causes (with evidence) | Solutions |
|-----------------------|---|--|
| Whole school Literacy | <ul style="list-style-type: none"> -Lack of reading materials for students at home -Teachers need literacy professional development with Daily 5/Cafe, guided reading/strategy groups, and writer's workshop -Students being pulled from class for services(CCR, ESL, intervention, speech, etc.) interferes with core instruction | <ul style="list-style-type: none"> -Continue with our K-5 reading calendar incentives and make sure all staff are encouraging students to read -Materials have been purchased for students to check out of the classrooms and take home -Continue to make teachers aware of professional development offered by the county and plan to conduct professional development training at the school site -Look at schedules to make sure pull out services do not interfere with the delivery of core instruction |
| Parent Involvement | <ul style="list-style-type: none"> -Lack of parent support -Lack of communication with parents -Parent attendance is low at many of our PAC nights and other school events -Lack of translators for parents who speak another language | <ul style="list-style-type: none"> -Consistently incorporate a variety of methods to communicate with parents -Examine days and times of PAC night meetings to ensure there are the fewest amount of scheduling conflicts. |

Data Summary

Describe your conclusions

Our priority concerns are reading proficiency for Hispanic students based off of AMO data and whole school reading proficiency with k-5 with an emphasis on our Hispanic population and parent involvement within our school based on data collected at PAC nights and other school events. These concerns will be addressed by using SIOP with fidelity, SIOP peer coaching, more collaboration with ESL and classroom teachers, better scheduling of support services and using appropriate strategies to meet foundational skill deficits. Literacy will also be addressed by continuing our reading calendar, offering different professional development opportunities and looking at our schedule. Parent involvement concerns will be addressed by consistently communicating with parents and examining dates and times of school events.

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

School Improvement Plan

Membership of School Improvement Team

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|-------------------|------------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| Principal: | Dr. Robert Lewis |
| Date: | Sep - 2014 |

SIP Team Members

| | Name | School Based Job Title |
|----|----------------------|-------------------------------|
| 1 | Amity Davis | Teacher |
| 2 | Angela Wallace | Teacher |
| 3 | Christine Zaccardi | Teacher |
| 4 | Donna Lehmann-Deming | Teacher |
| 5 | Dr. Robert Lewis | Principal |
| 6 | Erica Kendrick | Teacher |
| 7 | Jennifer Doss | Teacher |
| 8 | Jessica Cotterman | Teacher |
| 9 | Kia Armstrong | Parent |
| 10 | Lisa Gibson | Teacher Assistant |
| 11 | Melissa McKinley | Assistant Principal |
| 12 | Peter Damroth | School Improvement Chair |
| 13 | Rebecca Thomas | Other |
| 14 | Rowan BBeauchemin | Teacher |
| 15 | Virginia Turnau | Teacher |
| 16 | Wanda Purcell | Teacher |
| 17 | Yvonne Gayton | School Improvement Chair |

School Improvement Plan

Mission, Vision and Value Statements

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|------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| Date: | Jun - 2016 |

Mission Statement:

The mission of Fox Road Elementary Magnet School is to development life-long learners, in a welcoming and challenging world class school embracing intercultural understanding, so they are well prepared for their future as knowledgable, inquiring, caring, and contributing citizens committed to creating a better world.

Vision Statement:

A community of caring stakeholders (teachers, teacher assistants, support personnel, parents, and students) will successfully work collaboratively, with support from the broader community, to provide a positive learning environment wherein every child educated at Fox Road Elementary School will be motivated to meet or exceed high academic expectations by being actively engaged in and responsible for their own academic success and that of others.

Value Statement:

- Having high expectations of all students;
- Having positive attitudes about being able to meet students' needs with the resources available;
- Having supportive administrative leadership that allocates resources effectively;
- Participating in professional training needed to meet the needs of our students;
- Participating in formal and informal collaboration to help students;
- Implementing a variety of research-based best practices to accommodate all learning styles;
- Affirming and communicating student progress within the school community;
- Valuing and respecting all members of the school community;
- Modeling and demonstrating a strong work ethic.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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|------------------|-------------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| LEA: | Wake County (920) |

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| School Goal | | By 2016, FRES EOG math scores for students moving from grades three to five during the 2014-2016 school years will improve by 10% proficiency as measured by the NC End-of-Grade math tests, and all subgroups will demonstrate growth by AMOs. |
| Goal Manager | | Angela Wallace |
| Strategic Objective | | Learning and Teaching |
| State Board of Education Goal | | 21st Century Students |
| Data Justification for Goal Based on Comprehensive Needs Assessment | | Math Rigor is one of our concerns because students struggle answering basic questions so it is hard to ask higher level thinking questions when students are missing the basics. |
| 1 | Key Process | Strengthen PLTs by focusing on effective structures and math practices and/or creating and analyzing common formative assessments in math. |
| | Process Manager | Angela Wallace |
| | Completion Date | Jun - 2016 |
| | Restrainers | Time, language, money, materials, resources |
| | Resources | DPI Flexibility in financial Transfers plan (located in the SIP Folder), Math expressions, SIOP, Study Island, Intervention, Title 1, CMAPP, Formative Assessments, Common Assessments, EVAAS Data, IXL data |
| | Measurable Process Check(s) | Staff will analyze ongoing assessments, and K-2 quarterly assessments during PLT meetings to provide interventions and differentiated instruction for all students not making expected growth. |
| | 1 Action Step | Collaborate through weekly data driven PLT, PLT + meetings and informal collaborations with teachers whose students are not meeting the standards. Resources for collaboration are: classroom teachers, literacy, math, and SIOP coaches, CCR teachers, ESL teachers, Intervention teachers, AG teacher and Mentors. |
| | Timeline | From 8/2014 To 6/2016 |
| | 2 Action Step | Access available conversions as permitted by WCPSS and utilize financial transfer flexibility in supporting learning, teaching and professional development. |
| | Timeline | From 8/2014 To 6/2016 |
| | 3 Action Step | Continue implementation of SIOP strategies. |
| | Timeline | From 8/2014 To 6/2016 |

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| 4 | Action Step | Analyze common assessments, EVAAS and other academic performance data listed on each grade levels spread sheet to drive instruction. |
| | Timeline | From 8/2014 To 6/2016 |
| 5 | Action Step | Provide staff development for common core in Math with support of the Math Coaches and math walk-throughs. |
| | Timeline | From 8/2014 To 6/2016 |
| 6 | Action Step | <p>Administration meets monthly with the Area Superintendents Instructional Coordination Team to evaluate Instructional Excellence, Data Analysis, Instructional Planning, and Professional Capacity.</p> <p>The School Improvement Team meets quarterly to review progress towards goals.</p> |
| | Timeline | From 9/2015 To 6/2016 |
| 7 | Action Step | Progress monitor targeted students and refer them to PLT+ if they do not make adequate progress with interventions |
| | Timeline | From 8/2014 To 6/2016 |
| 8 | Action Step | Create and discuss with parents strategies in which they can use to help their child with Math Skills. |
| | Timeline | From 8/2014 To 6/2016 |
| 9 | Action Step | PLTs will create SMART goals in math based on data from multiple criteria with an emphasis being placed on subgroups not meeting proficiency. |
| | Timeline | From 8/2014 To 6/2016 |
| 10 | Action Step | PLTs will review and analyze SMART goal data three times a year to determine effectiveness of instruction, create common assessments, and guide future instructional needs of students. |
| | Timeline | From 8/2014 To 6/2016 |
| 11 | Action Step | <p>Administration meets monthly with the Area Superintendents Instructional Coordination Team to evaluate Instructional Excellence, Data Analysis, Instructional Planning, and Professional Capacity.</p> <p>The School Improvement Team meets quarterly to review progress towards goals.</p> |
| | Timeline | From 9/2015 To 6/2016 |

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| School Goal | | Literacy/ ELA -By the end of the school year 2016, Fox Road Magnet Elementary will: * meet or exceed growth for each subgroup * increase reading proficiency at least 5% based on Reading EOG (3-5) * make growth based on AMOs for all subgroups |
| Goal Manager | | Donna Lehmann-Deming |
| Strategic Objective | | Learning and Teaching |
| State Board of Education Goal | | 21st Century Students |
| Data Justification for Goal Based on Comprehensive Needs Assessment | | Reading is a concern because of lack of student growth using many tools such as mClass, Case 21 scores, common assessments and report card data. |
| 1 | Key Process | Utilize PLTs to focus on effective structures and literacy practices and creating and analyzing common formative assessments in literacy. |
| | Process Manager | Donna Lehmann-Deming |
| | Completion Date | Jun - 2016 |
| | Restrainers | Time, scheduling |
| | Resources | DPI Flexibility in financial transfers plan(located in SIP folder), K-3 Reading Plan, SIOP, Intervention, Title 1, CMAPP, Formative Assessments, handbook, mClass Data, Daily Café', Literacy Coach |
| | Measurable Process Check(s) | Staff will analyze ongoing assessments, mClass, and K-5 quarterly assessments during monthly PLT meetings to provide interventions and differentiated instruction for all students not making expected growth. Staff will analyze data collected from unassisted writing samples, K-5, utilizing rubrics provided by CMAPP three times a year. Literacy Goal Manager will review SMART goals, PLT minutes and grade level data on a monthly basis to assist with implementation of the SMART goals during PLTs. |
| | 1 Action Step | PLTs will create SMART goals in literacy based on data from multiple criteria with an emphasis being placed on the Hispanic population not meeting proficiency in mClass, and EOG. |
| | Timeline | From 8/2014 To 6/2016 |
| | 2 Action Step | PLTs will review and analyze SMART goal data three times a year to determine effectiveness of instruction, create common formative assessments and guide future instructional needs of students. |
| | Timeline | From 8/2014 To 6/2016 |

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| 3 Action Step | Collaborate through weekly data driven PLT and PLT Plus meetings and informal collaborations with teachers whose students are not meeting the standards:Resources for collaboration are classroom teachers, Literacy, Academic Language and MtSS coaches, CCR teachers, ESL teachers, Intervention teachers, AG teacher and Mentors. |
| Timeline | From 8/2014 To 6/2016 |
| 4 Action Step | Access available conversions as permitted by WCPSS and utilize financial transfer flexibility in supporting learning, teaching and professional development. |
| Timeline | From 8/2014 To 6/2016 |
| 5 Action Step | Continue to develop the implementation of Writer's Workshop in the Literacy block each day. |
| Timeline | From 8/2014 To 6/2016 |
| 6 Action Step | Implement writing within all curriculum subjects and implement project based assignments. |
| Timeline | From 10/2015 To 6/2016 |
| 7 Action Step | Provide staff with opportunities to attend WCPSS literacy staff development needed as determined by individual needs. |
| Timeline | From 8/2014 To 6/2016 |
| 8 Action Step | Continue implementation of SIOP/ Academic Language strategies which focus on vocabulary, interaction, SWRL, and language outcomes. |
| Timeline | From 8/2014 To 6/2016 |
| 9 Action Step | Progress monitor targeted students and refer them to PLT Plus if they do not make adequate progress with interventions in class and with interventionists. |
| Timeline | From 8/2014 To 6/2016 |
| 10 Action Step | Encourage daily reading at home with the school wide reading calendar and provide strategies to be used at home. |
| Timeline | From 8/2014 To 6/2016 |
| 11 Action Step | Provide guided reading four days a week for students performing below grade level. |
| Timeline | From 8/2014 To 6/2016 |

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| 12 Action Step | <p>Administration meets monthly with the Area Superintendents Instructional Coordination Team to evaluate Instructional Excellence, Data Analysis, Instructional Planning, and Professional Capacity.</p> <p>The School Improvement Team meets quarterly to review progress towards goals.</p> |
| Timeline | From 9/2015 To 6/2016 |

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| School Goal | | By June 2016, Fox Road Magnet School Staff will fulfill the requirements to obtain International Baccalaureate Primary Years Program authorization. |
| Goal Manager | | Anne Waechter |
| Strategic Objective | | Learning and Teaching |
| State Board of Education Goal | | Globally Competitive Students |
| Data Justification for Goal Based on Comprehensive Needs Assessment | | Staff is still learning how to implement the IB/PYP program effectively and will continue to be trained in this area. |
| 1 | Key Process | Teachers and Staff will work together to continue to reflect on, develop, and align the school-wide Programme of Inquiry and the Units of Inquiry. |
| | Process Manager | Anne Waechter |
| | Completion Date | Jun - 2016 |
| | Restrainers | time |
| | Resources | Universal screeners, Aimsweb, leveled readers, DPI Flexibility in financial Transfers plan (located in the SIP Folder), k-1 reading plan (located in the SIP folder), SIOP, Intervention, Title 1, CMAPP, Formative Assessments, EVAAS Data, Café, literacy coach, literacy coach |
| | Measurable Process Check(s) | Making the PYP Happen Handbook, Magnet Coordinator, PYP Trainings, Blackboard, grade level planning times, PYP committee, OCC, IB network of schools |
| | 1 Action Step | In PLTs - schedule time to discuss ways to support students whose mother tongue is not English. |
| | Timeline | From 8/2014 To 6/2016 |
| | 2 Action Step | Draft Language Policy. |
| | Timeline | From 8/2014 To 6/2016 |
| | 3 Action Step | Adopt newly created language policy as part of FRMES. |
| | Timeline | From 8/2014 To 6/2016 |
| | 4 Action Step | Research and review IB mother tongue documentation. |
| | Timeline | From 8/2014 To 6/2016 |

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| School Goal | | By 2016 95 % of Fox Road staff, parents, and students will report that they strongly agree with the statement, "Overall, my school is a good place to work and learn." |
| Goal Manager | | Melissa McKinley |
| Strategic Objective | | Balanced Assessment System |
| State Board of Education Goal | | Globally Competitive Students |
| Data Justification for Goal Based on Comprehensive Needs Assessment | | In 2014, 90.2% of staff viewed Fox Road as "a good place to work and learn." |
| 1 | Key Process | Use PBIS to help support behavioral expectations by providing classroom strategies and interventions that will help reduce office referrals & suspensions. |
| | Process Manager | Melissa McKinley |
| | Completion Date | Jun - 2016 |
| | Restrainers | Time |
| | Resources | Office Referral and Crisis Calls Data, the safe and orderly schools plan (located in the SIP folder), counselors, PBIS team/representatives |
| | Measurable Process Check(s) | The PBIS team will analyze office referral and crisis call data monthly to provide the appropriate classroom strategies and interventions in order to decrease the overall referrals. |
| | 1 Action Step | PBIS team will share office referral and Crisis calls data monthly so as to analyze trends in behaviors school wide or within grade levels. |
| | Timeline | From 8/2014 To 6/2016 |
| | 2 Action Step | Create a beginning of the year assembly for all students to promote SWIFT expectations and to introduce PBIS |
| | Timeline | From 8/2014 To 6/2016 |
| | 3 Action Step | Share positive behavior support strategies with teachers quarterly in various ways based on data and any trends we see in the school. |
| | Timeline | From 8/2014 To 6/2016 |
| | 4 Action Step | Discuss students that exhibit patterns of behaviors in PLT/PLT + to determine strategies, next steps (ex. success charts, behavior plans, Tier III, etc.) |
| | Timeline | From 8/2014 To 6/2016 |

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| 5 | Action Step | Define major and minor behaviors for students and staff to establish clear expectations on the discipline referral form. |
| | Timeline | From 8/2014 To 6/2016 |
| | 6 Action Step | Give staff quarterly PBIS refreshers at staff meetings. |
| | Timeline | From 8/2014 To 6/2016 |
| | 7 Action Step | Provide resources for new staff members in order for them to have a clear idea of how to do PBIS at FRES. |
| | Timeline | From 8/2014 To 6/2016 |
| | 8 Action Step | PBIS representative from each grade level will bring questions/concerns from PLT's to the PBIS meeting. |
| | Timeline | From 8/2014 To 6/2016 |
| 2 | 9 Action Step | Collect data from student surveys regarding school climate. |
| | Timeline | From 8/2014 To 6/2016 |
| | Key Process | Create and sustain a supportive professional climate for all staff members. |
| | Process Manager | Melissa McKinley |
| | Completion Date | Jun - 2016 |
| | Restrainers | time |
| | Resources | Staff surveys |
| | Measurable Process Check(s) | Analyze data in TWC and Quarterly Climate Surveys and report it to the staff |
| | 1 Action Step | Involve staff members in the interview process as appropriate. |
| | Timeline | From 8/2014 To 6/2016 |
| | 2 Action Step | Continue to provide opportunities for informal staff gatherings. |
| | Timeline | From 8/2014 To 6/2016 |
| | 3 Action Step | Continue to provide up-to-date technology and resources for staff, as funding permits; with whom to call list for needed assistance. |
| | Timeline | From 8/2014 To 6/2016 |
| | 4 Action Step | Continue to provide duty free instructional planning and lunch. |
| | Timeline | From 8/2014 To 6/2016 |

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| | 5 Action Step | Collect ideas twice a year through Staff for staff social morale boosters. (Staff Surveys) |
| | Timeline | From 8/2014 To 6/2016 |
| | 6 Action Step | Organize the sharing of food once a month to create an atmosphere that allows staff members to socialize (Tees and Treats, Early Release Lunches, etc.) |
| | Timeline | From 8/2014 To 6/2016 |
| | 7 Action Step | Survey staff on the climate of the school each quarter in order to determine the areas of improvement and what is going well at Fox Road. |
| | Timeline | From 8/2014 To 6/2016 |
| 3 | Key Process | Create an atmosphere of community involvement by offering programs and activities designed to meet the needs of FRES families and increase Hispanic Parent Involvement. |
| | Process Manager | Melissa McKinley |
| | Completion Date | Jun - 2016 |
| | Restrainers | lack of parent support |
| | Resources | Sign-in sheets, interpreters, spreadsheets/tracking sheets. |
| | Measurable Process Check(s) | Parent survey and PAC night data. |
| | 1 Action Step | Implement ways to encourage participation of families, specifically Hispanic families by offering services/activities i.e. take home books, hands-on materials, make and takes, resources. |
| | Timeline | From 8/2014 To 6/2016 |
| | 2 Action Step | Offer Title 1 PAC meetings |
| | Timeline | From 8/2014 To 6/2016 |
| | 3 Action Step | Collaborate with community organizations to support and strengthen resources for FRES. |
| | Timeline | From 8/2014 To 6/2016 |
| 4 | Key Process | Create awareness to students and parents on the importance and impact of full day attendance and achievement. |
| | Process Manager | Melissa McKinley |
| | Completion Date | Jun - 2016 |
| | Restrainers | lack of parental support |
| | Resources | Attendance data, school social worker |

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

| | |
|------------------|-------------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| LEA: | Wake County (920) |

| Measurable Process Check(s) | | Monthly attendance checks |
|------------------------------------|----------------------|--|
| | 1 Action Step | Recognize students with perfect attendance at the end of each quarter. |
| | Timeline | From 8/2014 To 6/2016 |
| | 2 Action Step | Attendance team meets monthly to discuss overall student attendance. |
| | Timeline | From 8/2014 To 6/2016 |

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

| | |
|--|------------|
| Date | Jun - 2014 |
| Waiver Requested | |
| No waiver is needed at this time. | |
| How will this waiver impact school improvement? | |
| N/A | |
| Please indicate the type of waiver: | Local |
| Please indicate the policy to be waived | N/A |

School Improvement Plan

Summary Sheet of Professional Development Activities

| | |
|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2014-2015 |

Development Activities for

| Topic: | Participants: | Goal Supported: | Supporting Data: |
|---|--|------------------------|---|
| <p>Our on going professional development will focus on enhancing literacy across the curriculum as well as Cultural Diversity/Awareness Behavior Management (ex. SIOP & exploring poverty.) Our training will be rooted in our PLTs with continual data driven decision making, training on instructional best practices (especially to enhance literacy), and goal oriented solution to support student learning. We will send representatives from our staff to district PLT refresher training. We will explore the works of Ruby Payne, as well as Eric Jensen to help narrow the achievement gap for our free and reduced lunch population (which is around 80% of our students). Our IB/PYP programme emphasized the importance of students making connections between their experience and incremental pieces of new information they encounter. We will model this same philosophy with our staff to help them explore not only best instructional practices, but the research around the population of students we serve.</p> <p>Instructional Practice Training that will happen on Early Release Days, Protected Work days as well as on going Coaching with in our PLTs will include...</p> <ul style="list-style-type: none"> -Literacy enhancement coaching - including Daily 5, Cafe, Guided Reading, Letterland, Read Alouds etc. -Differentiation and vocabulary enhancement across the curriculum -IB/PYP on going coaching and professional training -PLT - including National School reform Protocol training, MTSS practices, Data driven decision making, Common Formative Assessments -Math Talk -Math classroom structures -Enhancing Reading interventions | <p>All staff will participate in Professional Development. It is differentiated based on individual needs.</p> | <p>All goals.</p> | <p>Fox Road has expressed the importance of differentiation for teachers based on their needs. A survey was sent so staff could share what professional development they felt they needed or could help with. This allows staff to choose from a variety of learning opportunities that will help them grow in their teaching to better help students. Survey data will be reviewed and a more structured plan will be put in place for next year to finalize exactly what is needed.</p> |

School Improvement Plan

Summary Sheet of Professional Development Activities

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|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2015-2016 |

Development Activities for

| | | | |
|---------------|----------------------|------------------------|-------------------------|
| Topic: | Participants: | Goal Supported: | Supporting Data: |
|---------------|----------------------|------------------------|-------------------------|

School Improvement Plan

Intervention Planning Matrix

| | |
|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2014-2015 |

| | Reading | Math | Behavior |
|---|--|--|---|
| Data Decision Process for Entry and Exit | <ul style="list-style-type: none"> Once mCLASS BOY assessments have been completed, Intervention teachers rank students according to their composite scores on mCLASS, highlighting all students who are red and/or yellow in two or more measures, not including composite Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart in the mCLASS Reading 3D K-5 Quick Reference Guide Once students have been identified as below benchmark through the triangulation of data points, a best service meeting is held by Intervention teachers with classroom, ESL, CCR teachers, and all other stakeholders, to determine which service will best meet students' needs Students identified as needing interventions will be discussed and documented during monthly collaboration meetings to ensure all students not achieving at benchmark are reviewed and the target learning focus or intensity is updated/modified based on ROI New students arriving throughout the school year who demonstrate a need, as evidenced by the outlined above assessments, will be discussed at monthly collaboration Data used to determine student need will include the following: mCLASS, benchmark data, Case 21, EOG, digging deeper assessments, report cards, and any anecdotal notes Students will exit intervention when benchmark is achieved and maintained (on 3 consecutive OR 4 out of 6 progress monitoring probes) as evidenced by progress monitoring data points, digging deeper, and/or formative assessment data, as well as by mutual agreement of all stakeholders, including teachers, administration, and parents | <ul style="list-style-type: none"> The following data will be evaluated to determine student need: summative assessments, teacher observations, report card, retention, special services, CASE 21, EOGs, Number Knowledge assessment, Number Worlds placement test, previous interventions and progress monitoring from the previous year Ranking forms will be completed for each class Multiple criteria points will be determined through use of Ranking Form Rubric Ranking forms will be updated during monthly collaboration according to report cards, common assessments, Universal Screenings, teacher observation, and benchmark assessments A best service meeting is held by Intervention teachers with classroom, ESL, CCR teachers, and all other stakeholders to determine which service will best meet students' needs Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points (if/when available), digging deeper, and/or formative assessment data, as well as mutual agreement of all stakeholders, including teachers, administration, and parents | <ul style="list-style-type: none"> SIRS discipline data: documentation of Minor offenses, Major office discipline referrals (ODRs), suspension data; behavior charts, attendance data; teacher/parent feedback Students who have a pattern of minor offenses or at least two major office discipline referrals; students missing at least 10 days of school over a 9 week period; students referred by teacher or parent Discipline data will be reviewed monthly during Kid Talk and at PBIS team meeting; attendance data will be reviewed monthly by the school social worker Discipline data (minor and major incidents) is recorded in SIRS. PLTs review overarching grade level data during Kid Talk and delve deeper into specific student data as needed for problem solving. The PBIS Team and PLTs also review SIRS data monthly and share updates and recommendations with staff. Data is analyzed by all teams using the TIPS process. Students referred through Kid Talk, who have had at least two major referrals, or have been referred by a staff member or parent will be reviewed during PLT by the team and recommended for prescribed classroom interventions or possibly receive brief Social Skills instruction. Student's data will be reviewed four to six weeks later and those responding to the intervention(s) will be gradually released and/or exited. Students not responding to intervention(s) will be considered for a change in intervention and a referral to the behavior intervention coach and/or participate in Check-In/Check-Out (CICO). Once students are able to earn 80% of their expected daily points for that behavior over a four to six week period, the student will be gradually faded off their behavior plan (i.e., the duration, intensity, and frequency will decrease) until skills can be generalized across all areas. If the 80% is not obtained then the student would be brought up at PLT for kid talk and a PLT+ checklist is completed to see if Tier III is recommended. |
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School Improvement Plan

Intervention Planning Matrix

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|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2014-2015 |

| | Reading | Math | Behavior |
|-------------------------------|--|--|--|
| Intervention Structure | <ul style="list-style-type: none"> Intensive Service: direct instruction in pull-out or push-in groups 20-30 minutes a day up to 5 days per week Intervention students who need intense interventions will be offered an extended 45 minute school day session, 3 days a week before school, with a lesson format targeting multiple skill deficits (letter and sound identification, word work, interactive writing, shared reading, guided reading, fluency, reading strategies, comprehension) <p>Strategic Service: push-in 10-20 minutes a day up to 5 days per week</p> | <ul style="list-style-type: none"> Intensive Service: direct instruction in pull-out or push-in groups 20-30 minutes a day up to 5 days per week <p>Strategic Service: push-in 15-20 minutes a day up to 5 days per week</p> | <ul style="list-style-type: none"> Classroom-based interventions will be delivered throughout the day by core teachers. More intense interventions like Social Skills instruction will be delivered by the counselor. Check-In/Check-Out will be a mixed approach supported daily by available school personnel, meeting briefly before the start of and just before the end of school. Classroom-based interventions are delivered within the regular class settings and either reduced or increased based on a review of monthly discipline data, with the ultimate goal being self-monitored or phase off of the additional support. <p>Social Skills instruction and Check-In/Check-Out are fully delivered for at least one consecutive month and adjusted as needed, with the intention that a student is not on either full-scale intervention for more than 9 weeks.</p> |
| Instruction | <ul style="list-style-type: none"> Based on need, students will be identified as Intensive or Strategic, and will be served in small groups of up to 8 students Lesson format based on skill deficits (letter and sound identification, word work, interactive writing, shared reading, guided reading, fluency, reading strategies, comprehension, sight words, phonological awareness, vocabulary) All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes Focus of intervention lessons will be discussed at monthly collaboration, ensuring skills are generalized across settings and address grade level expectations on students' levels Weekly PLT with grade levels Monthly PLT with intervention team <p>Share students among grade levels as appropriate</p> | <ul style="list-style-type: none"> Based on need, students will be identified as Intensive or Strategic, and will be served in small groups of up to 8 students Intervention Teachers will include Warm-Up, Concept Building, and Reflection of the Number Worlds Lesson format (as applicable) All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes Focus of intervention lessons will be discussed at monthly collaboration ensuring skills are generalized across settings and address grade level expectations on students' levels Weekly PLT with grade levels Monthly PLT with intervention team <p>Share students among grade levels as appropriate</p> | <ul style="list-style-type: none"> During PLT kid talk, teams use a problem solving protocol to identify problems, develop hypothesis, and discuss possible solutions. Teams will then develop and implement an action plan for four to six weeks. Four to six weeks later, PLTs will evaluate and revise the prior month's plan. PBIS team has representation from all grade levels and work together to review data and assess fidelity of behavioral instruction and intervention. Core behavioral lessons and explicit teaching of learner profile traits (Tell, Show, and Practice format) are directly delivered during Morning Meeting/integrated within your PYP units, and as needed based on grade level data. |

School Improvement Plan

Intervention Planning Matrix

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|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2014-2015 |

| | Reading | Math | Behavior |
|---|--|--|---|
| Assessment and Progress Monitoring | <ul style="list-style-type: none"> • mCLASS benchmark • WCPSS Digging Deeper • Formative/Common Assessments • Report Card • CASE 21 • EOG • Language for Learning Placement Test • mCLASS progress monitoring following WCPSS Steps to Effective Progress Monitoring with DIBELS Next • Students will be progress monitored by the classroom teacher and CCR students will be progress monitored by the CCR teacher • Students in the red will be progress monitored every 10 school days and students in the yellow will be progress monitored every 20 school days <p>Duration, frequency, and intensity will be adjusted based on progress monitoring data points and following the RtI framework</p> | <ul style="list-style-type: none"> • K-1 Summative Assessments • Formative/Common Assessments • Report Card • CASE 21 • EOGs • enVisions Math • Number Knowledge • Number World Placement tests • i-Ready • Universal Screener <p>Duration, frequency, and intensity will be adjusted based on the RtI framework</p> | <ul style="list-style-type: none"> • Minor and major discipline data, attendance data, and daily points earned will be used to assess student responsiveness. • Based on the data, the intervention frequency will either decrease or increase and/or become more targeted. |
| Curriculum/Resources | <ul style="list-style-type: none"> • Letterland Intervention Strand • mCLASS Now What? • mCLASS Small Group Advisor • mCLASS TRC • I've DIBELed Now What? • Next STEPs to Literacy • Great Leaps • FCRR • Benchmark Connections • Fast Track • Wild Cats • Leveled Books • SuccessMaker • C-MAPP • Language for Learning • Daily 5 • Reading A to Z website • Reader's Theater • Take home books <p>Leapfrog Leap Pads/Tag pens and books</p> | <ul style="list-style-type: none"> • Number Worlds • envisions Math • i-Ready • SuccessMaker • Math Expressions • C-MAPP • Math Expressions Differentiated Task Cards • IXL Website | <ul style="list-style-type: none"> • IB Learner Profile Traits • PBIS/SWIFT • Social Skills Instruction/Training • Check-In/Check-Out |

School Improvement Plan

Intervention Planning Matrix

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|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2015-2016 |

| | Reading | Math | Behavior |
|---|---|---|---|
| Data Decision Process for Entry and Exit | <p>What data will be used to determine criteria to identify students who are not achieving at benchmark or meeting universal behavior expectations?</p> <ul style="list-style-type: none"> Data used to determine student need will include the following: mCLASS, benchmark data, Case 21, EOG, KEA, digging deeper assessments, ACCESS, report cards, and any anecdotal notes. <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?</p> <ul style="list-style-type: none"> Once mCLASS BOY assessments have been completed, Intervention teachers rank students according to their composite scores on mCLASS, highlighting all students who are red and/or yellow in two or more measures, not including composite New students arriving throughout the school year who demonstrate a need, as evidenced by the outlined above assessments, will be discussed at monthly collaboration Students will exit intervention when subsequent benchmark is achieved and maintained (on 3 consecutive OR 4 out of 6 progress monitoring probes) as evidenced by progress monitoring data points, digging deeper, and/or formative assessment data, as well as by mutual agreement of all stakeholders, including teachers, administration, and parents <p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?</p> <ul style="list-style-type: none"> Students identified as needing interventions will be discussed and documented through minutes during weekly PLTs/Grade level Meetings to ensure all students not achieving at benchmark are reviewed and the target learning focus or intensity is updated/modified based on ROI Once students have been identified as below benchmark through the triangulation of data points, as well as collaboration with classroom teachers and CCR teachers, Intervention teachers and ESL teachers will attend a Best Services meeting to determine which service will best meet students' needs <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 the rate of improvement and/or transitioning towards Core benchmarks</p> <ul style="list-style-type: none"> Intervention team will review student data after benchmarking periods (MOY and EOY) to evaluate effectiveness of intervention matrix | <p>What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?</p> <ul style="list-style-type: none"> The following data will be evaluated to determine student need: summative assessments, teacher observations, report card, retention, special services, CASE 21, EOGs, Number Knowledge assessment (K), previous interventions and progress monitoring from the previous year <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?</p> <ul style="list-style-type: none"> Ranking forms will be completed for each class Multiple criteria points will be used to determine and rank students based on need Students served in intervention will exit when benchmark is achieved and maintained as evidenced by progress monitoring data points (if/when available), digging deeper, and/or formative assessment data, as well as mutual agreement of all stakeholders, including teachers, administration, and parents <p>What frequency structures and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?</p> <ul style="list-style-type: none"> Ranking forms and individual student data will be reviewed for K-5 during monthly collaboration according to report cards, common assessments, teacher observation, and benchmark assessments A meeting/PLT is held by Intervention teachers with classroom, ESL, CCR teachers, and all other stakeholders to best meet students' needs <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 the rate of improvement and/or transitioning towards Core benchmarks?</p> <ul style="list-style-type: none"> Classroom teachers, intervention and other instructional support staff will analyze and review data collaboratively to determine relative grade level proficiency and degree of deficit for each student with corresponding services provided. | <p>What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?</p> <ul style="list-style-type: none"> SIRS discipline data: documentation of Minor offenses, Major office discipline referrals (ODRs), suspension data; behavior charts, attendance data; teacher/parent feedback <p>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?</p> <ul style="list-style-type: none"> Students who have a pattern of minor offenses or at least two major office discipline referrals; students missing at least 10 days of school over a 9 week period; students referred by teacher or parent. Once students are able to earn 80% of their expected daily points for that behavior over a four to six week period, the student will be gradually faded off their behavior plan (i.e., the duration, intensity, and frequency will decrease) until skills can be generalized across all areas. If the 80% is not obtained then the student would be brought up at PLT for kid talk and a PLT+ checklist is completed to see if more intensive intervention is recommended. Once in intensive intervention, student's progress with behavior intervention plan will be monitored through behavior data sources. Once the student is able to earn 80% of their expected daily points for four to six weeks and demonstrate a decrease in major/minor ODRs, the student may be exited to strategic support. If students are not successful after 4 to 6 weeks, the intensive intervention team will determine if additional resources need to be added to the behavior intervention plan. <p>What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?</p> <ul style="list-style-type: none"> Discipline data will be reviewed monthly during Kid Talk and at PBIS team meeting; attendance data will be reviewed monthly by the school social worker. Discipline data (minor and major incidents) is recorded in SIRS. PLTs review overarching grade level data during Kid Talk and delve deeper into specific student data as needed for problem solving. The PBIS Team and PLTs also review SIRS data monthly and share updates and recommendations with staff. Data is analyzed by all teams using the TIPS process. Students referred through Kid Talk, who have had at least two major referrals, or have been referred by a staff member or parent will be reviewed during PLT by the team and recommended for prescribed classroom interventions or possibly receive interventions from student support services including Social Skills or Check-In/Check Out instruction. Student's data will be reviewed four to six weeks later and those responding to the intervention(s) will be gradually released and/or exited. Students not responding to intervention(s) will be considered for a change in intervention and a referral to the behavior intervention coach and/or participate interventions such as Check-In/Check-Out (CICO). Another review should be scheduled after 4 to 6 weeks following an intervention change to determine if student is meeting 80% of the goal. Students not responding to a more structured strategic approach will be referred to intensive intervention for the possible development of a Functional Behavior Assessment/Behavior Intervention Plan <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 the rate of improvement and/or transitioning towards Core benchmarks.</p> <ul style="list-style-type: none"> The team will determine effectiveness by analyzing progress monitoring data for students receiving intensive and strategic intervention. |
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School Improvement Plan

Intervention Planning Matrix

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|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2015-2016 |

| | Reading | Math | Behavior |
|-------------------------------|--|--|---|
| Intervention Structure | <p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?</p> <ul style="list-style-type: none"> Intensive Service: direct instruction in pull-out or station teaching/push-in groups 20-30 minutes a day up to 5 days per week Strategic Service: push-in/station teaching or pull-out 10-20 minutes a day up to 5 days per week Classroom teachers will provide interventions for 5-15 minutes up to 5 days a week for students determined based on data <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <ul style="list-style-type: none"> The literacy block allows classroom and intervention teachers to provide interventions for students who demonstrate a need. Collaboration between classroom teacher and support staff to develop structure of literacy time | <p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?</p> <ul style="list-style-type: none"> (K-2) Intensive Service: direct instruction in pull-out or push-in groups 20-30 minutes a day up to 5 days per week (3-5)Intensive and (K-5) Strategic Service: classroom teacher will provide differentiated instruction to address student's needs for up to 20 minutes a day up to 5 days per week <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <ul style="list-style-type: none"> The 90 minute math block allows classroom and intervention teachers to provide interventions for students who demonstrate a need. Collaboration between classroom teacher and support staff to develop structure of math time | <p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?</p> <ul style="list-style-type: none"> Classroom-based interventions will be delivered throughout the day by core teachers. More strategic interventions like Social Skills and Check-in Check Out instruction will be coordinated by the student services department. Check-In/Check-Out will be a mixed approach supported daily by available school personnel, meeting briefly before the start of and just before the end of school. Intensive intervention plans will be developed by the intensive intervention team and will be delivered by the classroom teacher and others involved with students. <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?</p> <ul style="list-style-type: none"> Master schedule allows for the instruction of school wide expectations as well as flexible time for more strategic interventions such as social skills groups and check-in/outs. These strategic interventions may be delivered in the morning, during the school day (e.g., lunchtime), and after school. An intensive intervention plan developed around FBA procedures would be incorporated throughout the student's day. |

School Improvement Plan

Intervention Planning Matrix

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|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2015-2016 |

| | Reading | Math | Behavior |
|--------------------|---|--|---|
| Instruction | <p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <ul style="list-style-type: none"> • Focus of intervention lessons will be discussed at monthly collaboration, ensuring skills are generalized across settings and address grade level expectations on students' level • Weekly PLT with grade levels • Monthly PLT with intervention team <p>What is the intervention lesson format(s) for academics or behavior?</p> <ul style="list-style-type: none"> • Lesson format based on skill deficits (letter and sound identification, word work, interactive writing, shared reading, guided reading, fluency, reading strategies, comprehension, sight words, phonological awareness, vocabulary) • All intervention formats will be direct and explicit instruction based on student need and guided by assessment data, collaboration, and anecdotal notes <p>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</p> <ul style="list-style-type: none"> • The intervention team, including the Core and intervention teacher for students receiving intervention, will ensure fidelity through attendance checks and adherence to intervention protocol checks | <p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <ul style="list-style-type: none"> • Focus of intervention lessons will be discussed at monthly collaboration ensuring skills are generalized across settings and address grade level expectations on students' levels • Weekly PLT with grade levels • Monthly PLT with intervention team <p>What is the intervention lesson format(s) for academics or behavior?</p> <ul style="list-style-type: none"> • Based on need, students will be identified as Intensive or Strategic, and will be served in small groups • Intervention Teachers will include Warm-Up, Concept Building, and lesson format based on skill deficits/strands (as applicable) <p>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</p> <ul style="list-style-type: none"> • Staff providing interventions will ensure fidelity by reviewing data including Quarterly Common Assessments, Case 21 Benchmark assessments, Report Cards, and K-1 Summative assessments data ensure students are making growth | <p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <ul style="list-style-type: none"> • School-wide expectations are explicitly taught and reinforced throughout the school year. • During PLT kid talk, teams use a problem solving protocol to identify students who are not responding to core expectations, develop hypothesis, and discuss possible solutions. Teams will then develop and implement an action plan for four to six weeks. <p>What is the intervention lesson format(s) for academics or behavior?</p> <ul style="list-style-type: none"> • Core behavioral lessons and explicit teaching of learner profile traits (Tell, Show, and Practice format) are directly delivered during Morning Meeting/integrated within your PYP units, and as needed based on grade level data. • Using modeling procedures and following the PBIS expectation matrix, students are explicitly taught specific expectations for behavior throughout the school building several times a year. • Strategic interventions can be implemented in a small group setting or individual setting depending on the students need. • Intensive interventions will be delivered through a behavioral intervention plan based on functional behavior procedures. <p>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</p> <ul style="list-style-type: none"> • PBIS team has representation from all grade levels and work together to review data and assess fidelity of behavioral instruction and strategic intervention. Fidelity of intensive intervention plans will be ensured by the intervention team working with the individual student. |

School Improvement Plan

Intervention Planning Matrix

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|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2015-2016 |

| | Reading | Math | Behavior |
|---|---|--|--|
| Assessment and Progress Monitoring | <p>What data will be used to assess the student's responsiveness to intervention?</p> <ul style="list-style-type: none"> • mCLASS benchmark • WCPSS Digging Deeper • Formative/Common Assessments • Report Card • CASE 21 • EOG • Letterland Assessments • Language for Learning Placement Test <p>How does data guide your instruction?</p> <ul style="list-style-type: none"> • Duration, frequency, resources and intensity of instruction/intervention will be adjusted based on progress monitoring data points and following the MTSS framework <p>How often will you progress monitor?</p> <ul style="list-style-type: none"> • Students will be progress monitored by the classroom teacher or Interventionist, and CCR students will be progress monitored by the CCR teacher • Students in the red will be progress monitored every 10 school days and students in the yellow will be progress monitored every 20 school days <p>What is the process for analyzing the data and making data based decisions?</p> <ul style="list-style-type: none"> • Once a minimum of three progress monitoring data points have been collect. Results should be analyzed in terms of ROI during grade level PLTs or intensive intervention meetings. | <p>What data will be used to assess the student's responsiveness to intervention?</p> <ul style="list-style-type: none"> • Progress monitoring data gathered from tools selected as appropriate to gauge students' growth will be used to assess responsiveness to intervention. <p>How does data guide your instruction?</p> <ul style="list-style-type: none"> • Duration, frequency, resources and intensity will be adjusted based on progress monitoring data points and following the MTSS framework <p>How often will you progress monitor?</p> <ul style="list-style-type: none"> • Students will be progress monitored by the teacher providing the most intensive intervention. Frequency will be determined by the progress monitoring tool's sensitivity to growth. <p>What is the process for analyzing the data and making data based decisions?</p> <ul style="list-style-type: none"> • Collaborative conversations will be conducted to discuss students' progress and consider adjustment of duration, frequency, and intensity, group size, and delivery. | <p>What data will be used to assess the student's responsiveness to intervention?</p> <ul style="list-style-type: none"> • Minor and major discipline data, attendance data, and daily points earned will be used to assess student responsiveness. <p>How does data guide your instruction?</p> <ul style="list-style-type: none"> • Based on the data, the intervention frequency will either decrease or increase and/or become more targeted. <p>How often will you progress monitor?</p> <ul style="list-style-type: none"> • Students receiving strategic and intensive intervention support will be progress monitored daily through their behavior contract/chart and classroom management system. <p>What is the process for analyzing the data and making data based decisions?</p> <ul style="list-style-type: none"> • Data gathered from strategic interventions will be analyzed in PLTs using the procedures described above. • Intensive intervention team meetings will be held to discuss students who are not responding to strategic interventions. |

School Improvement Plan

Intervention Planning Matrix

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|---------------------|-------------|
| School: | Fox Road ES |
| Plan Year | 2014-2016 |
| School Year: | 2015-2016 |

| | Reading | Math | Behavior |
|-----------------------------|--|--|--|
| Curriculum/Resources | <p>What evidence based materials and resources will be used to support the academic or behavior strategic intervention? What evidence based materials and resources will be used to support the academic or behavior strategic intervention?</p> <ul style="list-style-type: none"> • Letterland Intervention Strand K-2 • mCLASS Now What? • mCLASS Small Group Advisor • mCLASS TRC • I've DIBELed Now What? • Next STEPs to Literacy • Next STEPs to Guided Reading • IXL Website • FCRR • Benchmark Connections • Fast Track • Wild Cats Leveled Book • SuccessMaker 3-5 • C-MAPP • Language for Learning • Daily 5 • Reading A to Z website • Big Universe • Discovery Ed • Reader's Theater • Take home books • Leapfrog Leap Pads/Tag pens and books | <p>What evidence based materials and resources will be used to support the academic or behavior strategic intervention?What evidence based materials and resources will be used to support the academic or behavior intensive intervention?</p> <ul style="list-style-type: none"> • Number Worlds • Math Expressions • C-MAPP • Math Expressions Differentiated Task Cards • IXL Website • Alignment Lessons | <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"> • IB Learner Profile Traits • PBIS/SWIFT • Social Skills Instruction/Training • Check-In/Check-Out • Behavior Coaches • Consultation with student support services and behavior committee <p>What evidence based materials and resources will be used to support the academic or behavior intensive intervention?</p> <ul style="list-style-type: none"> • The intensive intervention team will serve as a resource for students not making progress with strategic interventions. This team will utilize all available resources to develop a behavior intervention plan based on functional behavioral procedures. |