

School Improvement Plan

Comprehensive Needs Assessment

School:	Poe ES
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<ul style="list-style-type: none"> In 2013-2014, the EDG performance composite improved from 45.2% the year before to 54.5%. As measured by EVAAS, 5th grade students and the school overall made progress similar to the growth standard in math during the 2014-2015 academic school year. As measured by EVAAS, 4th and 5th grade students made progress similar to the growth standard in reading in each of the last three years, including 4th grade exceeding the standard in 2014. As measured by EVAAS, 3rd grade students made progress similar to the growth standard in reading in 2014 and 2015. 	<p><i>Revised on January 6, 2016 , per DPI feedback. All changes to the plan have been updated in bold and italics.</i></p> <p>As measured in AMO targets, there is a persistent gap in both the content areas of Reading and Math between the subgroups:</p> <p>2012-2013 Academic School Year:</p> <ul style="list-style-type: none"> *Black/White (Reading): 50.3% *Black /White (Math): 48.9% *Hispanic/White (Reading): 65.7% *Hispanic/White (Math): 62.8% *ED/All Students (Reading): 20.4% *ED/All Students (Math): 19% <p>2013-2014 Academic School Year:</p> <ul style="list-style-type: none"> *Black/White (Reading): 47.1% *Black /White (Math): 51.4% *Hispanic/White (Reading): 68.3% *Hispanic/White (Math): 68.6% *ED/All Students (Reading): 23.3% *ED/All Students (Math): 24.6% <p>2014-2015 Academic School Year:</p> <ul style="list-style-type: none"> *Black/White (Reading): 47.5% *Black /White (Math): 49% *Hispanic/White (Reading): 64% *Hispanic/White (Math): 56.1% *ED/All Students (Reading): 15.9% *ED/All Students (Math): 20.7% <p>Two subgroups, All Students and Economically Disadvantaged, have been below AMO targets for five years. One subgroup, Hispanic, has been below target for three years, all years for which data is available.</p> <p>According to EVAAS, 4th grade made significantly less than the growth standard in math during the 2014-2015 academic school year.</p> <p>Beginning of Year mClass Composite Data (students at benchmark):</p> <ul style="list-style-type: none"> *13-14 - 54% *14-15 - 59% *15-16 - 51% <p>Beginning of the Year TRC Data:</p> <ul style="list-style-type: none"> *13-14 - 41% *14-15 - 43% *15-16 - 37% <p>Student performance on BOG decreased from 2013-2014 to 2014-2015.</p> <p>BOG 2014:</p> <ul style="list-style-type: none"> *Level 1 -- 54.7% *Level 2 -- 15.6% *Level 3 -- 7.8% *Level 4 -- 14.1% *Level 5 -- 7.8% <p>BOG 2015:</p> <ul style="list-style-type: none"> *Level 1 -- 56.3% *Level 2 -- 23.6% *Level 3 -- 3.6% *Level 4 -- 16% <p>In 2014-15, the EOG performance composite fall from 54.5% the year before to 49.4%.</p> <p>Score 21 End of Year 2014-2015 data for students in Grades 2-5 was 54.8% projected proficient in Reading and 50.1% projected proficient in Math.</p> <p>2013 - 2014 Case 21 Data % Project Proficient</p> <p>Quarter 1 Reading, Math</p> <p>3rd 50%, 50%</p> <p>4th 47.4%, 51.4%</p> <p>5th 48.9%, 34.8%</p> <p>Quarter 2 Reading, Math</p> <p>2nd 41.9%, 55.4%</p> <p>3rd 52.7%, 56.1%</p> <p>4th 45%, 43.9%</p> <p>5th 54.5%, 32.6%</p> <p>Quarter 3 Reading, Math</p> <p>2nd 36.5%, 50%</p> <p>3rd 42.9%, 59.6%</p> <p>4th 62.9%, 42.4%</p> <p>5th 63.6%, 47.5%</p> <p>Grade 5 Science</p> <p>Ecosystems 57.4%</p> <p>Human Body 69.6%</p> <p>Weather 13.3%</p> <p>2014 - 2015 Case 21 Data % Project Proficient</p> <p>Quarter 1 Math</p> <p>3rd 40%</p> <p>4th 50%</p> <p>5th 62.5%</p> <p>Quarter 2 Reading, Math</p> <p>2nd 51.9%, 46.3%</p> <p>3rd 57.4%, 50.8%</p> <p>4th 56.8%, 56.9%</p> <p>5th 62.5%, 50%</p> <p>Quarter 3 Reading, Math</p> <p>2nd 32.1%, 49.1%</p> <p>3rd 48.3%, 54.2%</p> <p>4th 45.8%, 52.9%</p> <p>5th 63.4%, 45%</p> <p>Grade 5 Science</p> <p>Human Body 47.5%</p> <p>Motion and Design 72.5%</p> <p>Weather 32.5%</p> <p>Retention Data</p> <p>12-13: Seven students retained</p> <p>13-14: Seven students retained</p> <p>14-15: One student retained</p> <p>All students retained were in K or 1, except one grade 5 retention in 12-13.</p>

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Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Instructional Practices/Strategies	<p>As measured by the 2013-2014 WCPSS Math Department Walkthrough:</p> <ul style="list-style-type: none"> • There was an increase from 44% to 94% in students reasoning, thinking, and/or proving their answers, as measured by Math county walkthrough. • There was an increase from 67% to 94% in students solving appropriate math tasks that allow multiple entry points, various solution paths, and/or promote real world application, as measured by the Math county walkthrough. <p>As measured by the 2014 WCPSS Literacy Department Walkthrough:</p> <ul style="list-style-type: none"> • During ELA instruction, Listen to Reading was observed in 8/15 classrooms by the ELA county walkthrough. • During ELA, one-third of classrooms observed using Read to Self. In all of those classrooms, the practices during Read to Self were marked as Aligned with Common Core Standards, Builds Stamina, Demands Rigor, and Varies According to Student Need. • During ELA instruction, students were mostly or fully engaged in learning activities in 87% of classrooms. 	<p>As measured by the 2013-2014 and 2014-2015 WCPSS Math Department Walkthrough:</p> <ul style="list-style-type: none"> • During mathematics instruction, there has been a continuing decline in use of Math Practice #3: Construct viable arguments and critique the reasoning of others (mathematical discourse), from 50% in 2013-2014 to 23% during the 2014-2015 school year. • Teacher to student math talk declined from 61% in 2013-2014 to 31% in 2014-2015 • Student to student math talk declined from 28% in 2013-2014 to 8% in 2014-2015 <p>As measured by the 2014 WCPSS Literacy Department Walkthrough:</p> <ul style="list-style-type: none"> • During ELA instruction, collaborative groups were only observed in 1/15 classrooms (read to someone, reading partnerships, and book clubs) and Shared Reading was present in 0/15 classrooms. • During ELA instruction, 40% of students were engaged in collaborative work that promotes opportunities to participate in 21st Century learning.
Staff and Demographics	<p>• Poe's average student attendance (95.4%) is higher than the county average (93.7%).</p> <p>• Poe's percentage of students suspended short-term in 2013-14 was 4.3%, which was below the district average.</p> <p>• The number of "critical" behavior referrals dropped from seven in 2013-2014 to one in 2014-2015.</p> <p>• Staff turnover decreased over 2 years from 21% to 13.3% as measured by the Healthy Schools Report in 2013.</p> <p>Poe Magnet accepts students from the entire county through its magnet program.</p> <p>Wake County Demographics, according to US Census Bureau (2013):</p> <ul style="list-style-type: none"> • Total Population- 929,214 • White- 61.8% • Black- 20.5% • Hispanic- 9.8% • Asian- 5.6% • Two or More Races- 1.8% • Some Other Race- 0.3% • American Indian/Alaskan Native- 0.2% • Native/Hawaiian/Other Pacific Islander- 0% <p>Student Demographic Data 2013-2014</p> <p>Total - 342 students</p> <p>Native American/Indian - <1%</p> <p>Asian - 2%</p> <p>White - 22%</p> <p>Black - 46%</p> <p>Hispanic - 25%</p> <p>Multi-Race - 4%</p> <p>2014-2015</p> <p>334 students</p> <p>Native American/Indian - <1%</p> <p>Asian - <1%</p> <p>White - 15%</p> <p>Black - 53%</p> <p>Hispanic - 28%</p> <p>Multi-Race - 3%</p> <p>2015-2016</p> <p>335 students</p> <p>Native American/Indian - 0%</p> <p>Asian - 1%</p> <p>White - 15%</p> <p>Black - 51%</p> <p>Hispanic - 31%</p> <p>Multi-Race - 2%</p> <p>Staff Demographic Data - Licensed Professionals 2013-2014</p> <p>Total - 34 staff</p> <p>White - 63%</p> <p>Black - 25%</p> <p>Hispanic - 6.7%</p> <p>Asian - 0%</p> <p>Other Race - 0%</p> <p>2014-2015</p> <p>Total - 33 staff</p> <p>White - 55%</p> <p>Black - 39%</p> <p>Hispanic - 3%</p> <p>Asian - 3%</p> <p>Some Other Race - 0%</p> <p>2015-2016</p> <p>Total - 37 staff</p> <p>White - 70%</p> <p>Black - 22%</p> <p>Hispanic - 3%</p> <p>Asian - 3%</p>	<ul style="list-style-type: none"> • Poe's % enrollment of Free and Reduced Lunch students continues to increase from 56.8% in 2012-2013, to 58.8% in 2013-2014, to 66.6% in 2014-2015, to 71.8 in October 2015, which is among the highest in the district. • The percentage of free and reduced students at Poe as of October 2015 is 71.8%, which is significantly higher than the district rate of 37%. • The number of "major" behavior referrals increased from 501 in 2013-2014 to 789 in 2014-2015. • The teacher turnover rate is higher than the district average at 16.7% in 2014.
Perception	<ul style="list-style-type: none"> • As measured by the Wake County 4th grade Student Survey, 88.5% of Poe students felt that most of what is learned during school is important as compared to the district's 4th graders at 71.5%. • As measured by WCPSS 4th grade Student Survey, 100% of Poe student have friends as compared to 94.4% of 4th grade district students as measured by the Wake County 4th grade Student Survey. • The majority of Poe staff (92.3%) indicated that Poe was "a good place to work and learn" as compared to the district at 86%, as measured by the 2015 Wake County Teacher Survey. • On the Wake County Teacher Survey in 2015, 81.6% of Poe teachers agreed that there was an "atmosphere of mutual trust and respect," which is an increase from 74.1% in 2014 on the same question on the North Carolina Teacher Working Conditions Survey. This result was also higher than the 2015 district average of 73.2%. 	<ul style="list-style-type: none"> • As measured by WCPSS 4th grade Student Survey, 61.3% of Poe's 4th grade students felt that fellow students respect what they have to say, compared to the district average of 71%. • On the Wake County Teacher Survey in 2015, 79.5% of Poe teachers agree with the statement, "Teachers have time available to collaborate with colleagues," which was below the county average of 84.8%. • Parent surveys completed in 2014-2015 indicated that 0% of respondents agreed that they received sufficient information to know how to help their child at school.
Program	<ul style="list-style-type: none"> • Small group instruction • Common planning time to allow for alignment • Positive Behavioral Support • Support for students with high academic needs 	<ul style="list-style-type: none"> • Consistency and training of implementing programs • Effective strategic invention • Targeting appropriate intervention population • Written responses about reading (TRC)

School Improvement Plan

School:	Poe ES
Plan Year	2014-2016

Priority Concerns	Root Causes (with evidence)	Solutions
EOG proficiency gaps between Poe's subgroups' (All Students, Black, Hispanic, and Economically Disadvantaged) performance and the AMO targets in reading are growing, rather than narrowing. For example, in 2013, the performance of Hispanic students in reading was 18.4, and grew to 31 percentage points below in 2015.	<ul style="list-style-type: none"> Teachers report that students need greater academic vocabulary. Teachers have implemented Daily 5, but have not consistently implemented Daily CAFE, as evidenced by school walkthroughs. 	<ul style="list-style-type: none"> Professional development on differentiation strategies to support learners at all levels. Individual teachers and grade levels will utilize the coaching model to strengthen instruction. Utilize structure for implementing and supporting specific SIOP strategies.
EOG proficiency gaps between Poe's subgroups' (All Students, Black, Hispanic, and Economically Disadvantaged) performance and the AMO targets in math are growing, rather than narrowing. For example, in 2013, the performance of Hispanic students in math was 17.4, and grew to 29 percentage points below in 2015.	<ul style="list-style-type: none"> There is a pattern of inconsistent opportunities for student collaboration and academic discourse during school and district walkthroughs. 	<ul style="list-style-type: none"> Teachers will plan for mathematical discourse in PLTs in quarterly collaboration. Individual teachers and grade levels will utilize the coaching model to strengthen instruction.
The majority of referrals during the first five weeks of the 2015-2016 school year (54%) are in the category of physical aggression/fighting.	<ul style="list-style-type: none"> Over one-third of the referrals are generated by less than 1% of the students, as indicated by SIRS. Consequences do not appear to deter behavior for students SIRS data for students with multiple referrals in SIRS. 	<ul style="list-style-type: none"> Intervention team or other appropriate staff will craft, implement, and monitor plans for behavior success for frequently referred students using tools that incorporate student input.

Data Summary

Describe your conclusions

There is a significant, persistent, and growing achievement gap between White students and other subgroups, as indicated by various data sources, including mClass, Case 21, EOGs, and report card grades. Student collaboration during ELA and math instruction is inconsistent, as measured by school-based and Central Services classroom walkthroughs. Please see our goals, key process and action steps to see our vision of improvement to impact growth and school performance grade.

School Improvement Plan

Membership of School Improvement Team

School:	Poe ES
Plan Year	2014-2016
Principal:	Annice Williams
Date:	Sep - 2015

SIP Team Members

	Name	School Based Job Title
1	Abigail Lilley	Teacher
2	Amy Ulbright	Teacher
3	Annice Williams	Principal
4	Audrey Fleming	Teacher
5	Candice Murray	Parent
6	Cathy Pietrzak	Teacher
7	Gloria Romero-Turcios	Instructional Support Personnel
8	Jennifer Biggers	School Improvement Chair
9	Kelly Watkins	Teacher
10	Kimberly Steel-Keelor	Teacher
11	Lucretia Greaux	Instructional Support Personnel
12	Pamela Sawyer	Instructional Support Personnel
13	Sebrina Williams	School Improvement Chair
14	Ted Rex	Teacher
15	Teresa Van Acker	Assistant Principal
16	Xan Regan	Teacher

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

School:	Poe ES
Plan Year	2014-2016
Date:	May - 2014

Mission Statement:

Poe exists to inspire and cultivate confident learners prepared to embrace the challenges of the future.

Vision Statement:

Poe Magnet Elementary School will be an inclusive community of students, educators, families, and stakeholders who share responsibility for the education of our students. We will respect and celebrate ourselves and each other. Community members will exhibit joy and excitement in all facets of growth and learning.

Our enthusiastic, highly qualified staff will collaborate to prepare and implement challenging curriculum for all students. We will build on diverse learning experiences to inspire student discovery, exploration, and cultivation of interests and passions. Students will work, independently and collaboratively, to develop the character, skills, and resilience necessary to excel.

Poe Magnet Elementary School will value and promote the growth of the whole child: academic, physical, social, emotional, and artistic.

Value Statement:

- We will demonstrate respect for ourselves and each other.
- We will guide students toward developing attitudes and skills that will increase their chances of leading happy, healthy, and productive lives.
- We will trust, celebrate, and collaborate with colleagues to support curriculum integration and shared expectations across the school.
- We will honor and encourage creativity and innovation in teaching and learning.
- We will use a variety of methods to provide meaningful and positive communication with all members of our school community.

School Improvement Plan
Summary of Goals, Key Processes and Action Steps

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

School Goal		All subgroups will meet their AMO targets in Reading and Math as measured by EOGs; students school-wide will increase proficiency in Reading and Math by 10% as measured by Case 21 and M-Class.
Goal Manager		School Improvement Chair(s)
Strategic Objective		Learning and Teaching
State Board of Education Goal		21st Century Students
Data Justification for Goal Based on Comprehensive Needs Assessment		<p>As measured in AMO targets, there is a persistent gap in both the content areas of Reading and Math between the subgroups:</p> <p>2012-2013 Academic School Year:</p> <ul style="list-style-type: none"> • Black/White (Reading): 50.3% • Black /White (Math): 48.9% • Hispanic/White (Reading): 65.7% • Hispanic/White (Math): 62.8% • ED/All Students (Reading): 20.4% • ED/All Students (Math): 19% <p>2013-2014 Academic School Year:</p> <ul style="list-style-type: none"> • Black/White (Reading): 47.1% • Black /White (Math): 51.4% • Hispanic/White (Reading): 68.3% • Hispanic/White (Math): 68.6% • ED/All Students (Reading): 23.3% • ED/All Students (Math): 24.6% <p>2014-2015 Academic School Year:</p> <ul style="list-style-type: none"> • Black/White (Reading): 47.5% • Black /White (Math): 49% • Hispanic/White (Reading): 64% • Hispanic/White (Math): 66.1% • ED/All Students (Reading): 15.9% • ED/All Students (Math): 20.7%
1	Key Process	Poe staff will implement a balanced literacy program using Daily Cafe and Letterland, including student collaborative opportunities.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

<p>Process Manager</p> <p>Completion Date</p> <p>Restrainers</p> <p>Resources</p>	<p>Reading Committee Chair(s)</p> <p>Jun - 2016</p> <ul style="list-style-type: none"> • Time • New curriculum • Lack of planning time • Schedules • Parent Engagement • Lack of materials/funding • Language barriers • Lack of understanding curriculum/literacy expectation/definition of programs • Lack of communication of curriculum expectations cross curricular and vertically <ul style="list-style-type: none"> • The Daily 5 by Gail Boushey and Joan Moser • The Cafe by Gail Boushey and Joan Moser • K-1 Letterland kits • CMAPP • Common Core Standards • Professional Development • Reading Coach • Tier II intervention support staff • Specialists • Assessments • Leveled reading books • PLTs • County training for balanced literacy • mclass • Professional resource texts • Media Center staff • Intervention Team Members • Big Universe/Reading A-Z 	
	<p>Measurable Process Check(s)</p> <ul style="list-style-type: none"> • Each quarter, Reading Committee Chair or designee will analyze academic benchmark data to determine progress of ELA instruction. • Each quarter, Reading Committee Chair or designee will analyze walkthrough data to determine implementation of student collaborative opportunities. • Each quarter, Reading Committee Chair or designee will conduct a Letterland fidelity check to determine how teachers are utilizing Letterland in their classroom. • Each quarter, Reading Committee Chair or designee will conduct a Literacy Expectations check to determine if teachers are meeting county and Poe literacy expectations. • Reading Committee and/or SIP Team will review data quarterly and revise or update action steps as needed. 	
	1 Action Step	PLTs will review and analyze common assessment data to determine instructional effectiveness.
	Timeline	From 8/2014 To 6/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Poe ES
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2 Action Step	To increase vocabulary, teachers will use Marzano teaching strategies across disciplines and electives.
Timeline	From 8/2015 To 6/2016
3 Action Step	Provide training to staff on Marzano teaching strategies for vocabulary instruction.
Timeline	From 8/2015 To 6/2016
4 Action Step	Teachers will receive ongoing targeted coaching in balanced literacy and Daily Cafe programs with an emphasis on consistently utilizing student collaboration opportunities and integration of the arts.
Timeline	From 8/2014 To 6/2016
5 Action Step	Teachers will plan for and implement read alouds and close reading in all classrooms, including electives using a variety of text including non-fiction, poetry, lyrics, etc.
Timeline	From 8/2014 To 6/2016
6 Action Step	Revise walkthrough tool to emphasize student collaboration, including Letterland and Poe Literacy Expectation fidelity checks quarterly.
Timeline	From 8/2015 To 6/2016
7 Action Step	Create walkthrough schedule and assignments to include teacher participation.
Timeline	From 8/2015 To 6/2016
8 Action Step	Teachers will increase rigor during literary instruction by utilizing writing to read strategies.
Timeline	From 8/2015 To 6/2016

2 Key Process	To increase student mathematical proficiency, Poe staff will implement Mathematical Common Core Practice Standard 3 daily.
Process Manager	Math Committee Chair(s)
Completion Date	Jun - 2016
Restrainers	<ul style="list-style-type: none"> • Planning time • Instructional time to include proper modeling • Student behaviors • Student lack of confidence • Lack of student vocabulary

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Poe ES
Plan Year	2014-2016
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Resources	<ul style="list-style-type: none"> • Math Coach • CMAPP • CMAPP resources • Discovery Education • Math Talk videos • Professional Learning Teams • Math Expressions • Collaboration Days 	
Measurable Process Check(s)	<ul style="list-style-type: none"> • Each quarter, Math Committee Chair or designee will analyze academic benchmark data to determine progress of Math instruction. • Each quarter, Math Committee Chair or designee will analyze walkthrough data to determine implementation of student academic discourse. • <i>Math Committee and/or SIP Team will review data quarterly and revise or update action steps as needed.</i> 	
	1 Action Step	Teachers will continue to receive training on planning for mathematical discourse.
	Timeline	From 8/2014 To 6/2016
	2 Action Step	Teachers will plan for mathematical discourse in PLTs and in their individual lesson plans on a weekly basis.
	Timeline	From 8/2014 To 6/2016
	3 Action Step	Create walkthrough schedule and assignments for certified staff.
	Timeline	From 8/2015 To 6/2016
	4 Action Step	Teachers will receive support in integrating the arts.
	Timeline	From 8/2015 To 4/2016
	5 Action Step	During collaboration days teachers and coaches will plan for intentional technology use during classroom lessons.
	Timeline	From 8/2015 To 6/2016
	6 Action Step	Teachers will implement daily interventions for students working below grade level as part of their math block.
	Timeline	From 8/2015 To 6/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Poe ES
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School Goal		As a nurturing and orderly learning community, Poe Magnet Elementary will motivate and foster creativity and community involvement as measured by an 80% satisfactory rate on teacher, student, and parent/stakeholder surveys.
Goal Manager		School Improvement Chair(s)
Strategic Objective		Learning and Teaching
State Board of Education Goal		21st Century Students
Data Justification for Goal Based on Comprehensive Needs Assessment		<ul style="list-style-type: none"> Majority of referrals during the first five weeks of the 2015-2016 school year (54%) fell within the category of physical aggression/fighting. Parent surveys completed in 2014-2015 indicated that 0% of respondents agreed that they received sufficient information to know how to help their child at school.
1	Key Process	Poe staff will create and implement universal expectations and consequences for all classrooms, including electives.
Process Manager		PBIS Committee Chair(s)
Completion Date		Jun - 2016
Restrainers		<ul style="list-style-type: none"> Home environment Undiagnosed/Misdiagnosed Mental Health conditions Limited Staff (certified and non-certified) availability Change in academic programs from Montessori to GT/AIG.
Resources		<ul style="list-style-type: none"> PBIS Universals Student Support Staff Panda PAWS and Panda Power Cards Panda Store Staff/Student Relationships Character Trait Program Staff/Parent Relationships Community Resources Foster Grandparents Program Choices of consequences
Measurable Process Check(s)		<ul style="list-style-type: none"> Each quarter, PBIS Committee chair or designee will analyze SIRS data to track referrals in the category of noncompliance and physical aggression/fighting. <i>PBIS Committee and/or SIP Team will review data quarterly and revise or update action steps as needed.</i>

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Summary of Goals, Key Processes and Action Steps

School:	Poe ES
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1 Action Step	Review school-wide menu of strategies and a framework of rewards and consequences to ensure consistency in managing behavior as is posted in PBIS tab on the Poe Staff site.
Timeline	From 8/2014 To 6/2016
2 Action Step	Post and utilize a rubric for work habits and conduct.
Timeline	From 8/2014 To 6/2016
3 Action Step	Invite teachers to attend a PBIS consultation by attaching a Tier II PBIS referral form after five office referrals have been submitted for that student.
Timeline	From 8/2014 To 6/2016
4 Action Step	Provide a condensed Lifespace Crisis Intervention training (including the de-escalation cycle) for all staff.
Timeline	From 8/2014 To 6/2016
5 Action Step	The SSS PLT, an extension of the PBIS committee, will monitor the amount of time students spend outside of the classroom as a consequence to be a determinant of behavior plans and referral in the MTSS process.
Timeline	From 8/2015 To 6/2016

2 Key Process	Poe staff will communicate broad information through multiple methods to ensure that parents and other stakeholders are aware of individual student progress, as well as the overall school program and events.
Process Manager	Parent Engagement Committee Chair(s)
Completion Date	Jun - 2016
Restrainers	<ul style="list-style-type: none"> • Funding • Limited time for planning • Security
Resources	<ul style="list-style-type: none"> • PTA/Parents • Poe Staff • Title I/Tier II • Magnet Program Coordinator • Parent Academy through WCPSS • Resource Guide for Parents (Websites) • Partnership with Poe Center
Measurable Process Check(s)	<ul style="list-style-type: none"> • Each quarter, Parent Engagement Committee or designee will analyze survey data from parent info session to determine its effectiveness. • Parent Engagement Committee and/or SIP Team will review data quarterly and revise or update action steps as needed.

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Summary of Goals, Key Processes and Action Steps

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1	Action Step	Collect data at school events via Exit Tickets.
	Timeline	From 8/2015 To 6/2016
2	Action Step	Complete national parent PTA survey two times a year.
	Timeline	From 8/2015 To 6/2016
3	Action Step	Inform parents of events through multiple forms of communication.
	Timeline	From 8/2015 To 8/2016
4	Action Step	Provide child-centered activities for parents attending workshops/information nights.
	Timeline	From 8/2015 To 6/2016
5	Action Step	Share parent calendar in Google and on Poe parent website.
	Timeline	From 8/2015 To 6/2016
6	Action Step	Share parent night expectations, including the schedule, purpose, and expectations for events, with entire staff at the start of the school year.
	Timeline	From 8/2015 To 6/2016
7	Action Step	Share event sign up calendar with staff through Google docs.
	Timeline	From 8/2015 To 6/2016
8	Action Step	Parent Engagement committee members will rotate to attend PTA meetings and share the minutes of each meeting attended with the committee.
	Timeline	From 8/2015 To 6/2016

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

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

School Improvement Plan

Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
<ul style="list-style-type: none"> Teachers will receive training on close reading to support comprehension. Teachers will receive training on student collaboration within Daily CAFE framework. Teachers will receive training on planning for mathematical discourse. 	All certified staff.	Reading and Math as measured by EOGs; students school-wide will increase proficiency in Reading and Math by 10% as measured by Case 21 and M-Class.	<p>During mathematics instruction, there is a drop in use of math practice #3 (construct viable arguments and critique the reasoning of others)-Teacher to student -55%, Student to student talk -22%, mathematical discourse -44% since previous Math Department walkthrough.</p> <p>During ELA instruction, collaborative groups were only observed in 1/15 classrooms and shared Reading in 0/15 classrooms as observed in ELA county walkthrough.</p>
<ul style="list-style-type: none"> All Staff will receive a modified form of Lifespace Crisis Intervention training. 	All staff members.	As a nurturing and orderly learning community, Poe Magnet Elementary will motivate and foster creativity and community involvement as measured by an 80% satisfactory rate on teacher, student, and parent/stakeholder surveys.	<p>Eleven percent of major referrals occur during the last 30 minutes of the instructional day.</p> <p>Students are suspended short-term at a rate that is more than twice the county average.</p>

School Improvement Plan

Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
PBIS Staff Development Components: <ul style="list-style-type: none"> • Nuts and Bolts- Introduction and Refresher • Conflict cycle - de-escalation • Classroom behavior management systems (eg. alternatives to sending students to the office- more time in class) • Developing individual behavior plans • Interpreting SIRS data and implementing action plans (by PLT) • Focusing on how student engagement influences behavior 	All Staff	As a nurturing and orderly learning community, Poe Magnet Elementary will motivate and foster creativity and community involvement as measured by an 80% satisfactory rate on teacher, student, and parent/stakeholder surveys.	SIRS data Stakeholder feedback
Content Focused Strategies (Focus on Improving the Achievement Gap) Components: <ul style="list-style-type: none"> • SIOP Light • Integrating multiple subjects • Integrating the arts • Classrooms designed for language support 	All staff	All subgroups will meet their AMO targets in Reading and Math as measured by EOGs; students school-wide will increase proficiency in Reading and Math by 10% as measured by Case 21 and mClass.	Case 21 data mClass data EOG data Walkthrough data

School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>Students will be identified for intervention based on multiple criteria ranking. Data used to determine student need will include the following: running records, universal screening data, digging deeper assessments, report cards, profile cards and any anecdotal notes.</p> <p>A multidisciplinary team will review the eligibility lists and identify the most appropriate program for each student's targeted intervention support (Literacy Intervention, ESL, CCR).</p>	<p>Students will be identified for intervention based on multiple criteria ranking. Data used to determine student need will include the following: report cards, mClass universal screening, iReady results, and any additional digging deeper teacher assessments.</p> <p>A multidisciplinary team will review the eligibility lists and identify the most appropriate program for each student's targeted intervention support (Math Intervention, ESL, CCR).</p> <p>Students in grades 3-5 will be identified for extended day intervention based on data from Case 21, EOG, Gradebook and mClass results. This data will be requested from teachers for students performing below grade level mid-year in math.</p>	<ul style="list-style-type: none"> Students with five or more office referrals in SIRS for failing to meet PAWS expectations will be referred to the monthly Student Services Team (Counselor, Psychologist, Social Worker, Administrator) for a Tier II referral. Once an intervention plan is implemented by the Student Services, it is monitored every 4-6 weeks. Students will exit the intervention process when intervention team and classroom teachers agree that the benchmark has been achieved and maintained. Students who do not demonstrate progress towards benchmark goal will be referred to the Tier III team.
Intervention Structure	<p>Reading intervention support will be delivered through small-group instruction. This instruction will be offered through daily pull-out or push-in structures of 20-40 minutes, depending on the distribution of below-level students across the school. Intervention support will also be offered outside of school time through bi-weekly tutoring, also based on distribution of below-level students across the school. Teachers will meet at least monthly for collaboration, consultation, and PLT discussions to ensure that instruction during intervention maintains alignment to student needs and core curriculum.</p>	<p>Math intervention support will be delivered through small-group instruction. This instruction will be offered through bi-weekly pull-out or push-in structures of 20-40 minutes, depending upon the distribution of below-level students across the school. Intervention support will also be offered outside of school time through bi-weekly tutoring, also based on distribution of below-level students across the school. Teachers will meet at least monthly for collaboration, consultation, and PLT discussions to ensure that instruction during interventions maintains alignment to student needs and core curriculum.</p> <p>Extended day intervention will be offered twice a week for a minimum of ten weeks. Each extended day intervention period will last a totla of one hour in a small group setting of no more than 6 students.</p>	<p>Behavior intervention support will be delivered individually and in small groups by classroom teacher, counselor, psychologist or school social worker as determined by student's individual plan.</p>

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Instruction	Literacy intervention will be offered at two levels, intensive and strategic. The intensive level of intervention includes on-going, leveled small groups based on assessment data (Universal Screening Data K-5, Running Records K-2, and EOG data 3-5) These groups will include students who are below grade level in reading. The strategic level of intervention is flexible grouping, based on assessment data (Formative Assessments, Quarterly Assessments, Grade Level Common Assessments, and Running Records K-2). These intervention lessons will consist of strategic, targeted, explicit instruction focused on identified areas of need to assist students in meeting benchmark and mastery of specific objectives and skills.	Math intervention will be offered at two levels, intensive and strategic. The intensive level of intervention includes on-going, leveled small groups based on assessment data (Universal Screening Data K-5 and EOG data 3-5) These groups will include students who are below grade level in math. The strategic level of intervention is flexible grouping, based on assessment data (Formative Assessments, Quarterly Assessments, and Grade Level Common Assessments). These intervention lessons will consist of strategic, targeted, explicit instruction focused on identified areas of need to assist students in meeting benchmark and mastery of specific objectives and skills. Extended day intervention lessons will consist of strategic, targeted, explicit instruction focused on identified areas of need to assist students in meeting benchmark and mastery of specific objectives and skills based on the assessment given at the beginning of the program.	Lessons will consist of ongoing individual or small group instruction based on the student's behavior plan.
Assessment and Progress Monitoring	mClass, DRA kit, PAST, Letter/Sound ID, Print Concepts, Running Records, Writing Vocabulary, Early Names Test, Names Test, Formative Assessments, Quarterly Assessments, Common Assessments, Case 21, Letterland Assessments	mClass, Formative Assessments, Quarterly Assessments, Common Assessments, Number Worlds Assessment, Number Knowledge Test, iReady, Case 21.	Office referrals, daily attendance, behavior frequency tracking, duration tracking, direct behavior rating, behavior report card, and daily progress reports are methods that will be used to assess students progress toward behavior benchmark.
Curriculum/Resources	Common Core Standards Balanced Literacy Early Connections Wildcats Fast Track Letterland	Common Core Standards Balanced Math Number Worlds Math Expressions	<ul style="list-style-type: none"> • WCPSS Responsiveness to Instruction Resources

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	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>Data to Consider:</p> <ul style="list-style-type: none"> • mClass • EOG • Report Cards • Case 21 • KEA • Digging Deeper Assessments 	<p>Data to Consider:</p> <ul style="list-style-type: none"> • Number Knowledge Test • Assessing Math Concepts tool • EOG • Case 21 • KEA • Report Cards 	<p>Data to Consider:</p> <ul style="list-style-type: none"> • SIRS discipline data: Minor and Major • Attendance • Walkthrough observations • Staff Survey • Student Feedback • Behavioral Screening
	<p>Entry Threshold:</p> <p>*All students who are failing to meet two or more proficiency benchmarks will be discussed at Best Service Meetings.</p> <p>*Best Service Meeting will include a structure to identify students whose interventions would be most appropriately served in the classroom. This list of students will be discussed in their respective PLTs. The Intervention Team will monitor these interventions.</p> <p>*Students who are 3 or more levels significantly below benchmark will be considered intensive.</p> <p>*All students who are failing to meet two or more proficiency benchmarks will be considered for strategic interventions.</p>	<p>Entry Threshold:</p> <p>*All students who are failing to meet two or more proficiency benchmarks will be discussed at Best Service Meetings.</p> <p>*Best Service Meeting will include a structure to identify students whose interventions would be most appropriately served in the classroom. This list of students will be discussed in their respective PLTs. The Intervention Team will monitor these interventions.</p> <p>*Students who are receiving 1s on benchmark tests and report cards will be considered for intensive interventions.</p> <p>*Students who are receiving 2s on benchmark tests and report cards will be considered for strategic interventions.</p>	<p>Entry Threshold for Strategic Intervention:</p> <p>*Student is averaging 2 or more hours per week of missed instruction time over a 3-week period.</p> <p>*Student has received 1 or more referrals for physical aggression/fighting per week over a 3-week period.</p>
	<p>Exit Threshold:</p> <p>*All intervention students will be monitored through the Tier process for a period of 6-8 weeks.</p> <p>*Multiple data points will be used to determine the effectiveness of students' plans and identify movement between or exiting of tiers.</p>	<p>Exit Threshold:</p> <p>*All intervention students will be monitored through the Tier process for a period of 6-8 weeks.</p> <p>*Multiple data points will be used to determine the effectiveness of students' plans and identify movement between or exiting of tiers.</p>	<p>Exit Threshold for Strategic Intervention:</p> <p>*Student meets behavior goals.</p>
	<p>Frequency, Structures, and Processes:</p> <p>*Weekly PLTs</p> <p>*Monthly collaborations with Tier II and grade levels (feedback)</p> <p>*Best Service Meetings before the start of each quarter (data driven) will be used to determine intensive interventions that will be provided through the Tier II Collaboration Meeting and the following PLT Meeting will be used to discuss strategic level interventions.</p>	<p>Frequency, Structures, and Processes:</p> <p>*Weekly PLTs</p> <p>*Monthly collaborations with Tier II and grade levels (feedback)</p> <p>*Best Service Meetings before the start of each quarter (data driven) will be used to determine intensive interventions that will be provided through the Tier II Collaboration Meeting and the following PLT Meeting will be used to discuss strategic level interventions.</p>	<p>Exit Threshold for Intensive Intervention:</p> <p>*Student is not responding to Strategic Intervention Plan</p> <p>*Placement happens when the students growth rate trajectory is parallel to or wider than baseline data.</p> <p>Exit Threshold for Intensive Intervention:</p> <p>*Student will exit if meeting strategic benchmark expectations or universal expectations.</p> <p>*Fading intervention: If student is demonstrating progress toward meeting benchmark (rate of growth), fading will occur in frequency first and then in intensity to Strategic level.</p>
	<p>Plan Monitoring</p> <p>*Include performance data of served students Quarterly Review to evaluate whether 70% are responding to interventions.</p>	<p>Plan Monitoring</p> <p>*Include performance data of served students Quarterly Review to evaluate whether 70% are responding to interventions.</p>	<p>Frequency, Structures, and Process:</p> <p>*Students will be identified one time a month</p> <p>*Structure-During Kid Talk, PLT, intervention team, PBIS meeting, the TIPS process will be utilized to determine the effectiveness of core (instruction, curriculum and environment). If core is effective TIPS will further be utilized to identify students in need of behavior intervention.</p> <p>Plan Monitoring:</p> <p>*The team will determine the effectiveness by reviewing and evaluating the data through progress monitoring toward targeted goal.</p>

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Intervention Structure	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectations?</p> <ul style="list-style-type: none"> -Intensive Service: direct instruction in a pull-out or push-in group of no more than 5 or 6 students for 20 minutes a day for 4-5 days per week with a certified teacher. - Strategic Service: direct instruction in small groups of no more than 3 students for 10-20 minutes 2-4 days per week with a certified teacher. <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to core?</p> <ul style="list-style-type: none"> - The literacy block allows core teachers to provide small group and strategic interventions during Daily 5 rotations outside of the mini-lessons. -The literacy block allows intervention teachers to push-in to classrooms and provide intensive and strategic interventions during Daily 5 rotations outside of the mini-lessons. - The elective schedule provides a 40 minute block for intervention teachers to provide pull-out intensive interventions to small groups of students during the grade level designated elective time outside of the literacy block. 	<p>What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectations?</p> <ul style="list-style-type: none"> *Intensive Service: direct instruction in a pull-out or push-in group if no more than 5 or 6 students for 20 minutes a day for 4-5 days per week with a certified teacher. *Strategic Service: direct instruction in small groups for 15 minutes 2-4 days per week with a certified teacher. <p>How does your master schedule allow for delivery of strategic and intensive intervention in addition to core?</p> <ul style="list-style-type: none"> *The elective schedule provides a 20 minute block for intervention teachers to provide pull-out intensive interventions to small groups of students during the grade level designated elective time outside of the math block. *15 minutes of the math block will be set aside for strategic interventions daily. 	<p><u>Strategic Interventions:</u></p> <ul style="list-style-type: none"> *Interventions can be delivered in the classroom by core teachers. *Additional interventions include: office behavior plan and small groups, delivered by support staff outside of core time. <p><u>Intensive Interventions:</u></p> <ul style="list-style-type: none"> *Interventions can be delivered in the classroom by core teachers. *Additional interventions include: office behavior plan and small groups, delivered by support staff outside of core time. <p><u>Schedule:</u></p> <ul style="list-style-type: none"> *Smart lunches, electives, push-in to progress monitor social skills in core instruction

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Instruction	<p>Structures to Align to Core:</p> <ul style="list-style-type: none"> *All students will receive core instruction during the literacy block following a balanced literacy approach using the structure of the Daily Cafe. *During core instruction, teachers will provide strategic interventions to small groups or individual students during rotations. *Strategic Interventions will be chosen to address specific areas of need identified by universal screening and digging deeper assessments. *Teachers will use the Letterland intervention strand, Recipe for Reading strategies, and additional research based strategies to instruct students in areas identified by assessment criteria. <p>Lesson Format:</p> <ul style="list-style-type: none"> *Intensive and strategic groups will each receive a mini-lesson delivered by a certified teacher, followed by a group or individual practice at the students' current level of need. <ul style="list-style-type: none"> *All skills taught using an isolated strategy during the lesson, will also be practiced within a text during the lesson. *Teachers will include reading and writing approaches to learning these strategies <p>Fidelity:</p> <ul style="list-style-type: none"> *All students receiving strategic or intensive interventions will have Tier II intervention plans in place and will be updated quarterly. *Progress Monitoring will occur regularly. *PLT meetings will be reserved monthly to monitor and discuss strategic interventions with grade level teams and support from a representative from the Intervention Team. *Collaboration meetings will be held monthly with Tier II teachers to discuss current data collected and assess student progress. Intensive interventions will be modified or continued based on the current data. 	<p>Structures to Align to Core:</p> <ul style="list-style-type: none"> *All students will receive core instructions during the math block. The last 15 minutes of the block will be reserved for small group interventions. *Interventions will be chosen to fill gaps in student understanding as identified by the Number Knowledge Test, or Number Worlds placement assessments. The lowest conceptual gaps will be addressed through these protected intervention times. *Teachers will use resources from <u>Number Worlds</u>, or Kathy Richardson's <u>Assessing Math Concepts</u> to fill in gaps in student understanding. *Skills addressed will reflect core instruction at the level most appropriate to each student's current level of understanding. <p>Lesson Format:</p> <ul style="list-style-type: none"> *Intensive and strategic groups will each receive a mini-lesson delivered by a certified teacher, followed by group or individual practice at each group or student's current level of need. *Teachers will plan lessons and activities using <u>Number Worlds</u>, or <u>Developing Number Concepts</u> resources. <p>Fidelity:</p> <ul style="list-style-type: none"> *All students receiving strategic or intensive interventions will have Tier II plans in place. *Tier II plans will be progress monitored regularly. *Collaboration meetings with Tier II teachers will be set monthly to discuss data and instruction for students receiving intensive interventions. *An addition Collaboration Meeting will be scheduled monthly during PLT for teachers to plan for strategic intervention groups with support from members of the Intervention Team. 	<p>PBIS Universals:</p> <ul style="list-style-type: none"> *School-wide expectations developed and taught in August, January, and as needed in individual classrooms. *Once a month teachers use their SIRS data to review discipline trends and use TIPS for problem solving to make adjustments during Kid talk. <p>Behavior Lesson Format:</p> <ul style="list-style-type: none"> *Examples for Social Skills: Resources in the PBIS folder such as teacher and student produced resources, Steps to Respect, "I Do, We Do, You Do" format. <p>Fidelity:</p> <ul style="list-style-type: none"> *Stakeholders involved in the planning of interventions and identified staff to carry out instruction. *Stakeholders will consistently monitor how effective intervention is and how structures should modify as related to data. *PBIS committee, grade levels, and support staff may serve the role of monitoring.

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Assessment and Progress Monitoring	<p>Data Used to Assess:</p> <ul style="list-style-type: none"> • mClass universal screening data • EOG • Case 21 • KEA • Report Cards • Early Names Test/Names Test • High Frequency Word assessment <p>Data Used to Guide Instruction:</p> <ul style="list-style-type: none"> • mClass progress monitoring data • EOG • Case 21 • KEA • Report Cards • Classroom/Grade-level formative and summative assessments <p>Progress Monitoring:</p> <p>*Progress monitoring will occur every 10 days for students receiving intensive interventions and every 20 days for students receiving strategic interventions through the Tier process.</p>	<p>Data Used to Assess:</p> <ul style="list-style-type: none"> • Number Knowledge Test • EOG • Case 21 • KEA • Report Cards <p>Data Used to Guide Instruction:</p> <ul style="list-style-type: none"> • Number Knowledge Test • Assessing Math Concepts tool • EOG • Case 21 • KEA • Report Cards • Common grade-level assessments • Classroom formative and summative assessments <p>Progress Monitoring:</p> <p>*Progress monitoring will occur every 10 days for students receiving intensive interventions and every 20 days for students receiving strategic interventions through the Tier process.</p>	<p>Data Used to Assess:</p> <p>*SIRS discipline data: Minor and Major, Attendance data, Walk through observations, Student Feedback, Staff Feedback, Parent Feedback</p> <p>*Behavior data collection forms to collect baseline data and progress monitor behavioral goals</p> <p>Data Used to Guide Instruction:</p> <p>*Based on the data reviewed the frequency and duration of the intervention will be increased, faded, or modified.</p> <p>Progress Monitoring:</p> <p>*Progress monitoring will occur at least monthly, with the possibility of occurring more frequently based on the action plan step in the TIPS process</p> <p>Data Based Decisions:</p> <p>*Use the TIPS model</p>
Curriculum/Resources	<p>Materials and Resources to Support Strategic Intervention:</p> <ul style="list-style-type: none"> *Literacy Coach *IRT *CMAPP *mClass recommended intervention strategies *Assessment to Instruction suggested intervention strategies *Letterland intervention strand *Recipe for Reading 	<p>Materials and Resources to Support Strategic Intervention:</p> <ul style="list-style-type: none"> *Math Coach *IRT *CMAPP resources *Developing Number Concepts activities (Kathy Richardson) *Number Worlds 	<p>Materials and Resources to Support Strategic Intervention:</p> <ul style="list-style-type: none"> *Behavior coach *PBIS team *SSS team