WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Millbrook ES
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	**2014-2015** Grade 4 increased 4.6% proficiency in Reading. Grade 4 increased 9% proficiency in Math. There was a 6.1% increase in the CCR performance composite within the SWD subgroup. 61% of students are proficient according to EOY DIBELS Composite scores. **2013-2014** **EOG:** MATH -Grade 3 56% with 48.3% college ready and Grade 5 65.1% with 55.8% college ready. Grade 3 math increased 8.7% in proficiency and Grade 5 math increased with 22.2% in proficiency. All grades 3-5 increased with 5.8% proficiency. READING-Grade 3 53% with 39.1% college ready and Grade 5 56.2% with 38.3% college ready. Grade 3 reading increased 14.2% in proficiency and Grade 5 reading increased 12.5% in proficiency. All grades 3-5 increased with 8.1% proficiency. **AMO:** MATH- met 14/14 targets at 100% with WHITE subgroup 20% points over growth target and Black subgroup 8% points over growth target. The HISP, LEP, EDS subgroups made >5% points above growth targets. READING- met 12/14 targets at 85.7% with WHITE subgroup 14% points over growth target. **EVASS** School designation overall exceeded expected growth. Reading overall exceeded expected growth and Math overall met expected growth with 3 year average in Math +2.7 (blue) mean gain and in Reading +2.2 (blue) mean gain. **2012-2013** **EOG** Compared to the county, SWD students are only 3% below on the 2012-2013 reading EOG in grades 3-5. Compared to the county, SWD students are only 9% below on the 2012-2013 math EOG in grades 3-5.Compared to the county, hispanic students are only 7% below on the 2012-2013 reading EOG in grades 3-5.Compared to the county, hispanic students are only 6% below on the 2012-2013 math EOG in grades 3-5. **AMO: 2012-2013** Students with disabilities, black and LEP students met their AMO target in reading by being 1.1 above on the 12-13 EOG .Limited English proficient students met their AMO target in reading by being 1.2 above on the 12-13 EOG .Overall all areas met their AMO targets on the 12-13 math EOG	**2014-2015** MEMS did not make expected growth in 2014-15. Percent proficient in math, reading, and science (3-5) dropped from 56% in 2014 to 48% in 2015; percent college ready dropped from 43% to 37%. EOY Reading Data (Annual Measureable Objectives, grades 3-5) Black students (35%), White (64.3%), Economically Disadvantaged (29.3%); Hispanic (23%); LEP (7.8%), SWD (16.7%) EOY Math Data (AMO, grades 3-5) Black students (28.6%), White (73.2%), Hispanic (34.4%), ED (32.7%), LEP (17.6%), SWD (21.4%) EOY Science Data: 47.8% Proficient; 37.5% College/Career Ready; Did not make growth in science in 2014-15 TRC % at benchmark EOY 2015: K: 28%, 1st 28%, 2nd 31%, 3rd 45% MEMS continues to be identified as a Focus School due to persistent achievement gap between subgroups (overall achievement gap 44.1 points). In 2015, the school grade for MEMS dropped from a C to a D. ***MEMS experienced a leadership transition in spring 2015, and there was a significant staff turnover at the end of 2015 (16 of 33 classroom teachers were new hires to MEMS as of August 2016, for a 48% turnover rate). The 2015-16 SIP team has studied the historical data to better understand root causes of the persistent achievement gap. SIP team conclusions: instruction was fragmented and lacked consistency across grade levels; in 2014-15, K, 4, and 5 departmentalized by content areas, which was not supported by the IB model and led to lagging achievement outcomes in both K and 5. The team defined the biggest priority for 2015-16 to be ensuring all teachers (particularly such a large number of new teachers to MEMS) planned, taught, and assessed using vertically aligned core instruction in math and ELA using a balanced literacy model and defined WCPSS math instructional frameworks.*** **2013-2014** **DPI School Report Card:** based on a 15 point scale this year, but will change to a 10 point scale which puts MEMS on the borderline. Achievement Score--56 (based on 55.9% proficiency) Achievement Grade--C EVAAS Growth Score--88.2 School Performance Score--62 (based on 80% proficiency and 20% growth) School Performance Grade--C **EOG:** MATH in Grade 4 decreased in proficiency by 10.4% from the previous year 12/13 at 55.9% to 13/14 at 45.5%. READING in Grade 4 decreased in proficiency by 2.3% from the previous year 12/13 49.6% to 13/14 at 47.3%. **AMO:** MATH- ALL students subgroup and SWD subgroup met with confidence interval for AMO. READING- ALL students subgroup not met with 10% points below goal target, HISP not met with 11% points below goal target and EDS and SWD met with confidence interval. **2012-2013** **EOG:** Overall 36.9% of students in grade 3-5 on the reading and math EOG are proficient as compared to the district at 57%.Overall 32.5% of students in grade 3-5 are proficient on the 2012-2013 reading EOG as compared to the district at 54%.Overall 40.2% of students are proficient on the 3-5 2012-2013 math EOG as compared to the district at 61%.Reading:30% of students are proficient on the 3rd grade 2012-2013 reading EOG as compared to the district at 57%.37% of students are proficient on the 4th grade 2012-2013 reading EOG as compared to the district at 51%.30.4% of students are proficient on the 5th grade 2012-2013 reading EOG as compared to the district at 51%.Math:33.3% of students are proficient on the 3rd grade 2012-2013 math EOG as compared to the district at 61%.49.6% of students are proficient on the 4th grade 2012-2013 math EOG as compared to the district at 59%.37.6% of students are proficient on the 5th grade 2012-213 math EOG as compared to the district at 2%.Science**:**40% of students are proficient on the 5th grade 2012-2013 science EOG as compared to the district at 57%. **Subgroups:**LEP, SWD, black and Hispanic subgroups are 30%+ below the district on the 3rd-5th grade 2012-2013 reading EOG.LEP, SWD, black and Hispanic subgroups are 30%+ below the district on the 3rd-5th grade 2012-2013 math EOG. **AMO:** Overall 33.9% of students met their AMO target on the 12-13 reading EOG which is 10 points below the county.Hispanic students are 5.1 below their AMO target in reading on the 12-13 EOG.Academically gifted students are 1.9 below their AMO target in reading on the 12-13 EOG.Economically disadvantaged students are 2.8 below their AMO target in reading on the 12-13 EOG. **EVAAS:** Grade 4 cohort of students in reading dropped from 8.0 (blue) to -2.0 (green) from 11-12 to the 12-13 school year.Grade 4 cohort of students in math dropped from 9.9 (blue) to -4.9 (red) from the 11-12 to the 12-13 school.

Data Components	Areas of Strengths	Areas of Concern
Instructional Practices/Strategies	**2014-2015** **SIOP: Baseline data from SIOP district team** in September indicates that MEMS ranked in comparison to other SIOP schools within in WCPSS in all major components. **Walk-through** data conducted by Administration, IRT, and Magnet Coordinator focus was on the Lesson Prep Component with 29/34 classroom teachers were observed. 76% of teachers implemented a closure strategy to check for understanding. 86% of teachers had purposeful and aligned activities. Scaffolding strategies observed were paraphrase/repeat, think aloud/model demos, wait time, questioning techniques, explicit/direct teaching, as well as partner/independent practice. **2013-2014** **Math district walk through:**December math walk through indicates that 100% of classrooms were aligned to math Common Core.97% of students are reasoning, proving their answer and focused on conceptual understanding while solving problems.85% of students are solving task with multiple entry points, various solution paths and promoting real world application.91% of students are using math models.82% of students are using multiple representations. **Literacy**:As per the literacy walkthrough 97% of classrooms were observed with students engaged in literacy instruction.	**2014-2015** **SIOP: Walk-through data** conducted by Administration, IRT, and Magnet Coordinator focus was on the Lesson Prep Component with 29/34 classroom teachers were observed. 66% of them were utilizing content objectives posted as learning targets with 55% of teachers presenting the language objectives through the criteria for success. 76% of teachers implemented a closure strategy to check for understanding. **Math district walk through**:January math walk through indicates that only 80% of classrooms were aligned to common core. 60% of students are reasoning, proving their answers and focused on conceptual understanding. 56% of students are solving real world problems with various entry points. 68% of students are using mathematical models as evidence. 36% of students are using/sharing multiple representations. 56% of classrooms observed were using math talk but teacher focused/directed and only 16% of classrooms had student driven math talk. 44% of technology was teacher driven and 32% was student driven but only 8% enhanced the lessons in classrooms. **IB PYP Action Plan (from 2012 IB authorization visit; follow up in** 2016-17): *School should investigate ways to further enhance the understanding of the constructivist, inquiry-based approach to teaching and learning by broadening PD on inquiry-based instruction and additional IB-authorized PYP training. *Teachers give more attention to all essential elements of the PYP, particularly the transdisciplinary skills and key concepts, when planning to ensure the programme is transdisciplinary. *Teachers use student work and assessment to inform their reflection and collaboration on the units of inquiry. *The school considers reflection on the exhibition as a way to assess strengths and weaknesses in the school-wide program. *The school encourages teachers to seek ways to improve on and share teaching and learning practices that align with the requirements of the programme, particularly in regards to inquiry-based teaching and hands-on experiences. *The school develops a common understanding of what inquiry-based teaching is and looks like to strengthen their program as well as support incoming staff with no IB background. 2013-2014 Literacy:Literacy walkthrough data indicates that the scheduled block for core literacy is below the county recommended time. Literacy walkthrough data indicates only 34% of classrooms were observed having student to student collaboration which is below the county recommendation.Literacy walkthrough data indicates that only 30% of classrooms posted the learning target.Literacy walkthrough data indicates that only 9 out of 20 students could articulate the outcome of their task.Literacy walkthrough data indicates that only 4 out of 35 classrooms were engaged in vocabulary instruction. Literacy walkthrough data indicates that only 6 out of 35 classrooms were engaged in writing.Literacy walkthrough data indicates that less than 10% of classrooms observed were using higher order thinking questions. **Math:** As per the math walkthrough the use of technology in classrooms decreased. 38% of classrooms were observed having student to student math talk.56% of classrooms were observed having teacher to student math talk. 3% of students were leading and or participating in math discussion. 9% were proposing questions to other students. 12% of students were observed making arguments to defend their reasoning. 18% of classrooms observed students engaged in mathematical discourse. 3% of classrooms were observed using math leaders.

Data Components	Areas of Strengths	Areas of Concern
Staff and Student Demographics	**2014-15:** **Teachers:** 14% of teachers have National Board Certification; 100% are highly qualified. 21% have advanced degrees and 8 have 25 years or more of experience. 80% of Millbrook teachers are white; 14.5% are African American, and 4.8% are Hispanic. 84.2% rated Millbrook a good place to work and learn, which was above the Wake County average. Millbrook experienced a very high turnover rate in 2014-15 as the principal left to open a new school. 40 percent of teaching staff was replaced in the summer of 2015. **Students:** 95.5 % stability and 10% turbulence, which is above the WCPSS stability rate of 93.8% and below the WCPSS turbulence average of 12.1%. **Community**: Our Wake County Community demographics are: Total Population- 929,214 White- 61.8% Black- 20.5% Hispanic- 9.8% Asian- 5.6% Two or More Races- 1.8% Some Other Race- 0.3% American Indian/Alaskan Native- 0.2% Native/Hawaiian/Other Pacific Islander- 0%13-2014 **2013-14 Teachers:** 24% of teachers have national board certification which exceeds both the district and state. 100% of MEMS teachers are highly qualified. 38% of MEMS teachers have advanced degrees as compared to the county which is at 35% and the state which is 30%. 44% of teacher have >10+ years of experience. EVASS Teacher effectiveness with 70% met expected and 20% exceeded expected. **Students :** MEMS stability rate for students is 94%. MEMS has an attendance rate above 95% for the past three years.	**2013-2014** **Students** Magnet student population decreased 9% from the 12-13 to 13-14 school year. ***This was a district-wide pattern as a result of student assignment changes and opening of additional charter schools. One of the SIP goals/action steps is to strengthen the IB model to make MEMS an attractive option for magnet family choice.***
Perception	**2013-2014** **2014 TWC Survey** 89% of teachers have time to collaborate; 90% of teachers have access to supplies and equipment and an adequate space to work; 98% of teachers provide parents with useful information about student learning; 93% of teachers consistently enforce rules for student conduct; 95% of teachers agree they are encouraged to participate in school leadership with 96% of teachers being effective leaders; 98% of teachers agree they are held to high professional standards for delivering instruction; 100% of professional development is aligned to the school improvement plan; 97% of teachers agree are encouraged to reflect on their practices; 98% of teachers agree instruction is aligned to common core standards. ***Capital funds from the district support enhancing instructional technology capacity with new teacher devices in summer 2015 and new student devices in 2016. MEMS has 4 members of the WCPSS Teacher Leader Corps who are receiving professional development in technology integration and sharing this with the staff during school-based professional development.*** **2012-2013** 2013 High Five PLT Survey 94% of the faculty agrees that there is an effective process of making group decisions to solve problems. 97% of faculty feels that there is an atmosphere of respect and trust within the school.90% of faculty feels that MEMS is a good place to work and learn.	**2013-2014** **2014 TWC Survey** 37% of teachers feel like class sizes are reasonable to meet the needs of students; 68% of teachers feel they do not have sufficient access to instructional technology; 61% of teachers feel that parents are influential decision makers in the school; 68% of teachers feel community/parents do not support teachers in the success of students; 76% feel that school administrators enforce rules consistently for student conduct and support teacher's efforts to maintain discipline in the classroom. 79% of teachers agree they are trusted to make professional decisions about instruction. **2012-2013** **2012 Teaching Working Conditions Survey**: 66% of faculty feels that professional development is differentiated to meet their individual needs. **2012-2013 High 5 PLT Survey** HIGH FIVE PLT SURVEY shows that 31% disagree that we have adopted SMART goals within the PLT that they are working to achieve. 33% disagree that we require students in to participate in other learning opportunities. 29% disagree that we examine results to evaluate instructional practices. 30% do not believe that time spent with their PLT will save them time overall. As per the **MEMS parent survey** 18% of parents feel that we do not ask for input on parent workshops and events. 17% of parents do not believe MEMS asks for input on how their child learns best.

Data Components	Areas of Strengths	Areas of Concern
Program	**2014-15** Out of school suspension data: 1.9% of students received an out of school suspension (15 of 809; 10 were black, 4 Hispanic, 1 multiracial). ***The overall suspension data for 2014-15 reflected the student demographics of the school as a whole.*** **2013-2014** Out of school suspension data: 1.3% of students received an out of school suspension (10 total out of 803; 6 were Black, 4 were Hispanic; all were males) 2014 **PBIS** Implementation scored 100%, over the past 3 years office referrals have consistently declined each month. Based off of the **TWC**, MEMS outscored the district and the state in managing student conduct. **2012-2013** **Staff PBIS survey:**80% of teachers feel problem behaviors are defined clearly. 36% of teachers feel that there is very little formal training for parents on positive behavioral strategies. **IB PYP Magnet Evaluation**	**2012-2013:** **PBIS Teacher Survey** 58% of teachers feel that consequences for problem behaviors are defined clearly.

Priority Concerns	**Root Causes** (with evidence)	**Solution**s
Overall in reading and math proficiency is below especially for SWD, black, LEP , EDS, and Hispanic population for reading and math.	inconsistency of instructional practices lack of vocabulary development lack of background knowledge lack of parental support inconsistent structure for providing interventions	Explicit consistent vocabulary instruction. Student goal setting and self monitoring. New intervention structure, instructional approach as well as job criteria. Increase parental involvement and support.
Instructional practices lack higher level/critical thinking with defined learning outcomes. There is also a lack of vocabulary development and student led learning as well as student lead collaboration.	Lack of scaffolding across grade levels. Lack of common assessment that provides data to drive instruction. Lack of common expectations for instructional practices. A connection is not being made in order to build background knowledge as well as real world application.	Framework for consistent instructional practices: common assessments learning targets, criteria and formative assessments common planning vocabulary instruction background knowledge essential strategies student to student collaboration scaffolding and differentiation of instruction

Priority Concerns	**Root Causes** (with evidence)	**Solution**s
Ineffective PLT structures as well as practices.	Lack of training for PLTs Combing teams into one central team affects the PLTs	Professional development on PLT with resources that define expectations.
Update for 2014-15 School Year: 1. K-2 literacy the gaps aren not closing and are increasing from k to 3; written comprehension is an issue in TRC, mCLASS composite scores aren't transferring to TRC application 2. There is a discrepancy between Case 21/Benchmark scores and report card scores reported/ All grade levels below county average in math 3. Intervention data at BOY and MOY shows MEMS students are still not at the 80/20 ratio. 61% of our tagged students remain in Tier 3. Most of our proficient students remained proficient. In 1st and 3rd grade, half the Tier 2 students, moved to Tier 3. In 2nd grade, half of our Tier 3 kids became Tier 2, but this data is not reflected in TRC.	1. Lack of consistent instructional framework, aligned K-5. Evidence: Some grade levels departmentalized (K, 4, 5), which is contrary to IB criteria/expectations. 2. Master schedule is fragmented; students are regrouped for intervention, but intervention is not specifically targeted to student need. Time is lost due to transition and core instruction is impacted. 3. PLTs are meeting and planning, but are not looking at data to inform their work. Ongoing formative assessment is not being monitored. 4. Writing is not being consistently taught across the school.	1. Define and align core instructional practices K-5 in reading and in math. 2. Ensure PLT structures are consistent, including data analysis and looking at student work. 3. Build classroom teacher capacity to deliver core instruction in literacy and math to reduce ongoing needs for intervention.

Data Summary
Describe your conclusions

A comprehensive look at our data indicates that our strengths include structures for collaboration and personnel that can support our SIP and action steps.

Our data reveals that a lack of consistent instructional planning and delivery has led to ups and downs in year to year data. The team has concluded that establishing a vision of excellence for core instruction, including backward design, common planning, developing common assessments, and focusing PLT work on data analysis is the most high-lever action to move the school forward.

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

Changes made in response to DPI feedback on 1/12/16 are in bold and italics.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	Millbrook ES
Plan Year	2014-2016
Principal:	Jamee Lynch
Date:	Aug - 2015

SIP Team Members

	Name	School Based Job Title
1	Abbie Joyner	Instructional Support Personnel
2	Abby Benson	Instructional Support Personnel
3	Andrea Jones	School Improvement Chair
4	Carey Heale	Instructional Support Personnel
5	Chelsea Queen	Teacher
6	Jamee Lynch	Principal
7	Jennifer Fowler	Teacher
8	Jessica Benton	Teacher
9	Kelly Combs	Assistant Principal
10	Kelvin Ford	Teacher
11	Marla Binker	Parent
12	Molly Groves	Instructional Support Personnel
13	Nancy Ballard	Assistant Principal
14	Nicole Grabiec	Instructional Support Personnel
15	Sarah Ledbetter	Teacher Assistant
16	Sharon Dove	Teacher
17	Silas Rodriguez	Assistant Principal
18	Stacy Darwin	Instructional Support Personnel
19	Wendy Kauffman	Teacher

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Mission, Vision and Value Statements

School:	Millbrook ES
Plan Year	2014-2016
Date:	Aug - 2012

Mission Statement:

Millbrook Elementary Magnet School - A family of lifelong learners committed to developing international citizens and academic excellence through inquiry.

Vision Statement:

As a World School authorized to provide the International Baccalaureate Organization Primary Years Programme, Millbrook Elementary Magnet is committed to providing a quality education for our students. We envision an entire school community that is dedicated to inquiry-based learning by providing engaging, relevant, and challenging learning experiences. All stakeholders--students, staff, parents, and other involved participants will demonstrate the PYP learner profile and attitudes to provide a safe and caring environment to help students gain the skills necessary to become an International citizen.Our school will be a place where students are responsible for and recognize the importance of life-long learning. We will partner with parents and the community to foster our efforts toward developing balanced citizens.

Value Statement:

1. We will provide a safe, caring, and challenging environment conducive to learning that will allow students to achieve academic excellence and maximize their individual strengths.
2. We will encourage partnership, commitment, and positive attitudes between all stakeholders in the school community to support our Primary Years Programme at home and at school.
3. We will provide hands-on, relevant, meaningful, and engaging opportunities that are developmentally appropriate to students' knowledge, skills, experience, and interests.
4. We will become facilitators to foster inquiry when integrating the Common Core State Standards and NC Essential Standards curriculum through our Primary Years Programme transdisciplinary units.
5. We will understand and accept similarities and differences between individuals of the school community and promote internationalism.
6. We will have high expectations for student behavior/conduct and work habits so that students are motivated to become independent and responsible learners.
7. We will use varied and reliable assessments--formal, informal, self-- to evaluate student performance, monitor student progress, drive teacher instruction and celebrate student learning through student-led conferences and portfolios.
8. We will research and reflect on professional staff development and Primary Years Programme training to provide best practices for teaching that will sustain life long learning.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Millbrook ES
Plan Year	2014-2016
LEA:	Wake County (920)

School Goal	MEMS students will meet or exceed 60% proficiency in Math and ELA as measured by state and local assessments, and will close gaps within AMO targets by at least 10 percentage points per target.
Goal Manager	Nancy Ballard, Kelly Combs, Silas Rodriguez
Strategic Objective	Learning and Teaching
State Board of Education Goal	Globally Competitive Students
Data Justification for Goal Based on Comprehensive Needs Assessment	• MEMS did not make expected growth in 2014-15 • % proficient in math, reading, and science (3-5) dropped from 56% in 2014 to 48% in 2015; % college ready dropped from 43% to 37% • 2014-15 EOY Reading Data (Annual Measureable Objectives, grades 3-5) Black students (35%), White (64.3%), Economically Disadvantaged (29.3%); Hispanic (23%); LEP (7.8%), SWD (16.7%) • 2014-15 EOY Math Data (AMO, grades 3-5) Black students (28.6%), White (73.2%), Hispanic (34.4%), ED (32.7%), LEP (17.6%), SWD (21.4%) • 2014-15 EOY Science Data: 47.8% Proficient; 37.5% College/Career Ready; Did not make growth in science in 2014-15 • TRC % at benchmark EOY 2015: K: 28%, 1st 28%, 2nd 31%, 3rd 45% • MEMS continues to be identified as a Focus School due to persistent achievement gap between subgroups (overall achievement gap 44.1 points)

1	**Key Process**	MEMS will implement a common instructional framework for balanced literacy, using Units of Study for Teaching Reading, that is vertically aligned K-5.
	Process Manager	Molly Groves, Carey Heale, and Abbie Joyner
	Completion Date	Jun - 2016
	Restrainers	Many new staff hired summer 2015 (48% classroom teacher turnover); budget reductions in Title I; lack of books in classroom libraries.
	Resources	Units of Study for Teaching Reading, CMAPP, Common planning templates, Instructional Coaches, PLT protocols, Interventionists at grades K,1,2 and 4, Time (2-hour PLT blocks and monthly collaborative planning days)

School:	Millbrook ES
Plan Year	2014-2016
LEA:	Wake County (920)

Measurable Process Check(s)	• Unit planning template used to fidelity to guide lesson planning and execution. • Walkthrough/learning round data collected by admin team and leadership team. • Common PLT agendas connected to targeted SIP goals that include data analysis and "Looking at Student Work" protocols at least once per month. • ◦ Coaching cycle data with teacher goals and progress toward implementation. ◦ Teacher survey data collected mid-year on instructional needs and effectiveness of coaching support ◦ Teacher observation data and PDP development in NCEES ◦ Mid-year Data Review with each grade level to assess current progress and adjust instruction accordingly • Increase TRC % at proficient by 10 percentage points at each grade level K-3. • Increase AMO proficiency by 10 percentage points in grades 3, 4, and 5 in identified subgroups (Black, Economically Disadvantaged, Hispanic, ELL, Students with Disabilities) to start to narrow gaps between subgroups. • Meet AMO targets for reading for at least 4 of 6 subgroups. Meet AMO Reading for Black students (35 to 47.8), White students (64.3 to 69.5), Economically Disadvantaged (29.3 to 50); Hispanic (23 to 50.1) • Increase the % proficient in reading as measured by the EOG to at least 60% in grades 3 4, and 5 (increase from 48.1 to 60%).

1 Action Step	Develop and implement common instructional framework for balanced literacy. Provide job-embedded PD and coaching cycles on two of the components of balanced literacy. Coaching cycles will support individual components of balanced literacy, to include: 1) Powerful Minilessons with a Readers Workshop; 2) Conferring with Students; 3) Small Group Instruction; 4) Powerful Read Aloud; and 5) Habits of Discussion/Student Talk.
Timeline	From 9/2015 To 5/2016
2 Action Step	Strengthen PLT work through the use of school-wide protocols: reviewing student work and backward design. Monthly structured collaborative planning days will be for PLTs to unpack power standards, internalize units of study, and develop common assessments. Every six days, PLTs will meet for a 2-hour PLT block for "Looking at Student Work" protocol and PLT cycle (looking at data and adjusting instruction). Data analysis will be submitted in PLT minutes on a common K-5 PLT agenda.
Timeline	From 10/2015 To 5/2016

3 Action Step	Increase stamina and volume for student reading. Set, track, and make visible targeted student goals for reading stamina and volume K-5.
Timeline	From 11/2015 To 5/2016
4 Action Step	Provide job-embedded PD and coaching cycles on the remaining components of balanced literacy as measured by progress toward implementation. Implement the three remaining components: 1) Powerful Minilessons with a Readers Workshop; 2) Conferring with Students; 3) Small Group Instruction; 4) Powerful Read Aloud; and 5) Habits of Discussion/Student Talk.
Timeline	From 11/2015 To 5/2016
5 Action Step	Build core instruction/classroom teacher capacity with instructional coaching model to support shared understanding of all components of balanced literacy model and implementation of best practices. Coaches will be dedicated to instructional coaching cycles for all teachers. Coaches will also build capacity in PLTs using coaching model (I Do/We Do/You Do).
Timeline	From 1/2016 To 5/2016
6 Action Step	Build a school culture celebrating literacy. (Reference: *Building a Culture of Literacy Month by Month)* Begin reading and writing buddy classrooms across K-5, participate in Global Read Aloud, participate in Read Across America in March, and conduct at least two parent engagement events focused on literacy.
Timeline	From 1/2016 To 5/2016

2 Key Process	MEMS will implement a consistent math instructional framework (WCPSS model/CMAPP content), that is vertically aligned K-5.
Process Manager	Abby Benson
Completion Date	Jun - 2016
Restrainers	Many new staff hired summer 2015; budget reductions in Title I; no math intervention support; reduced capacity for math coaching
Resources	CMAPP; time (dedicated PLT and monthly collaborative planning days)

Measurable Process Check(s)	Grade level PLTs will submit unit plans for math that reflect backward design of conceptual units. Millbrook Instructional Support Team and leadership team will participate in walk-throughs to measure implementation of identified best practices. On common formative assessments in math, there will be an increase of number of students proficient by 10 percentage points at MOY. By the EOY, there will be another 15% increase of number of students proficient. • Increase total percent proficient in math in grades K-2 by 10 percentage points at each grade level as measured by state assessments. • Increase the % proficient in math as measured by the EOG to at least 60% (increase from 49.8). • Increase total percent achievement (AMO metric) by 10 percentage points in grades 3, 4, and 5 in each subgroup (Reduce gaps). • Meet AMO targets for math for at least 4 of 6 subgroups. Meet AMO math targets for Black students (28.6 to 45.6), White students (met in 2015; exceed by 10 percentage points for 2016), Economically Disadvantaged (32.7 to 49.3); Hispanic (34.4 to 52.8)

1 Action Step	Provide teachers with job-embedded professional development about core instructional practices and best practices for math instruction. Math instructional practices will be implemented K-5 and aligned to WCPSS instructional framework.
Timeline	From 9/2015 To 5/2016
2 Action Step	Monthly collaborative planning will be provided for PLTs. PLTs will utilize a backward design protocol for units of math. PLTs will complete a school-wide math unit planning template.
Timeline	From 9/2015 To 5/2016
3 Action Step	Every six days, PLTs will meet for a 2-hour PLT block. PLTs will alternate between Student Work protocol and structured math achievement analysis at least once a month. Data analysis will be submitted in PLT minutes on a common K-5 PLT agenda.
Timeline	From 10/2015 To 5/2016
4 Action Step	Individualized math coaching will be provided by IRT based on teacher need and student data.
Timeline	From 1/2016 To 5/2016

School Goal	MEMS will strengthen the International Baccalaureate Primary Years Programme. 100% of students will demonstrate the IB PYP learner profile through two action projects per year and the 5th grade PYP Exhibition.
Goal Manager	Nicole Grabiec, Stacy Darwin
Strategic Objective	Learning and Teaching
State Board of Education Goal	21st Century Students
Data Justification for Goal Based on Comprehensive Needs Assessment	IB PYP School Evaluation 2012 Recommendations (with re-evaluation coming in 2016-17): • School should investigate ways to further enhance the understanding of the constructivist, inquiry-based approach to teaching and learning by broadening PD on inquiry-based instruction and additional IB-authorized PYP training. • Teachers give more attention to all essential elements of the PYP, particularly the transdisciplinary skills and key concepts, when planning to ensure the programme is transdisciplinary. • Teachers use student work and assessment to inform their reflection and collaboration on the units of inquiry. • The school considers reflection on the exhibition as a way to assess strengths and weaknesses in the school-wide program. • The school encourages teachers to seek ways to improve on and share teaching and learning practices that align with the requirements of the programme, particularly in regards to inquiry-based teaching and hands-on experiences. • The school develops a common understanding of what inquiry-based teaching is and looks like to strengthen their program as well as support incoming staff with no IB background.

1	**Key Process**	MEMS will implement prioritized action steps from IB evaluation, including: • 3D: Define and teach essential elements for speaking/listening and behavior (IB learner profile) • 12B: Strengthen the 5th grade exhibition by ensuring the school makes connections K-5, supports the research portion, and enhances book and technology resources • Define explicit scope and sequence for integrating Approaches to Learning (Thinking Skills, Communication Skills, Social Skills, Self-Management Skills, Research Skills) into MEMS instructional framework.
	Process Manager	Nicole Grabiec, Stacy Darwin
	Completion Date	Jun - 2016
	Restrainers	Many new staff hired summer 2015; magnet coordinator supporting multiple teams; limited time/funds for IB training; competing initiatives/priorities

Resources	Magnet coordinator, magnet office support, existing PYP units, additional training opportunities for staff
Measurable Process Check(s)	• Magnet coordinator will lead walk-throughs to measure implementation of magnet evaluation action steps. • Scope and sequence of K-5 core skills developed to support exemplary exhibition experience. • Evidence of Habits of Discussion implemented and visible in classrooms K-5. • Students and staff on each grade level will participate in at least two Action Projects by the end of the school year. • On common formative assessments in science, there will be an increase of number of students proficient by 10 percentage points at MOY. By the EOY, there will be another 10% increase of number of students proficient.

1 Action Step	Use morning meeting structure to implement growth mindset and learner profile lessons to build student character and explicit understandings and internalization of IB Learner Profile.
Timeline	From 9/2015 To 5/2016
2 Action Step	Enhance the PYP Planners and execution to ensure students are experiencing inquiry-based learning K-5. Magnet coordinator will facilitate backward design of inquiry-based units during whole-day collaborative planning. Magnet coordinator will conduct demonstration lessons to model inquiry-based teaching and learning.
Timeline	From 10/2015 To 5/2016
3 Action Step	Teachers and students participate in IB-aligned experiences, including: • Global Read Aloud that connects our students with other student readers around the world. • Two “taking action” experiences linked to units of inquiry • Implementation of Peace First curriculum to build awareness/knowledge/skills in being a caring, global citizen
Timeline	From 10/2015 To 5/2016
4 Action Step	Develop explicit Approaches to Learning vertical articulation. Infuse global perspective into Units of Inquiry through co-planning with grade levels.
Timeline	From 1/2016 To 5/2016

5 Action Step	Strengthen PYP units in science in grades K-3 to ensure inquiry is cross-disciplinary. Include literacy strategies in science units that are aligned to units of study for reading and writing.
Timeline	From 3/2016 To 5/2016

Date	Apr - 2014
Waiver Requested	
N/A	
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

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Millbrook ES
Plan Year	2014-2016
School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
SIOP	All instructional staff	MEMS will increase proficiency by 10% in reading and math through effective instructional practices; all subgroups will meet or exceed AMO targets.	LEP, SWD, black and Hispanic subgroups are 30%+ below the district on the 3rd-5th grade 2012-2013 reading EOG. LEP, SWD, black and Hispanic subgroups are 30%+ below the district on the 3rd-5th grade 2012-2013 math EOG. Overall 33.9% of students met their AMO target on the 12-13 reading EOG which is 10 points below the county. Hispanic students are 5.1 below their AMO target in reading on the 12-13 EOG. Academically gifted students are 1.9 below their AMO target in reading on the 12-13 EOG. Economically disadvantaged students are 2.8 below their AMO target in reading on the 12-13 EOG.
Visible Thinking	All instructional staff	MEMS will increase proficiency by 10% in reading and math through effective instructional practices; all subgroups will meet or exceed AMO targets.	Literacy walkthrough data indicates that only 30% of classrooms posted the learning target. Literacy walkthrough data indicates that only 9 out of 20 students could articulate the outcome of their task. 3% of students were leading and or participating in math discussion. 9% were proposing questions to other students. 12% of students were observed making arguments to defend their reasoning.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Millbrook ES
Plan Year	2014-2016
School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Implementing a Balanced Literacy Framework: 1. Powerful Mini-Lessons 2. Conferring with Students 3. Using Assessment Data to Drive Instruction 4. Small Group Instruction 5. Read Aloud/Shared Reading 6. Habits of Discussion/Student Talk 7. Increasing Student Engagement and Rigor	All Teachers, K-5 Includes PD sessions on teacher workdays and early release days; also includes monthly coaching cycles with instructional coaches	Goal: MEMS students will meet or exceed 60% proficiency in Math and ELA as measured by state and local assessments, and will close gaps within AMO targets. Key Process: MEMS will implement a consistent balanced literacy instructional framework that is vertically aligned K-5.	2015 EOY Reading Data (Annual Measureable Objectives, grades 3-5) Black students (35%), White (64.3%), Economically Disadvantaged (29.3%); Hispanic (23%); LEP (7.8%), SWD (16.7%) 2015 TRC % at benchmark EOY 2015: K: 28%, 1st grade: 28%, 2nd grade: 31%, 3rd grade: 45%
Implementing Concept-Based Math Instruction using WCPSS Best Practices: "Look Fors" in an Elementary Math Classroom	All teachers K-5	Goal: MEMS students will meet or exceed 60% proficiency in Math and ELA as measured by state and local assessments, and will close gaps within AMO targets. Key Process: Implement consistent WCPSS-defined math instructional framework (adhering to CMAPP) that is vertically aligned K-5.	2015 EOY Math Data (AMO, grades 3-5) Black students (28.6%), White (73.2%), Hispanic (34.4%), ED (32.7%), LEP (17.6%), SWD (21.4%)

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Millbrook ES
Plan Year	2014-2016
School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Tools for PLT Collaboration and Success: Backward Design/Unpacking Power Standards Creating Formative Assessments Looking at Student Work Protocols	All teachers K-5	Goal: MEMS students will meet or exceed 60% proficiency in Math and ELA as measured by state and local assessments, and will close gaps within AMO targets. Key Process: Strengthen PLT work through use of school-wide protocols: reviewing student work and backward design. Monthly structured collaborative planning days will be for PLTs to unpack power standards, internalize units of study, and develop common assessments. Every six days, PLTs will meet for a 2-hour PLT block for Student Work protocol and continued planning. Data analysis will be submitted in PLT minutes on a common K-5 PLT agenda.	MEMS did not make expected growth in 2014-15. Percent proficient in math, reading, and science (3-5) dropped from 56% in 2014 to 48% in 2015; percent college ready dropped from 43% to 37%. Teacher survey data 2015 indicated PLTs do not regularly look at student data and analyze data for instructional implications/shifts.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Millbrook ES
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Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Inquiry-Based Instruction in the IB PYP Model	Selected teachers to attend IB-delivered PD (7 trained in August 2015; 3 trained in October 2015) All teachers participate in monthly structured collaborative planning facilitated by IB PYP Magnet Coordinator	MEMS will strengthen the International Baccalaureate Primary Years Programme throughout the school by ensuring that at least 50% of the staff are IB trained. Key Process: MEMS will implement recommended action steps from magnet evaluation. Key Process: MEMS will strengthen the authentic, inquiry-driven experiences of both the staff and students	**IB PYP Action Plan (from 2012 IB authorization visit; follow up in 2016-17):** *School should investigate ways to further enhance the understanding of the constructivist, inquiry-based approach to teaching and learning by broadening PD on inquiry-based instruction and additional IB-authorized PYP training. *Teachers give more attention to all essential elements of the PYP, particularly the transdisciplinary skills and key concepts, when planning to ensure the programme is transdisciplinary. *Teachers use student work and assessment to inform their reflection and collaboration on the units of inquiry. *The school considers reflection on the exhibition as a way to assess strengths and weaknesses in the school-wide program. *The school encourages teachers to seek ways to improve on and share teaching and learning practices that align with the requirements of the programme, particularly in regards to inquiry-based teaching and hands-on experiences. *The school develops a common understanding of what inquiry-based teaching is and looks like to strengthen their program as well as support incoming staff with no IB background.

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	**Identification and Data Collection** -Students are identified by classroom teachers and interventionists based on universal screenings for grade level mCLASS data (DIBELS, DORF, and TRC) and RTA measures for 3/4 transitions classes. -Each grade level has specific parameters to determine which students will be served and is based on multiple factors including classroom teacher's choice. -Students are no longer served when benchmark data from multiple sources show accelerated growth has been achieved and maintained. Mutual agreement will be reached by all instructional staff providing services. **Collaboration Frequency** -PLTs will meet weekly with support staff (IRT and Intervention). The intervention and instruction PLT meets weekly to discuss k-5 student needs and reviews progress monitoring data as well as a variety of classroom data to better collaborate and assist classroom teachers with interventions. -Support staff (SPEC ED and ESL) will meet with classroom teachers and intervention teachers to determine best services for students and review quarterly. -Intervention teachers will meet monthly with classroom teachers for specific collaboration during afternoon PLTs to ensure all students not meeting benchmark expectations are discussed and changes are made based on student tiers.	**Identification and Data Collection** -Students are identified by classroom teachers and interventionists based on ranking forms that include a variety of data specific to each grade level. -Each grade level has specific parameters to determine which students will be served and is based on multiple factors including classroom teachers' choice. -Students are no longer served when benchmark data from multiple sources show accelerated growth has been achieved and maintained. Mutual agreement will be reached by all instructional staff providing services. **Collaboration Frequency** -PLTs will meet weekly with support staff (IRT and Intervention). The intervention and instruction PLT meets weekly to discuss k-5 student needs and reviews progress monitoring data as well as a variety of classroom data to better collaborate and assist classroom teachers with interventions. -Support staff (SPEC ED and ESL) will meet with classroom teachers and intervention teachers to determine best services for students and review quarterly. -Intervention teachers will meet monthly with classroom teachers for specific collaboration during afternoon PLTs to ensure all students not meeting benchmark expectations are discussed and changes are made based on student tiers.	At monthly planning meetings, grade level teams use a rubric to evaluate student behavior. This data is entered into a spreadsheet which is reviewed by our Behavior Support Team. Students with 3 or more major office referrals are reviewed by our Behavior Support Team.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Millbrook ES
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Intervention Structure	**Structure and Frequency** **-**A push in model will be used to support classroom instruction for struggling students. Intervention teachers will co-teach in station rotations ensuring that the bottom 25% not special education will be served. -All k-5 students will get at least 90 minutes of reading instruction in the regular classroom and struggling students will receive targeted interventions by classroom teacher and intervention teachers will assist as time and schedules permits. -Any student below grade level will be progressed monitored with red composite mCLASS scores every 10 days and yellow composite scores every 20 days. It will be a shared responsibility by classroom teacher and intervention teacher.	**Structure and Frequency** -A push in model will be used to support classroom instruction for struggling students. Intervention teachers will co-teach with classroom teacher in a variety of ways. -All K-5 students will get at least 60 minutes of math instruction in the regular classroom and struggling students will receive targeted interventions by classroom teacher and intervention teachers will assist as time and schedule permits. -Any student below grade level with a Level 1 score on a report card will be progressed monitored every 10 days. It will be a shared responsibility by classroom teacher and intervention teacher.	The behavior support team meets monthly to review student behaviors. At the meeting, interventions are put in place. Interventions could include Check In/Out, a behavior contract, referral to behavioral intervention coach, individual and/or group counseling, invite PBIS coach to observe/suggest classroom management strategies, referral to outside agencies.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Millbrook ES
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Instruction	**Instruction/Intervention Format** -The goal is for struggling students to meet twice daily once in a strategy group and again in a comprehension guided reading group. Instruction and intervention will include Fluency/accuracy, word work/vocabulary, and comprehension stations and groups. -Instruction/Intervention will participate in highly qualified professional development throughout the year based on SIOP structures that supports all students. -Small groups will be limited to 6 or fewer students and will utilize student PEP's. The format teaching technique will be direct and explicit using researched based strategies. Data and collaboration will drive instruction and determine methods of processing and comprehending text. -Text Processing: print concepts, letters/sounds, phonological awareness, word analysis, sight word recognition, syntactic and semantic cues, fluency, accuracy -Text Comprehending: explicit strategy instruction, determining importance, questioning, connections/prior knowledge, visualizing, inferring, synthesizing, vocabulary development After school tutoring may be an option as the year progress based on resources but summer school will be offered through Title I and reading camps for grade 3 students will be an option. CIS Graduation Coach and ESL teacher offer various layers of support as well during and after school.	**Instruction/Intervention Format** -Instruction will include direct/indirect instruction using demonstration modeling then guided practice to check for understanding, followed by differentiated independent practice to apply skills/strategies. -Teachers will activate prior knowledge with a quick practice review or warm up and will also provide vocabulary building and fact fluency within the lesson. -Small group station teaching as well as whole group instruction will be utilized. After school tutoring may be an option as the year progress based on resources but summer school will be offered through Title I. CIS Graduation Coach and ESL teacher offer various layers of support as well during and after school	Teachers, Check In/Out mentors, and parents will provide an active role in providing daily feedback to students. Through feedback, students will learn how to regulate their behavior. Graduation coach and other student support staff offer additional layers of support.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Millbrook ES
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Assessment and Progress Monitoring	Formal universal screenings (mCLASS mesures: DIBELS-LNF, PSF, NWF, ORF-,DORF, and TRC completed at beginning, middle, and end of the year to guide group formation and benchmark checks. TRC will be administered by general education teacher K-3 with EOY K-2 benchmark procedure administered by partner teachers within a grade level. -Progress monitoring and informal assessments/checks as well as running records and anecdotal notes are used daily to provide on-going direct, explicit, and targeted instruction. Teachers who are providing the most intensive reading intervention will provide PM for students only using DIBELS Next. -Digging deeper assessments including Intervention Letterland, Early Names/Names test as well as Fountas and Pinnell running records are utilized by intervention teachers to determine gaps. -All assessments are recorded, tracked, analyzed, and updated for all support staff to reference.	Formal screenings include benchmark results from Score21 each quarter and DPI each semester. -Informal assessments/checks as we as CMAPP assessments and anecdotal notes are used daily to provide on-going direct, explicit, and targeted instruction. -Digging deeper assessments including Number Knowledge Test as well as Assessing Math Concepts, and Mobymax/iReady are utilized by intervention teachers to determine gaps. -All assessments are recorded, tracked, analyzed, and updated for all support staff to reference.	The rubric to evaluate student behavior will be reviewed. Students who were coded red should move to yellow, students coded yellow should move to green. Students who received intervention should see a decrease in major office referrals. Students who are on Check In/Out should be at or above goal 80% of the time.
Curriculum/Resources	• mCLASS suggested interventions • Scaffolded learning targets and criteria for success • ABC/Blends Charts • Wild Cats and FastTrack • Fountas and Pinnell Literacy Kits • Comprehension Strategies Kit • I Ready and/or Mobymax • Leveled Text sets • CMAPP literacy resources • LetterLand/3-5 Morphology Word Work • PLTs and SIOP components • Professional resource library • Student Support Team	• CMAPP math resources • DPI wiki for math K-5 • NumberWorlds Program • Assessing Math Concept Series • PLTs and SIOP components • I Ready and/ Mobymax • Intervention math notebooks • Professional and parent resource library • Student Support Team • District math walkthrough	• Responding to Problem Behavior in Schools • Behavior Support Team • Professional Resource Library • Student support staff • Check in/Check out

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Millbrook ES
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	**What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?** Students K-2 will be identified as at risk through triangulation of mCLASS TRC, DIBELS, Digging deeper assessments, NAMES and Early NAMES test and KEA. Students 3-5: will be identified as at risk through triangulation of data: BOG, EOG, CASE 21, mClass TRC and DIBELs measures. **What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?** Students will transition through tiers of intervention, changing the frequency, duration and intensity of the intervention to match student need. Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points, digging deeper, and/or formative assessment data for at least 9 weeks as well as mutual agreement of all stakeholders, including teachers administration and parents. BOY Students who are at risk (well below or below benchmark) in two or more measures in Mclass (not including composite) • K: Students will not be identified as strategic or intensive until December. • 1: students whose NWF (CLS) and TRC is well below benchmark will be identified as intensive. • 2: students whose NWF, DORF (fluency) and/or TRC is well below benchmark will be identified as intensive. Strategic students will be administered digging deeper assessments (K-2) **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** ESL and CCR teachers will attend one collaborative kid talk meeting per quarter to align core instruction support with LEP and CCR goals. Intervention teachers will attend ongoing grade level PLT's to ensure aligned focus including common language of instruction and intervention strategies. Intervention strategies (ie, Letterland interventions) will drive selected small group instruction. Data will determine whether the intervention structure should be small group or whole group. Literacy coaches will continue to build capacity in core teachers around the components of balanced literacy. Baseline data will be collected on new students (outside of WCPSS) arriving throughout the year. Students will be added to PLT and ongoing collaboration discussion. Intervention teachers will support classroom teachers to allow them to complete assessments. **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks?** After benchmark periods student data will be used to evaluate the effectiveness of the intervention matrix.	**What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?** K students will be identified through NKT, administered by classroom teachers Oct, Jan and May in addtion to KEA (Object counting) Classroom common assessments, classroom observations will be used K-5 to identify students not meeting benchmark Grade levels will consistently reflect on critical standards and how to differentiate core insturction to meet student needs. **What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?** 3-5 Students will begin receiving classroom interventions based on grade level analysis of student progress toward mastery of NBT standards. 1-2 students will begin receiving classroom interventions based on grade level analysis of NKT and classroom observations on NBT standards. **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** Ongoing PLTs will review student data and their response to instruction and make decisions to update/modify the interventions based on ROI New students arriving throughout the year demonstrating a need, as evidenced by the outlined above assessments, will be discussed at PLTs **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks?** **After benchmark periods student data will be used to evaluate the effectiveness of the intervention matrix.**	**What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?** We will use SIRS discipline data: Major- will be collected and entered into the system on a consistent basis Minor-will work toward having teachers collect and utilize SIRS tool for mnors. ● Other data to consider: • Attendance data • Walk through observations • Staff Survey (Teacher Working Conditions Survey) • Behavioral Screening, Universal Rating Scale (aligned with school-wide expectations), Behavior data collection forms to collect baseline data **What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?** **grade level will build a common understanding and common language about what major and minor behaviors** **grade levels during monthly planning/data review meetings will identify strategic or intensive students based on rubric** **Entry:** **Strategic: two consecutive strategic data points** **Intensive: one majorwith classroom intervention already in place or identified as intensive on behavior rubric** **Exit: meeting benchmark for two consecutive data collection periods** **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** **grade level will build a common understanding and common language about what major and minor behaviors** **grade levels during monthly planning/data review meetings will identify strategic or intensive students based on rubric** **Intervention Team will meet weekly to review classroom data and make decision regarding classroom and or individual support ofr strategic and/or intensive inteventions** **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks?** **After benchmark periods student data, derived from behavior rubric will be used to evaluate the effectiveness of the intervention matrix.**

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Millbrook ES
Plan Year	2014-2016
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	Reading	Math	Behavior
Intervention Structure	**What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** Intensive service: direct instruction in station teaching and co-teaching. Small groups will be limited to six or fewer, 4-5 days a week for at least 20 minutes. Core teachers: strategy/whole group lessons will focus on strategic students needs as reflected by on going formative data. **How does the master schedule allow for delivery of strategic and intensive intervention in addition to core?** Literacy block allows core teachers to provide small group instruction and intervention teachers to provide intensive services outside of mini lessons.	**What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** Core teachers will provide differentiated core in flexible groups **How does the master schedule allow for delivery of strategic and intensive intervention in addition to core?** 5th grade has identified flex time in their schedule to accommodate for intervention.	**What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** Strategic and intensive interventions can be delivered through core. Classroom-based interventions will be delivered throughout the day by core teachers. More intense interventions like Social Skills instruction will be delivered during the day outside of core as determined by the PTR. • Examples: lunch bunch, small group **How does the master schedule allow for delivery of strategic and intensive intervention in addition to core?** **The master schedule has been designed to allow time for flexible grouping to occur for strategic and intensive intervention. Examples: lunch, morning meeting** **5th grade currently has flex time** **Intervention times can be altered in the master schedule based on student need.**
Instruction	**What structures are in place to ensure that instruction decisions and planning are aligned to core?** • Digging deeper assessments are administered, as oulined by the WCPSS Universal Screening & Diagnostic Assessment Flowchart • During PLT's the focus of intervention lessons will be discussed to ensure skills are generalized across settings and address grade level expectations **What is the intervention lesson format?** • Next STEPS literacy lesson format will be utilized in 1st for intensive students • K-2 phonics intervention lessons will follow Letterland intervention strand for intensive students • Core teachers will utlize Letterland small group intervention lessons for strategic students **How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?** • Teacher notes in Easi IEP, collaboration notes and intervention documentation form will be kept on intensive students • Intervention team meets weekly to review implementation of interventions	**What structures are in place to ensure that instruction decisions and planning are aligned to core?** • During PLT meetings the focus of intervention lessons will be discussed to ensure skills are generalized across settings and address grade level expectations • Assessing Math Concepts diagnostic assessments will be administered for Kindergarten, as outlined by WCPSS Flowchart **What is the intervention lesson format?** • interventions lessons will be direct and explicit based on student need and guided by assessment data, collaboration and anecdotal notes **How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?** • Teacher notes in Easi IEP as well as collaboration notes will be kept on students recieving intervention	**What structures are in place to ensure that instruction decisions and planning are aligned to core?** School-wide expectations developed and taught. Once a quarter during SIP meetings, using whole school and grade level data, SIP team creates action steps in response to the data. At the "All Team Learning" meeting following quarterly review to further review grade level discipline trends and use TIPS for problem solving to make adjustments to SIP action steps. **What is the intervention lesson format?** Examples for Social Skills: Discipline that Restores, Second Step, Steps to Respect, Check In/Out, Mindset/Mindfullness, “I Do, We Do, You Do” format Lessons exist to teach school-wide expectations and reteach them. **How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?** Stakeholders involved in the planning of interventions and identified staff to carry out instruction, The intervention team will consistently monitor how effective intervention is and how structures should modify as related to data, utlizing fidelity checklists when available Grade levels and support staff may serve the role of monitoring.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Millbrook ES
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Assessment and Progress Monitoring	**What data will be used to assess the student's responsiveness to intervention?** • mCLASS Progress Monitoring following WCPSS Steps to Effective Progress Monitoring with DIBELS Next ● Common Assessments ● Formative Assessments ● Benchmark Assessments ● Letterland Assessments **How does the data guide your instruction?** Identify, continue, and update target learning focus **How often will you progress monitor?** • Students at risk will be progress monitored every 10 school days • Students will be progress monitored by the teacher providing the most intensive intervention. **What is the process for analyzing the data & making data-based decisions?** After 3 data points, collaborative conversations will be conducted to discuss students' progress towards ROI and consider adjustment of duration, frequency, intensity, group size, and delivery	**What data will be used to assess the student's responsiveness to intervention?** • Anecdotal notes. • Teacher observation. • WCPSS supported formative assessments. • Grade level teacher created assessments **How does the data guide your instruction?** Identify, continue, and update target learning focus **How often will you progress monitor?** Students at risk will be progress monitored every 10 school days Students will be progress monitored by the teacher providing the most intensive intervention. **What is the process for analyzing the data & making data-based decisions?** After 3 data points, collaborative conversations will be conducted to discuss students' progress towards ROI and consider adjustment of duration, frequency, intensity, group size, and delivery	**What data will be used to assess the student's responsiveness to intervention?** SIRS discipline data: Minor and Major, Attendance data, Walk through observations,Behavior rubric, Staff Feedback, Behavior data collection forms to collect baseline data and progress monitor behavioral goals **How does the data guide your instruction?** Based on the data reviewed the frequency and duration of the intervention will be increased, faded, or modified. **How often will you progress monitor?** Progress monitoring will occur at least monthly, with the possibility of occurring more frequently based on the action plan step in the TIPS process **What is the process for analyzing the data & making data-based decisions?** Use the TIPS model
Curriculum/Resources	**What evidence based materials and resources will be used to support the academic or behavior strategic intervention?** ● Letterland Intervention Strand and Small Group activities for K- 2nd students ● Next Steps in LIteracy for 3-5 studens ● Leveled text (Benchmark, Fast Track & Wild Cats) ● C-MAPP	**What evidence based materials and resources will be used to support the academic or behavior strategic intervention?** • Assessing Math Concepts (K) • C-MAPP	**What evidence based materials and resources will be used to support the academic or behavior strategic intervention?** Intervention Central Mindset lesson bank PBIS.org PBIS School Based Team PBIS District Coach Teacher's Encyclopedia of Behavior Management Interventions-Evidence Based Behavioral Strategies for Individual Students (eg. PTR)