

## School Improvement Plan

## Comprehensive Needs Assessment

|                  |               |
|------------------|---------------|
| <b>School:</b>   | Knightdale ES |
| <b>Plan Year</b> | 2014-2016     |

| Data Components     | Areas of Strengths   | Areas of Concern  |
|---------------------|--|---|
| Student Achievement | <p>READING</p> <ul style="list-style-type: none"> <li>-Third grade grew from 48% proficient to 50.8% proficient on the Reading EOG</li> <li>--Level 4 students exceeded the county in proficiency in 5th grade</li> <li>--According to mClass, the Dibels composite score for grades K-2, and grade 5 rose significantly from BOY to MOY</li> <li>-According to mClass, the TRC scores for grades K and 1 rose significantly from BOY to MOY</li> <li>-</li> </ul> <p>MATH</p> <ul style="list-style-type: none"> <li>-Our black subgroup met their AMO target</li> <li>-5th grade grew their percent of proficient students from 55.7% to 61.7% and their percent that are College Ready from 45.1% to 54.9%</li> </ul> | <p><b>REVISED 1/5/16 Per DPI Request - changes in bold italics</b></p> <p>READING</p> <ul style="list-style-type: none"> <li>-None of our subgroups met their AMO growth target</li> <li>-Students with Disabilities subgroup missed their AMO goal by 25.7 points</li> <li>-As a whole, we missed our AMO growth target by 27.7 points</li> <li>-Only 41% of our students were proficient on the Reading EOG and 27% were College Ready</li> <li>According to mClass, the Dibels composite score for grades 3-4 decreased from BOY to MOY</li> </ul> <p> <b>-Grade 3 % Proficient in 2012-13 40.5%</b><br/> <b>-Grade 3 % Proficient in 2013-14 48%</b><br/> <b>-Grade 3 % proficient 2014-15 50.8%</b><br/> <b>-Third grade % proficient on the Reading EOG has increased over the last 3 years from 40.5% to 50.8%</b><br/> <b>-Grade 4 % Proficient in 2012-13 46.2%</b><br/> <b>-Grade 4 % proficient in 2013-14 42.4%</b><br/> <b>-Grade 4 % Proficient in 2014-15 37.2%</b><br/> <b>-Fourth grade % proficient on the Reading EOG has decreased over the last 3 years from 46.2% to 37.2%</b><br/> <b>-Grade 5 % proficient in 2012-13 39.1%</b><br/> <b>-Grade 5 % proficient 2013-14 42.1%</b><br/> <b>-Grade 5 % proficient 2014-15 34.4%</b><br/> <b>-Fifth grade % proficient on the Reading EOG has decreased over the last 3 years from 39.1% to 34.4%</b> </p> <p>MATH</p> <ul style="list-style-type: none"> <li>-According to EVAAS, 53% of our 5th grade students have a less than 40% chance of passing the Math EOG</li> <li>-Our Students with Disabilities subgroup missed their AMO goal by 1.8 points, This was our only subgroup not to meet or exceed their AMO goal</li> <li>-Over time we notice that our 4th graders drop in proficiency from 3rd grade and then they bounce back up in 5th grade</li> <li>-Only one subgroup met their AMO growth target</li> </ul> <p> <b>-Grade 3 % Proficient 2012- 13 64.5%</b><br/> <b>-Grade 3 % proficient 2013-14 61.8%</b><br/> <b>-Grade 3 % proficient 2014-15 51.2%</b><br/> <b>-Third grade % proficient on the math EOG has decreased over the last 3 years from 64.5% to 51.2%</b><br/> <b>-Grade 4 % proficient 2012-13 58%</b><br/> <b>-Grade 4 % proficient 2013-14 45.3%</b><br/> <b>-Grade 4 % proficient 2014-15 43.4%</b><br/> <b>-Fourth grade % proficient on the math EOG has decreased over the last 3 years from 58% to 43.4%</b><br/> <b>-Grade 5 % proficient 2012-13 60.9%</b><br/> <b>-Grade 5 % proficient 2013-14 55.7%</b><br/> <b>-Grade 5 % proficient 2014-15 61.7%</b><br/> <b>-Fifth grade % proficient on the math EOG has increased slightly over the last 3 years from 60.9% to 61.7%</b> </p> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li><b>-Grade 5 % proficient 2012-13 47.4%</b></li> <li><b>-Grade 5 % proficient 2013-14 55.7%</b></li> <li><b>-Grade 5 % proficient 2014-15 54.9%</b></li> <li><b>-Fifth grade % proficient on the Science EOG has increased over the last 3 years from 47.4% to 54.0%</b></li> </ul> <p><b>OVERALL</b></p> <ul style="list-style-type: none"> <li><b>-2012-13 we exceeded growth</b></li> <li><b>-2013-14 we did not meet growth</b></li> <li><b>-2014-15 we did not meet growth</b></li> </ul> |
|                     |  |   |

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**Plan Year** 2014-2016

| Data Components                    | Areas of Strengths   | Areas of Concern   |
|------------------------------------|--|--|
| Instructional Practices/Strategies | A walkthrough tool was developed and used to observe and provide feedback on the implementation of instructional practices   | .  |
| Staff and Student Demographics     | <p><b>REVISED 1/5/16 Per DPI Request - changes in bold italics</b></p> <p><b>Community / Wake County Demographics</b></p> <ul style="list-style-type: none"> <li>Total Population 929, 214</li> <li>White - 61.8%</li> <li>Black - 20.5%</li> <li>Hispanic - 9.8%</li> <li>Asian - 5.6%</li> <li>Two or More Races - 1.8%</li> <li>Some Other Race - 0.3%</li> <li>American Indian/Alaskan Native - 0.2%</li> <li>Native/Hawaiin/Other Pacific Islander - 0%</li> </ul> <p><b>Knightdale Elementary Demographics</b></p> <ul style="list-style-type: none"> <li>Total Population - 742 - <b>(decrease from 748 in 2013)</b></li> <li>White - 11.46% - <b>(decrease from 15% in 2013)</b></li> <li>Black - 43.67% - <b>(decrease from 45% in 2013)</b></li> <li>Hispanic - 37.33% - <b>(increase from 33% in 2013)</b></li> <li>Asian - 2.97% - <b>(increase from 2.1% in 2013)</b></li> <li>Two or More Races - 4.18% - <b>(increase from 4.14 in 2013)</b></li> <li>American Indian/Alaskan Native - .27% <b>( increase from 0 in 2013)</b></li> <li>Native/Hawaiian/Other Pacific Islander - .13% <b>(increase from 1 in 2013)</b></li> </ul> <p><b>Attendance Rates</b></p> <ul style="list-style-type: none"> <li><b>2012-13 - 95% average daily attendance</b></li> <li><b>2013-14 - 96% average daily attendance</b></li> <li><b>2014-15 - 96% average daily attendance</b></li> <li><b>Over the last 3 years, our average daily attendance has remained high and stable.</b></li> </ul> | <p><b>REVISED 1/5/16 Per DPI Request - changes in bold italics</b></p> <p>-We continue to grow in numbers of overall students with our fastest growing populations being Hispanic and students with LEP plans</p> <p><b>-Student enrollment 2012-13 - 697 students</b></p> <p><b>-Student enrollment 2013-14 - 729 students</b></p> <p><b>-Student enrollment 2014-15 - 729 students</b></p> <p><b>-Over the last 3 years our student enrollment has increased from 697 to 729 students</b></p> <p>-Due to the continued growth in numbers we have a lot of beginning teachers on staff. These teachers often need a lot of support and training throughout the year.</p> <p>-We have 53 classroom teachers. 28% of our teachers have 0-3 years teaching experience, and 60% have 0-10 years teaching experience</p> <p>-We have grown from 697 students in 2012-2013 to 760 students in 2013-2014</p> <p>-Our free and reduced lunch rate continues to climb each year. As of Fall 2015 our F&amp;R is 77.09%.</p> <p><b>Free &amp; Reduced Lunch</b></p> <p><b>2012-13 64.5%</b></p> <p><b>2013-14 67.8%</b></p> <p><b>2014-15 77%</b></p> <p><b>-Our F&amp;R percentage has increased from 64% to 77% over the past 3 years.</b></p> <p><b>Discipline Data Summary</b></p> <ul style="list-style-type: none"> <li>There were 46 out of school suspensions between 8/25/14 and 6/8/15. These were for 11 different students with 74% of all suspensions being linked to 4 black, male students.</li> <li>This is an increase from the 28 out of school suspensions from the previous school year.</li> <li>As of Oct. 2015, we have only 2 out of school suspensions.</li> <li><b>Out of school suspensions in 2012-13 - 5</b></li> <li><b>Out of school suspensions in 2013-14 - 28</b></li> <li><b>Out of school suspensions in 2014-15 - 46</b></li> <li><b>Over the last 3 years, out of school suspensions have increased from 5 to 46. These 46 suspensions involved 11 different students.</b></li> </ul> <p>Retention Data</p> <ul style="list-style-type: none"> <li>2.09% (22 students) were retained in the 2014-2015 school year</li> <li>This number includes 5 black females, 4 black males, 5 hispanic females, 3 hispanic males, 3 more than one race males, 1 other race male, and 1 white male.</li> </ul> |
| Perception                         | <p>-Professional development is data driven and aligned with the school improvement plan</p> <p>-Class sizes are smaller in all grades</p> <p>-Our administration chooses to use Title I funds to reduce class sizes</p> <p>-Parents felt informed about their child's progress</p>  | <p>-According to the TWC survey, only 51% of teachers agree that they have sufficient instructional time to meet the needs of all students</p> <p>-According to the TWC survey, 32% of our teachers do not examine results to evaluate instructional practices</p> <p>-25% of our parents do not feel that the teachers are easily accessible</p>  |

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| Data Components | Areas of Strengths  | Areas of Concern  |
|-----------------|---|---|
| Program         | <ul style="list-style-type: none"> <li>-With the implementation of PBIS we have met our SIP behavior goal to reduce suspensions by 25%.</li> <li>-Our PAC meetings are well attended and the times meet the needs of most parents</li> <li>-Parents feel the meetings help support them with their child at home</li> <li>-Our kindergarten and 1st grade teachers are implementing Letterland with fidelity</li> </ul> | <ul style="list-style-type: none"> <li>-We may need consider some different types of materials to provide parents since they are not using what is currently being provided.</li> <li>-Our teachers feel the need for more PBIS training</li> <li>-The majority of our behavior incidents occur in the classroom</li> <li>-Due to the continued technical difficulties with the Success Maker Program, it has not been implemented with fidelity and therefore, we do not feel tha the data is valid</li> </ul> |

| Priority Concerns   | Root Causes<br>(with evidence)   | Solutions   |
|---|--|---|
| <p><b><i>REVISED 1/5/16 Per DPI Request - changes in bold italics</i></b><br/> <b><i>In grades 3, 4, and 5 combined, the % proficient on the reading EOG has decreased over the last 3 years from 42.0% to 40.5%.</i></b></p> | <p>According to teacher observations and surveys, they have a lack of understanding for how to effectively implement the Common Core Curriculum while syntesizing higher order thinking skills.</p> <p>Classroom assessments as well as County-wide formative assessments show that our students are lacking a rich vocabulary as well as the skills necessary to decifer meaning from context clues.</p> <p>According to teachers surveys, teachers do not know how to effectively adjust instruction according to formative assessment data.</p> | <p>All teachers will integrate Common Core higher level questions into core instruction with a focus on ELA.</p> <p>All teachers will focus on strengthening their vocabulary instruction through all content areas.</p> <p>All teachers will analyze formative assessments and assignments in order to adjust instruction accordingly.</p> |

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| <b>Plan Year</b> | 2014-2016     |

| Priority Concerns  | Root Causes<br>(with evidence)  | Solutions   |
|--|---|---|
| <b><i>In grades 3, 4, and 5 combined the % proficient on the math EOG has decreased over the last 3 years from 61.1% to 52.4%.</i></b> | <p>According to teacher observations and surveys, they have a lack of understanding for how to effectively implement the Common Core Curriculum while synthesizing higher order thinking skills.</p> <p>According to teachers surveys, teachers do not know how to effectively adjust instruction according to formative assessment data.</p> | <p>All teachers will integrate Common Core higher level questions into core instruction for all content areas.</p> <p>All teachers will focus on strengthening their vocabulary instruction through all content areas.</p> <p>All teachers will analyze formative assessments and assignments in order to adjust instruction accordingly.</p> |

### Data Summary

Describe your conclusions

The vision of improvement to impact growth and performance is to develop thematic units emphasizing the use of essential vocabulary and higher level questioning. We are improving both our Balanced Literacy and Balanced Math Instruction with the support of a math coach, literacy coach, and intervention teachers using the co-teaching model. There is a plan for ongoing training and support throughout the year as well as monitoring implementation and success with the use of walkthrough tools and data analysis to provide formative feedback.

We are continuing to revise and adapt our PBIS expectations and processes for staff and students.

We are actively seeking community partnerships to support our school's needs and build relationships.

More details and information about each of these components of our vision can be found in our goals, key processes and action steps.

## School Improvement Plan

### Membership of School Improvement Team

|                   |               |
|-------------------|---------------|
| <b>School:</b>    | Knightdale ES |
| <b>Plan Year</b>  | 2014-2016     |
| <b>Principal:</b> | Teresa James  |
| <b>Date:</b>      | Sep - 2014    |

### SIP Team Members

|    | <b>Name</b>           | <b>School Based Job Title</b>   |
|----|-----------------------|---------------------------------|
| 1  | Cecelia Barnett       | Teacher                         |
| 2  | Christopher McClellan | Teacher                         |
| 3  | Jennifer Wendt        | Teacher                         |
| 4  | Karina Youmans        | Teacher                         |
| 5  | Leah Spoonley         | Teacher                         |
| 6  | Lisa Williams         | Instructional Support Personnel |
| 7  | Mary Taylor Cortes    | Parent                          |
| 8  | Michael McPherson     | Assistant Principal             |
| 9  | Teresa James          | Principal                       |
| 10 | Valerie Cooper        | School Improvement Chair        |

**School Improvement Plan****Mission, Vision and Value Statements**

|                  |               |
|------------------|---------------|
| <b>School:</b>   | Knightdale ES |
| <b>Plan Year</b> | 2014-2016     |
| <b>Date:</b>     | Apr - 2014    |

**Mission Statement:**

Knightdale Elementary School will provide a safe and caring environment that will meet the diverse learning needs of all children and challenge them to be prepared for life in the 21st century.

**Vision Statement:**

The students, staff, parents, and community of Knightdale Elementary School envision a school with a safe and welcoming climate that promotes communication and invites involvement in the learning process.

**Value Statement:**

We at Knightdale Elementary School are committed to high expectation for all students. We expect and promote excellence using data driven practices. We teach 21st century communication, collaboration, critical thinking, and problem solving.

## School Improvement Plan

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

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

|  |                                    |   |
|--|------------------------------------|---|
| <b>School Goal</b>   |                                    | <b>LITERACY</b> - All subgroups in grades 3-5 will meet or exceed their AMO targets in ELA as measured on the <b>Reading EOG in June 2016</b> .   |
| <b>Goal Manager</b>  |                                    | Leader of Reading Committee   |
| <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> |                                    | According to our Comprehensive Needs Assessment, only 41% of our students were proficient and 27% were College Ready on the reading EOG last year. While none of our subgroups met their AMO targets in Reading, our SWD have consistently shown a lack of proficiency and growth according to the reading EOG. This subgroup performs below our other subgroups and is below the SWD subgroups across the county.  |
| <b>1</b>   | <b>Key Process</b>                 | All instructional staff will integrate higher level questions into core instruction.  |
|  | <b>Process Manager</b>             | Reading Committee Leader / Literacy Coach   |
|  | <b>Completion Date</b>             | Jun - 2016  |
|  | <b>Restrainers</b>                 | Time, money   |
|  | <b>Resources</b>                   | The Daily Five, and The Cafe books written by Gail Boushey and Joan Moser, classroom libraries with appropriate level books, student book boxes, organizational charts, opportunities to observe colleagues, PLT planning time, Blooms posters, Question stem cards, CMAPP, Professional Development, Literacy Coach  |
|  | <b>Measurable Process Check(s)</b> | <p><b><i>mCLASS data, Case21 scores, and report card grades will be entered into the data capture documents on a quarterly basis. This document will show growth through the year. Daily walkthrough data will be compiled and analyzed quarterly by the principal. The principal sends immediate feedback via email to the teachers based on what is seen in the walkthrough.</i></b></p> <p>During Quarterly Process checks, each committee will solicit, gather and analyze how the instructional methods we are implementing are working. This process will include looking at student data capture documents and the evaluation of grade level feedback regarding implementation of the actions steps in our SIP using a targeted questionnaire. <b><i>The principal will also share results from the compiled walkthrough data.</i></b></p> |
|  | <b>1 Action Step</b>               | Teachers will participate in ongoing staff development to incorporate higher level questions into thematic units.   |
|  | <b>Timeline</b>                    | From 8/2014 To 6/2016   |
|  | <b>2 Action Step</b>               | One PLT each quarter will be devoted to developing Higher Level questions for upcoming standards and units of study.  |
|  | <b>Timeline</b>                    | From 8/2014 To 6/2016   |

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|                                    |   |  |
|------------------------------------|---|--|
|                                    | <b>3 Action Step</b>  | <b><i>The Literacy Committee will create a targeted questionnaire to identify the areas of support needed for teachers.</i></b>  |
|                                    | <b>Timeline</b>   | From 9/2015 To 6/2016  |
| <b>2 Key Process</b>               | All instructional staff will analyze formative assessments and assignments in order to adjust instruction accordingly.  |  |
| <b>Process Manager</b>             | Leader of the SIP team  |  |
| <b>Completion Date</b>             | Jun - 2016  |  |
| <b>Restrainers</b>                 | Time  |  |
| <b>Resources</b>                   | Student data from mClass, Case21 assessments, EVAAS, as well as common grade level assessments, CMAPP, PLT planning, Power School, mClass Home Connect Letters  |  |
| <b>Measurable Process Check(s)</b> | <p><b><i>mCLASS data, Case21 scores, and report card grades will be entered into the data capture documents on a quarterly basis. This document will show growth through the year. Daily walkthrough data will be compiled and analyzed quarterly by the principal. The principal sends immediate feedback via email to the teachers based on what is seen in the walkthrough.</i></b></p> <p>During Quarterly Process checks, each committee will solicit, gather and analyze how the instructional methods we are implementing are working. This process will include looking at student data capture documents and the evaluation of grade level feedback regarding implementation of the actions steps in our SIP using a targeted questionnaire. <b><i>The principal will also share results from the compiled walkthrough data.</i></b></p> |  |
|                                    | <b>1 Action Step</b>  | Teachers will use the information gathered from data analysis to flexibly group, re-teach, and enrich where necessary.   |
|                                    | <b>Timeline</b>   | From 8/2014 To 6/2016  |
|                                    | <b>2 Action Step</b>  | Teachers will use on-going assessment data to flexibly group students for daily guided reading groups. The Literacy Coach and Literacy Intervention teachers will support classroom teachers with planning for guided reading. |
|                                    | <b>Timeline</b>   | From 8/2014 To 6/2016  |
|                                    | <b>3 Action Step</b>  | Co-teaching will be implemented in targeted classrooms.  |
|                                    | <b>Timeline</b>   | From 8/2015 To 6/2016  |



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|                      |  |
|----------------------|--|
| <b>4 Action Step</b> | Teachers will share student progress with parents and guardians on a regular and timely basis using Power Schools Parent Portal and conferences. |
| <b>Timeline</b>      | From 8/2014 To 6/2016  |

|                                    |   |  |
|------------------------------------|---|--|
| <b>3 Key Process</b>               | All instructional staff will integrate vocabulary instruction in all subject areas on a daily basis through the planning and use of thematic units.   |  |
| <b>Process Manager</b>             | leader of the reading committee   |  |
| <b>Completion Date</b>             | Jun - 2016  |  |
| <b>Restrainers</b>                 | time, materials   |  |
| <b>Resources</b>                   | CMAPP, Rigorous text, read-alouds, word walls   |  |
| <b>Measurable Process Check(s)</b> | <p><b><i>mCLASS data, Case21 scores, and report card grades will be entered into the data capture documents on a quarterly basis. This document will show growth through the year. Daily walkthrough data will be compiled and analyzed quarterly by the principal. The principal sends immediate feedback via email to the teachers based on what is seen in the walkthrough.</i></b></p> <p>During Quarterly Process checks, each committee will solicit, gather and analyze how the instructional methods we are implementing are working. This process will include looking at student data capture documents and the evaluation of grade level feedback regarding implementation of the actions steps in our SIP using a targeted questionnaire. <b><i>The principal will also share results from the compiled walkthrough data.</i></b></p> |  |
|                                    | <b>1 Action Step</b>  | All instructional staff will focus vocabulary instruction around the use of context clues to determine the meaning of unknown words.   |
|                                    | <b>Timeline</b>   | From 8/2014 To 6/2016  |
|                                    | <b>2 Action Step</b>  | All instructional staff will utilize visual displays to support academic tier two and tier three vocabulary with picture support.  |
|                                    | <b>Timeline</b>   | From 8/2014 To 6/2016  |
|                                    | <b>3 Action Step</b>  | <b><i>Instructional leaders (principal, literacy coach, IRT) will support the teachers with the implementation of effective vocabulary instruction through staff development and PLT meetings.</i></b> |
|                                    | <b>Timeline</b>   | From 8/2014 To 6/2016  |
| <b>4 Key Process</b>               | Teachers will implement the Balanced Literacy Block structure while holding their students accountable for their learning (conferencing, written response)  |  |

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|  |  |  |
|--|--|--|
| <b>Process Manager</b><br><br><b>Completion Date</b><br><br><b>Restrainers</b><br><br><b>Resources</b> | Literacy Committee / Literacy Coach<br><br>Jun - 2016<br><br>Time for professional development<br><br>The Daily Five and The Café books, Julia Delarosa, Literacy Coach, Literacy Intervention Teachers  |  |
|  | <b>Measurable Process Check(s)</b> <p><b><i>mCLASS data, Case21 scores, and report card grades will be entered into the data capture documents on a quarterly basis. This document will show growth through the year. Daily walkthrough data will be compiled and analyzed quarterly by the principal. The principal sends immediate feedback via email to the teachers based on what is seen in the walkthrough.</i></b></p> <p>During Quarterly Process checks, each committee will solicit, gather and analyze how the instructional methods we are implementing are working. This process will include looking at student data capture documents and the evaluation of grade level feedback regarding implementation of the actions steps in our SIP using a targeted questionnaire. <b><i>The principal will also share results from the compiled walkthrough data.</i></b></p> |  |
|  | <b>1 Action Step</b>   | Literacy Coach will provide coaching and monitoring for grades K-2. Literacy interventionists / co-teachers will provide coaching and monitoring for grades 3-5. <b><i>This support will be ongoing and based on teacher's need.</i></b> |
|  | <b>Timeline</b>  | From 8/2015 To 6/2016  |
|  | <b>2 Action Step</b>   | A walkthrough tool will be developed and aligned to the Balanced Literacy Block structure.   |
|  | <b>Timeline</b>  | From 8/2015 To 6/2016  |
|  | <b>3 Action Step</b>   | Teachers will be trained on and given the opportunity to practice the components of the Balanced Literacy Block which are Guided Reading, Managed Independent Learning, Interactive Read-Aloud, Interactive Writing, and Word Work.      |
|  | <b>Timeline</b>  | From 8/2015 To 6/2016  |

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|  |                                    |  |
|--|------------------------------------|--|
| <b>School Goal</b>   |                                    | Reduce formal discipline referrals with a primary focus on reducing major discipline referrals by 25% from June 2014 to June 2016.   |
| <b>Goal Manager</b>  |                                    | Assistant Principal - Mr. McPherson  |
| <b>Strategic Objective</b>   |                                    | Learning and Teaching  |
| <b>State Board of Education Goal</b>                                       |                                    | Healthy Responsible Students   |
| <b>Data Justification for Goal Based on Comprehensive Needs Assessment</b> |                                    | The Comprehensive Needs Assessment indicates that we have an excessive amount of office referrals.   |
| <b>1</b>   | <b>Key Process</b>                 | Staff will understand and implement school wide discipline expectations.   |
|  | <b>Process Manager</b>             | Mr. McPherson  |
|  | <b>Completion Date</b>             | Jun - 2016   |
|  | <b>Restrainers</b>                 | New staff and students each year, time   |
|  | <b>Resources</b>                   | Staff and student handbooks, school website, expectation charts, PBIS folder   |
|  | <b>Measurable Process Check(s)</b> | <p>Mr. McPherson will collect data on discipline referrals and report the data to the leadership team on a quarterly basis.</p> <p><b><i>Daily walkthrough data will be compiled and analyzed quarterly by the principal. The principal sends immediate feedback via email to the teachers based on what is seen in the walkthrough.</i></b></p> <p><b><i>The principal will share results from the compiled walkthrough data during the quarterly process check meetings.</i></b></p> |
|  | <b>1 Action Step</b>               | Teachers will share and model school-wide behavioral expectation chart at the beginning of the year as well as key moments during the year.  |
|  | <b>Timeline</b>                    | From 8/2014 To 6/2016  |
|  | <b>2 Action Step</b>               | Staff members will be visible during the morning and afternoon transitions.  |
|  | <b>Timeline</b>                    | From 8/2014 To 6/2016  |
|  | <b>3 Action Step</b>               | Staff members will distribute "ARMOR Citations" as earned by students for exemplary behavior choices.  |
|  | <b>Timeline</b>                    | From 8/2014 To 6/2016  |
|  | <b>4 Action Step</b>               | Teachers will <b><i>have ongoing PBIS training to support implementation of</i></b> strategies to support ARMOR expectations.  |
|  | <b>Timeline</b>                    | From 8/2014 To 6/2016  |

## School Improvement Plan

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

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

|   |                      |   |
|---|----------------------|---|
| <b>2</b>  | <b>Action Step</b>   | Teachers coordinate with school counselor with a referral process to identify students requiring extra support to meet school wide expectations.  |
|   | <b>Timeline</b>      | From 8/2014 To 6/2016   |
|   | <b>Action Step</b>   | Individual teachers will choose one technique a month from the book 'Teach Like a Champion' to practice in their classroom and monitor their success with others who choose the same technique. |
|   | <b>Timeline</b>      | From 8/2015 To 6/2016   |
| <b>Key Process</b> Students will understand and comply with school wide discipline expectations.  |                      |   |
| <b>Process Manager</b> Mr. McPherson  |                      |   |
| <b>Completion Date</b> Jun - 2016   |                      |   |
| <b>Restrainers</b> New student population each year, new staff each year  |                      |   |
| <b>Resources</b> Behavioral expectations chart.<br>Student handbook.<br>Specialists rubric for expectations.<br>Counselor referral  |                      |   |
| <b>Measurable Process Check(s)</b> Mr. McPherson will collect discipline referral data and share it with the SIP team on a quarterly basis using SIRS.<br>CASS and PBIS will monitor data to identify students for preventative early intervention. |                      |   |
|   | <b>1 Action Step</b> | Fifth grade students will participate in safety patrol program located in key areas around campus including buses, carpool, and high movement areas in the hallway.                             |
|   | <b>Timeline</b>      | From 8/2014 To 6/2016   |
|   | <b>2 Action Step</b> | Students will demonstrate schoolwide behavioral expectations throughout the year to earn ARMOR citations.   |
|   | <b>Timeline</b>      | From 8/2014 To 6/2016   |
|   | <b>3 Action Step</b> | Students will demonstrate expectations during specials to receive class ARMOR citations.  |
|   | <b>Timeline</b>      | From 8/2014 To 6/2016   |
|   | <b>4 Action Step</b> | ARMOR expectations are reviewed on a daily basis during school wide morning news.   |
|   | <b>Timeline</b>      | From 8/2014 To 6/2016   |

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| <b>School:</b>   | Knightdale ES     |
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|  |                                    |   |
|--|------------------------------------|---|
| <b>School Goal</b>   |                                    | <b>MATH</b> - All subgroups in grades 3-5 will meet their AMO targets on the <b>Math EOG in June 2016.</b>  |
| <b>Goal Manager</b>  |                                    | leader of the math committee  |
| <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> |                                    | According to 2014-2015 EOG data, 52% of our students were proficient and 43% were College Ready. Our only subgroup to make their AMO target in math was the Black subgroup.   |
| <b>1</b>   | <b>Key Process</b>                 | Teachers in grades K-5 will analyze data to drive instruction in order to enrich and remediate in the critical areas of the Common Core Curriculum for Math <b>and adjust instruction accordingly.</b>  |
|  | <b>Process Manager</b>             | leader of the math committee  |
|  | <b>Completion Date</b>             | Jun - 2016  |
|  | <b>Restrainers</b>                 | time  |
|  | <b>Resources</b>                   | Common formative assessments, Case21, CMAPP, EVAAS, PLT planning, Power School  |
|  | <b>Measurable Process Check(s)</b> | <p><b><i>mCLASS data, Case21 scores, and report card grades will be entered into the data capture documents on a quarterly basis. This document will show growth through the year. Daily walkthrough data will be compiled and analyzed quarterly by the principal. The principal sends immediate feedback via email to the teachers based on what is seen in the walkthrough.</i></b></p> <p>During Quarterly Process checks, each committee will solicit, gather and analyze how the instructional methods we are implementing are working. This process will include looking at student data capture documents and the evaluation of grade level feedback regarding implementation of the actions steps in our SIP using a targeted questionnaire. <b><i>The principal will also share results from the compiled walkthrough data.</i></b></p> |
|  | <b>1 Action Step</b>               | Teachers in K-5 will give common assessments with a focus on the critical areas of the Common Core Curriculum <b>and analyze the data</b> to adjust core instruction according to student need.   |
|  | <b>Timeline</b>                    | From 8/2014 To 6/2016   |
|  | <b>2 Action Step</b>               | <b><i>Math Coach will support PLT's as they analyze data and adjust instruction according to student need.</i></b>  |
|  | <b>Timeline</b>                    | From 8/2014 To 6/2016   |

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|                                    |   |  |
|------------------------------------|---|--|
|                                    | <b>3 Action Step</b>  | Teachers will share student progress with parents and guardians on a regular and timely basis using Power Schools Parent Portal and conferences.               |
|                                    | <b>Timeline</b>   | From 8/2014 To 6/2016  |
| <b>2 Key Process</b>               | Teachers will provide a balanced Math program while implementing the Common Core Curriculum.  |  |
| <b>Process Manager</b>             | leader of the math committee  |  |
| <b>Completion Date</b>             | Jun - 2016  |  |
| <b>Restrainers</b>                 | time, grading consistency and subjectivity  |  |
| <b>Resources</b>                   | CMAPP, Math Expressions, MPR/Math manipulatives room, Success Maker, Power School, Revised Bloom's Taxonomy Charts  |  |
| <b>Measurable Process Check(s)</b> | <p><b><i>mCLASS data, Case21 scores, and report card grades will be entered into the data capture documents on a quarterly basis. This document will show growth through the year. Daily walkthrough data will be compiled and analyzed quarterly by the principal. The principal sends immediate feedback via email to the teachers based on what is seen in the walkthrough.</i></b></p> <p>During Quarterly Process checks, each committee will solicit, gather and analyze how the instructional methods we are implementing are working. This process will include looking at student data capture documents and the evaluation of grade level feedback regarding implementation of the actions steps in our SIP using a targeted questionnaire. <b><i>The principal will also share results from the compiled walkthrough data.</i></b></p> |  |
|                                    | <b>1 Action Step</b>  | Math Coach will provide coaching, teaching, and modeling for teachers in grades K-5. <b>This support will be ongoing and based on teacher's need.</b>          |
|                                    | <b>Timeline</b>   | From 8/2015 To 6/2016  |
|                                    | <b>2 Action Step</b>  | A walkthrough tool will be developed and aligned to Balanced Math Instruction  |
|                                    | <b>Timeline</b>   | From 8/2015 To 6/2016  |
|                                    | <b>3 Action Step</b>  | Teachers will be trained on and given the opportunity to practice the components of Balanced Math Instruction which are Subitizing, Bar Models, and Math Talk. |
|                                    | <b>Timeline</b>   | From 8/2015 To 6/2016  |

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|  |                                    |  |
|--|------------------------------------|--|
| <b>School Goal</b>   |                                    | To increase community partnerships from 5 to 10 and grow our base of school volunteers by <b>June 2016</b> .   |
| <b>Goal Manager</b>  |                                    | Lisa Williams  |
| <b>Strategic Objective</b>   |                                    | Community Engagement   |
| <b>State Board of Education Goal</b>                                       |                                    | Globally Competitive Students  |
| <b>Data Justification for Goal Based on Comprehensive Needs Assessment</b> |                                    | Historically at K.E.S. we have only a few school volunteers each school year and no community partnerships.  |
| <b>1</b>   | <b>Key Process</b>                 | Community businesses will partner with KES to provide both services and needed goods.  |
|  | <b>Process Manager</b>             | Lisa Williams  |
|  | <b>Completion Date</b>             | Jun - 2016   |
|  | <b>Restrainers</b>                 | Willing businesses   |
|  | <b>Resources</b>                   | Time to build relationships with community businesses  |
|  | <b>Measurable Process Check(s)</b> | <b><i>Lisa Williams will collect data at MOY and EOY to show businesses now partnering with KES. This data is collected to determine progress toward the goal.</i></b>   |
|  | <b>1 Action Step</b>               | Counselors will contact local businesses to establish partnerships.  |
|  | <b>Timeline</b>                    | From 8/2015 To 6/2016  |
|  | <b>2 Action Step</b>               | KES will show appreciation for partnership using the website, newsletters, thank you notes and possibly an end of year reception.  |
|  | <b>Timeline</b>                    | From 8/2015 To 6/2016  |
| <b>2</b>   | <b>Key Process</b>                 | KES parents and community members will volunteer in various ways to match school needs.  |
|  | <b>Process Manager</b>             | Lisa Williams  |
|  | <b>Completion Date</b>             | Jun - 2016   |
|  | <b>Restrainers</b>                 | Finding parents and community members with the time to help  |
|  | <b>Resources</b>                   | Parents<br>Community partnerships  |
|  | <b>Measurable Process Check(s)</b> | <b><i>Lisa Williams will collect and analyse the number of parent volunteers that have been utilized. This data will be presented to the SIT on a quarterly basis. This data is collected to determine progress toward the goal.</i></b> |

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

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| <b>School:</b>   | Knightdale ES     |
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|                      |   |
|----------------------|---|
| <b>1 Action Step</b> | Send home a parent survey at the beginning of the year for both parents and staff to determine needs <b><i>and match with volunteer's strengths and interests.</i></b>  |
| <b>Timeline</b>      | From 8/2015 To 6/2016   |
| <b>2 Action Step</b> | <b><i>In order to solicit more parent and community volunteers we will have a designated parent contact for each grade level, family nights targeting volunteers, and developing the Watch Dog program in our school.</i></b> |
| <b>Timeline</b>      | From 8/2015 To 6/2016   |



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

|  |            |
|--|------------|
| <b>Date</b>  | Apr - 2014 |
| <b>Waiver Requested</b>                                |            |
| No waivers requested.                                  |            |
| <b>How will this waiver impact school improvement?</b> |            |
| None needed  |            |
| <b>Please indicate the type of waiver:</b>             | Local      |
| <b>Please indicate the policy to be waived</b>         | n/a        |

## School Improvement Plan

### Summary Sheet of Professional Development Activities

|                     |               |
|---------------------|---------------|
| <b>School:</b>      | Knightdale ES |
| <b>Plan Year</b>    | 2014-2016     |
| <b>School Year:</b> | 2014-2015     |

### Development Activities for

| <b>Topic:</b>  | <b>Participants:</b>    | <b>Goal Supported:</b>   | <b>Supporting Data:</b>   |
|--|-------------------------|--|---|
| Integrating higher level questions into core instructional across all subject areas with a focus on ELA. | All instructional staff | Literacy - All subgroups in grades 3-5 will meet their AMO targets in ELA as measured by the EOG with a focus on our studentw with disabilities. | According to our CNA, only 31% of our students were proficient on the reading EOG last year. Our SWD subgroup have consistently shown a lack of proficiency and growth on the Reading EOG. This subgroup performs below our other subgroups and is below the SWD subgroups across the county. |
| Effectively analyzing formative assessments and assignments in order to adjust instruction accordingly.  | All instructional staff | Literacy - All subgroups in grades 3-5 will meet their AMO targets in ELA as measured by the EOG with a focus on our students with disabilities. | According to our CNA, only 31% of our students were proficient on the reading EOG last year. Our SWD subgroup have consistently shown a lack of proficiency and growth on the Reading EOG. This subgroup performs below our other subgroups and is below the SWD subgroups across the county. |

## School Improvement Plan

### Summary Sheet of Professional Development Activities

|                     |               |
|---------------------|---------------|
| <b>School:</b>      | Knightdale ES |
| <b>Plan Year</b>    | 2014-2016     |
| <b>School Year:</b> | 2015-2016     |

### Development Activities for

| Topic:   | Participants:           | Goal Supported:   | Supporting Data:   |
|--|-------------------------|---|--|
| <p>Creative lesson planning to support the integration of core subjects into units of study along with prioritizing standards to best meet the needs of our students.</p> <p>Implementing a Balanced Literacy Block through the use of Guided Reading, Managed Independent Learning, Interactive Read-Aloud, Interactive Writing, and Word Work.</p> | All instructional staff | All subgroups in grades 3-5 will meet or exceed their AMO targets in ELA as measured on the EOG with a focus on our students with disabilities. | <p>CASE 21:</p> <ul style="list-style-type: none"> <li>• Still not in line with the county or close to 80%</li> <li>• Up from 13-14 in all grades with the exception of 5th grade</li> </ul> <p>mCLASS:</p> <ul style="list-style-type: none"> <li>• TRC: Below the district all grade levels, Growth from BOY to MOY at K, Grade 2 stayed the same but grew the 'blue' and shrunk the 'red', Grade 1 and 3 had a decrease in proficiency from BOY to MOY</li> <li>• DIBELS: Below the district all grade levels,             <ul style="list-style-type: none"> <li>• K showed 25% decrease red, 6% decrease yellow, 31% increase green</li> <li>• 1st grade showed 8% decrease in red, no change with yellow, 8% increase in green</li> <li>• 2nd grade showed 2% decrease in red, 1% decrease in yellow, 3% increase in green</li> <li>• 3rd grade showed 3% decrease in red, 10% increase in yellow, 7% decrease in green</li> <li>• 4th grade showed 6% decrease in red, 1% increase in yellow, 5% increase in green</li> <li>• 5th grade showed 2% decrease in red, 21% decrease in yellow, 23% increase in green</li> </ul> </li> <li>• Walkthrough Data             <ul style="list-style-type: none"> <li>◦ Vocabulary, writing, and HOQ electronic documents= 177 vs. 729 general walkthrough documents</li> </ul> </li> <li>Trend Data Prior to 2014-2015             <ul style="list-style-type: none"> <li>◦ mclass MOY TRC from 2013-14 compared to 2014-15 is as follows: K 38-27, 1st 50-49, 2nd 27-35, 3rd 48-36, 4th 64-55, 5th 50-74, school 46-46</li> <li>◦ mclass comprehensive Dibels from 2013-14 compared to 2014-15 is as follows: K 77-65, 1st 65-63, 2nd 72-67, 3rd 50-62, 4th 41-50, 5th 49-55</li> </ul> </li> </ul> |

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### Summary Sheet of Professional Development Activities

|                     |               |
|---------------------|---------------|
| <b>School:</b>      | Knightdale 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>   |
|---|-------------------------|---|---|
| Implementing Balanced Math Instruction that includes Subatizing, Bar Models, and Math Talk. | All instructional staff | <ul style="list-style-type: none"> <li>All subgroups in grades 3-5 will meet their AMO targets on the Math EOG with a focus on our students with disabilities.</li> </ul> | <p>CASE 21:</p> <ul style="list-style-type: none"> <li>Still not in line with the county or close to 80%</li> <li>Up from 13-14 in all grades</li> </ul> <p>EOG trends:<br/>We are not making growth in all subgroups</p> <p>Walkthrough data:<br/>Math discourse and the use of higher level questioning is only being observed about 50% of the classrooms.</p> |

## School Improvement Plan

### Intervention Planning Matrix

|                     |               |
|---------------------|---------------|
| <b>School:</b>      | Knightdale ES |
| <b>Plan Year</b>    | 2014-2016     |
| <b>School Year:</b> | 2014-2015     |

|   | Reading  | Math  | Behavior   |
|---|--|---|--|
| <b>Data Decision Process for Entry and Exit</b> | <p><b>Intensive Service</b></p> <ul style="list-style-type: none"> <li>- Once mCLASS BOY assessments have been completed, intervention teachers rank students according to their composite scores, highlighting all students who are red and/or yellow in two or more measures, not including composite.</li> <li>- Intervention and classroom teachers will administer digging deeper assessments to determine student need.</li> <li>- This data, as well as EOG data and teacher input will be triangulated and reviewed during the best service meeting with ESL, Intervention, classroom and CCR teachers to determine the best service for each student.</li> <li>- Collaboration will be ongoing and will track student needs.</li> <li>- After 1st quarter kindergarten will be served as short term until mid-year at which time, long-term students will be identified using MOY benchmark assessment data.</li> </ul> <p><b>Strategic Service</b></p> <ul style="list-style-type: none"> <li>- Students who have skill deficits and/or perform below in one or two specific areas will be discussed during PLT conversations and will receive strategic service. Student progress will be monitored and adjustments to intensity or focus will be made based on student data.</li> <li>- The criteria for exiting students will be determined by PLT data conversations.</li> <li>- Duration of service will depend on student performance.</li> </ul> <p><b>Beginning of the year:</b></p> <ul style="list-style-type: none"> <li>- Title 1 Intervention teachers will begin serving 4th grade students, identified as reading retained, during the first two weeks of school. They will be receiving intensive services during our school's focused instruction time and will not miss core instruction.</li> </ul> | <ul style="list-style-type: none"> <li>- Complete classroom ranking forms following the directions at the top of each ranking form.</li> <li>- Highlight students according to the directions on the ranking forms in order to identify the neediest students.</li> <li>- Classroom ranking forms will be updated monthly during collaboration time.</li> </ul> | <ul style="list-style-type: none"> <li>- SIRS discipline data: documentation of Minor offenses, Major office discipline referrals (ODRs), suspension data; RtI-B behavioral screenings and universal ratings; attendance data; teacher/parent feedback through surveys and teacher anecdotal notes</li> <li>- Students who score below standard on both a behavioral screening and universal rating; students missing at least 10 days of school over a 9 week period; students referred by teacher or parent</li> <li>- Discipline data will be reviewed by monthly reports at monthly PLT's, PBIS, and SIT team meetings; attendance data will be reviewed on an ongoing basis; and student referrals will be reviewed by PLT teams when necessary</li> <li>- Discipline data (minor and major incidents) is recorded in SIRS. PLTs review grade level data during conversations and delve deeper into specific student data as needed for problem solving. The PBIS Team reviews SIRS data monthly and share updates and recommendations with staff.</li> <li>- Students not meeting their Tier II goals will be discussed at PLTs and considered for referral to Tier III. Students meeting their Tier II goals will gradually be released or exited.</li> </ul> |
|   |  |   |  |

## School Improvement Plan

### Intervention Planning Matrix

|                     |               |
|---------------------|---------------|
| <b>School:</b>      | Knightdale ES |
| <b>Plan Year</b>    | 2014-2016     |
| <b>School Year:</b> | 2014-2015     |

|                               | Reading  | Math   | Behavior  |
|-------------------------------|--|--|---|
| <b>Intervention Structure</b> | <p><b>ALL</b></p> <ul style="list-style-type: none"> <li>- School-wide master schedule includes an intervention block to maximize classroom core instruction.</li> <li>-PLTs will update mCLASS ranking forms on a regular basis.</li> </ul> <p><b>INTENSIVE</b></p> <ul style="list-style-type: none"> <li>-Students identified as the neediest at all grade levels will be served in a pull out model 5 days a week for 30 minutes.</li> <li>-Group limit: 6 students in grades 1-5, 4 students in kindergarten</li> </ul> <p><b>STRATEGIC</b></p> <ul style="list-style-type: none"> <li>-Short term students will be served in either a pull out/push in model for up to 5 days per week and up to 15 minutes per session with a focus on a targeted skill deficit.</li> </ul> | <ul style="list-style-type: none"> <li>- Tier I teachers will provide differentiated instruction during both core and focus instruction time.</li> <li>-focus instruction</li> <li>-common assessments</li> <li>-small group intervention</li> <li>-math stations</li> </ul> | <ul style="list-style-type: none"> <li>- 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.</li> <li>-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 an elimination of the additional support.</li> </ul> |

## School Improvement Plan

## Intervention Planning Matrix

**School:** Knightdale ES

**Plan Year** 2014-2016

**School Year:** 2014-2015

|   | Reading  | Math  | Behavior  |
|---|--|---|---|
| <b>Instruction</b>                        | <p><b>ALL</b></p> <ul style="list-style-type: none"> <li>-Ongoing collaboration will occur between literacy and classroom teachers.</li> <li>-Literacy teachers will collaborate during Intervention Team PLT meetings.</li> <li>-Assessments will guide instruction.</li> </ul> <p><b>INTENSIVE SERVICE</b></p> <ul style="list-style-type: none"> <li>-Tier II lesson will include select components of fluency, writing, word work, and guided reading.</li> <li>-Group limit: 6 students in grades 1-5, and 4 students in kindergarten</li> </ul> <p><b>STRATEGIC SERVICE</b></p> <ul style="list-style-type: none"> <li>-Instruction will support classroom instruction but will include one or more components - fluency, writing, word work, and guided reading.</li> </ul> | <ul style="list-style-type: none"> <li>-Identified students will receive differentiated instruction in the Core Curriculum within the regular classroom and during focused instruction time.</li> <li>-Identified students will use the SuccessMaker Intervention program for mathematics.</li> </ul> | <ul style="list-style-type: none"> <li>- Once a quarter during SIT meetings, whole school and grade level data is reviewed. PLTs meet to further review grade level discipline trends and use problem solving strategies to make adjustments.</li> <li>-PBIS team has representation from all grade levels and work together to review data and assess fidelity of behavioral instruction and intervention.</li> <li>-Core behavioral lessons (Tell, Show, Practice format) are delivered at the beginning of school, and as needed based on grade level data.</li> </ul> |
| <b>Assessment and Progress Monitoring</b> | <ul style="list-style-type: none"> <li>-MCLASS Reading 3D benchmarks will be administered at the beginning, middle, and end of the year.</li> <li>-Data and anecdotal notes from classroom and literacy teachers</li> <li>-Ongoing collaboration notes in the Easi System</li> <li>-K-5 digging deeper assessments, as needed (Letter/Sound ID, PAST, Sight Word list, Early Names/Names test, Letterland, anecdotal notes, running records for 4/5)</li> <li>-Title I teachers will monitor student progress and administer Read to Achieve passages when it is deemed appropriate to do so.</li> <li>-Read to Achieve Standardized Test</li> </ul>   | <ul style="list-style-type: none"> <li>-Students will be assessed using CASE 21 math, common assessments, and SuccessMaker reports to determine growth.</li> </ul>  | <ul style="list-style-type: none"> <li>- Minor and major discipline data, attendance data will be used to assess student responsiveness. Data will be used for progress monitoring, as well new behavioral screenings and universal ratings.</li> <li>- Based on the data, the intervention frequency will either decrease or increase and/or become more targeted.</li> </ul>  |

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| <b>School Year:</b> | 2014-2015     |

|                             | Reading   | Math  | Behavior  |
|-----------------------------|---|---|---|
| <b>Curriculum/Resources</b> | <ul style="list-style-type: none"> <li>-Benchmark materials</li> <li>-Wild Cats</li> <li>-Fast Track</li> <li>-C-MAPP</li> <li>-Supplemental materials</li> <li>-Fountas and Pinnell</li> <li>-Next Steps in Literacy (Once trained)</li> </ul> | CMAPP, Alignment Lessons, Math Expressions, Anecdotal Notes, Research based interventions, SuccessMaker | <ul style="list-style-type: none"> <li>- Character Education</li> <li>- PBIS Lesson Plan Packets for teachers with overall explanation of PBIS and expectations</li> <li>- Social Skills Instruction/Training</li> <li>- Central Office Coaches</li> <li>- PBIS Professional Development</li> </ul> |



## School Improvement Plan

## Intervention Planning Matrix

**School:** Knightdale ES

**Plan Year** 2014-2016

**School Year:** 2015-2016

|   | Reading   | Math   | Behavior  |
|---|---|--|---|
| <b>Data Decision Process for Entry and Exit</b> | <p><b><i>**The Intervention Planning Matrix is reviewed and adjusted every school year in August.**</i></b></p> <ul style="list-style-type: none"> <li>-BOY mCLASS data</li> <li>-Digging deeper assessments</li> <li>-EOG</li> <li>-ACCESS Scores</li> <li>-Running Record data</li> <li>-Letterland assessments</li> <li>-BOG</li> </ul> <p>Threshold</p> <ol style="list-style-type: none"> <li>1. Sort student summary sheets according to composite scores - high to low (red on top)</li> <li>2. Highlight all measures that are red or yellow, not including composite.</li> <li>3. Identify and highlight student names who are red or yellow in 2 or more Dibels measures and/or TRC or running records. Do not highlight TRC scores of students who have a red score due to written comprehension.</li> <li>4. Intervention or classroom teachers will administer digging deeper assessments to determine student need.</li> <li>5. This data, as well as EOG data and teacher input will be triangulated and reviewed during the best service meeting with ESL teachers, Intervention teachers, classroom and CCR teachers to determine the best service for each student.</li> </ol> <ul style="list-style-type: none"> <li>- Class Summary sheets will be updated on a monthly basis to include new students and monitor student growth. Classroom teachers will be notified by the mclass leader when a new student enters the school. The classroom teacher will have 10 days to administer and/or analyze benchmark assessments. Intervention will be determined as necessary.</li> <li>- Grade levels will meet monthly to evaluate Tier II plans and determine next steps. PLTs will include kid talk on a weekly basis to monitor student progress.</li> </ul> | <ul style="list-style-type: none"> <li>• Complete classroom ranking forms following the directions at the top of each ranking form.</li> <li>• Highlight students according to the directions on the ranking forms in order to identify the neediest students.</li> <li>• Classroom ranking forms will be updated monthly during collaboration time</li> </ul> | <ul style="list-style-type: none"> <li>• SIRS discipline data: documentation of Minor offenses, Major office discipline referrals (ODRs), suspension data; RtI-B behavioral screenings and universal ratings; attendance data; teacher/parent feedback through surveys and teacher anecdotal notes</li> <li>• Students who score below standard on both a behavioral screening and universal rating; students missing at least 10 days of school over a 9 week period; students referred by teacher or parent</li> <li>• Discipline data will be reviewed by monthly reports at monthly PLT's, PBIS, and SIT team meetings; attendance data will be reviewed on an ongoing basis; and student referrals will be reviewed by PLT teams when necessary</li> </ul> |
|   |   |  |   |

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### Intervention Planning Matrix

|                     |               |
|---------------------|---------------|
| <b>School:</b>      | Knightdale ES |
| <b>Plan Year</b>    | 2014-2016     |
| <b>School Year:</b> | 2015-2016     |

|                               | Reading  | Math   | Behavior   |
|-------------------------------|--|--|--|
| <b>Intervention Structure</b> | <p><b>Intensive Service</b></p> <p>K-2 - Pull-out / Station Teaching 4-5 days a week for 30 minutes at a time, 4 to 6 students in a group<br/> 3-5 - Co-teaching and pull-out 4-5 days a week for 30 minutes at a time, 4 to 6 students in a group</p> <p>Classroom teachers will provide additional 10 minute strategy groups for the students requiring intensive services at least 3 days a week.</p> <p><b>Strategic Service</b></p> <p>Students will be served in either a pull out/push in model for 2-4 days a week up to 15 minutes per session with a focus on a targeted skill deficit.</p> <p>Master Schedule</p> <p>All grade levels have a 1 hour Focus Instruction block. It is during this block of time that most intervention occurs in order to preserve Core Instruction.</p> | <ul style="list-style-type: none"> <li>• Tier I teachers will provide differentiated instruction during both core and our focused instruction time.</li> <li>• focus instruction</li> <li>• common assessments</li> <li>• small group intervention</li> <li>• math stations</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 an elimination of the additional support.</li> </ul> |

## School Improvement Plan

### Intervention Planning Matrix

|                     |               |
|---------------------|---------------|
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| <b>Plan Year</b>    | 2014-2016     |
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|                    | Reading   | Math  | Behavior  |
|--------------------|---|---|---|
| <b>Instruction</b> | <p><b>Structures to ensure instruction is aligned to core.</b></p> <p>Classroom and intervention teachers will collaborate during PLT to communicate student interventions and how they can work together to ensure skills are generalized across settings and address grade level expectations on students' level.</p> <p><b>Intervention lesson format</b></p> <p>Direct and explicit instruction which may include fluency, writing, word work, vocabulary, and guided reading.</p> <p><b>Fidelity of implementation</b></p> <p>Log of intervention lessons noting date and results. This could be an actual log or notes taken within lesson plans.</p> | <ul style="list-style-type: none"> <li>Identified students will receive differentiated instruction in the Core Curriculum within the regular classroom and during focused instruction time.</li> <li>Identified students will use the SuccessMaker Intervention program for mathematics.</li> </ul> | <ul style="list-style-type: none"> <li>Once a quarter during SIT meetings, whole school and grade level data is reviewed. PLTs meet to further review grade level discipline trends and use problem solving strategies to make adjustments.</li> <li>PBIS team has representation from all grade levels and work together to review data and assess fidelity of behavioral instruction and intervention.</li> <li>Core behavioral lessons (Tell, Show, Practice format) are delivered at the beginning of school, and as needed based on grade level data.</li> </ul> |

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|   | Reading   | Math   | Behavior   |
|---|---|--|--|
| <b>Assessment and Progress Monitoring</b> | <p><b>What data will we use for monitoring progress</b></p> <p>mCLASS Progress Monitoring following WCPSS Steps to Effective Progress Monitoring with DIBELS Next and TRC</p> <p>Success Maker<br/>Letterland Assessments<br/>Digging Deeper Assessments<br/>Common Assessments</p> <p><b>Process for analyzing the data</b></p> <p>After 3 data points during kid talk, collaborative conversations will be conducted to discuss students' progress towards ROI and consider adjustment of duration, frequency, intensity, group size, and delivery.</p> <p>How often will we progress monitor</p> <p>Students in the red will be progress monitored every 10 school days.<br/>Students in the yellow will be progress monitored every 20 school days.<br/>Students will be progress monitored by the teacher providing the most intensive intervention.</p> | <p>Students will be assessed using CASE 21 math, common assessments, and SuccessMaker reports to determine growth.</p> | <ul style="list-style-type: none"> <li>• Minor and major discipline data, attendance data will be used to assess student responsiveness. Data will be used for progress monitoring, as will new behavioral screenings and universal ratings.</li> <li>• Based on the data, the intervention frequency will either decrease or increase and/or become more targeted.</li> </ul> |

## School Improvement Plan

## Intervention Planning Matrix

|                |               |
|----------------|---------------|
| <b>School:</b> | Knightdale ES |
|----------------|---------------|

|                  |           |
|------------------|-----------|
| <b>Plan Year</b> | 2014-2016 |
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|                     |           |
|---------------------|-----------|
| <b>School Year:</b> | 2015-2016 |
|---------------------|-----------|

|                             | Reading  | Math  | Behavior  |
|-----------------------------|--|---|---|
| <b>Curriculum/Resources</b> | Benchmark materials<br>Wild Cats<br>Fast Track<br>C-MAPP<br>Supplemental materials<br>Fountas and Pinnell<br>Next Steps in Literacy<br>Moby Max<br>Big Universe<br>Success Maker<br>Pebble Go<br>Reading A-Z / RAZ Kids<br>Bookroom Resources<br>Discovery Ed.<br>Letterland Materials | <ul style="list-style-type: none"> <li>• CMAPP, Alignment Lessons, Math Expressions, Anecdotal Notes, Research based interventions, SuccessMaker</li> </ul> | <ul style="list-style-type: none"> <li>• Character Education</li> <li>• PBIS Lesson Plan Packets for teachers with overall explanation of PBIS and expectations</li> <li>• Social Skills Instruction/Training</li> <li>• Central Office Coaches</li> <li>• PBIS Professional Development</li> </ul> |