

School Improvement Plan

Comprehensive Needs Assessment

School: Walnut Creek

Plan Year 2014-2016

Data Components		Areas of Strengths	Areas of Concern
Student Achievement	Practices/Strategies	<p><i>Revised on January 11th, per DPI feedback.</i></p> <p>mCLASS TRC and Dibels According to the mClass Reading 2D and Dibels for 2014-2015 the percent of students proficient in Kindergarten from BOY to EOY increased by 49% in Dibels and 73% in TRC. In first grade students saw a 7% increase on the Dibels assessment from BOY to EOY and an 8% increase on TRC proficiency from BOY to EOY.</p> <p>Case 21 According to 2014-2015 Case 21 (taking the average Percent Proficient of all administrations), students in grades 3rd and 5th performed better in math than in reading. 3rd - 58.8% proficient in reading vs. 61.7% in math 5th - 47% proficient in reading vs. 49.3 % in math Students in 4th grade performed better in reading (88%) than in math (18.4%)</p> <p>According to 2014-2015 Case 21 5th grade students made growth in reading between the two administrations. 1st administration: 49.4%/43.1% 2nd administration: 52.0%/50.8%</p> <p>According to 2014-2015 Case 21 data, 3rd grade students are making growth in math: 1st administration: 54.5% 2nd administration: 60.2% 3rd administration: 61.5%</p> <p>EOG According to 2014-2015 EOG data WCE showed growth in both reading and math as compared to the previous year: Math (all grades combined) = 46.5% proficient which was an increase from the previous year (39%) Reading (all grades combined) = 45% proficient which was an increase from the previous year (38.7%) According to 2014-2015 EOG data 3rd grade math is an area of strength with 62.1% of the students proficient and 50.7% College/Career Ready.</p> <p>AMO Targets Met 2012-2013 EOG Data (needs to be updated with this years data) Reading: Black, LEP, SWD Math: Black, Hispanic, Economically disadvantaged, LEP, SWD School: Exceeded growth according to EVAAS (2.90 growth per student)</p> <p>5th grade math growth of 5.5 5th grade reading growth of 1.0</p>	<p>Case 21 According to Case 21 data, 4th grade math is an area of concern: 1st administration: 33.6 % projected proficiency 2nd administration: 37.9 % projected proficiency According to Case 21 data 3rd and 4th grade students did not make growth between the 1st and 2nd administration of the ELA assessment: 1st administration: 59.8 % projected proficiency (3rd) 59.2 % projected proficiency (4th) 2nd administration: 57.8% projected proficiency (3rd) 56.7% projected proficiency (4th)</p> <p>EOG EOG scores for the 2014-2015 school year are as follows: College/Career Ready (CCR) Reading: 3rd grade - 46.4% 4th grade - 29.9% 5th grade - 20.1% All grades - 30.5%</p> <p>Math: 3rd grade - 50.7% 4th grade - 22.6% 5th grade - 39.4% All grades - 37.6%</p> <p>Science: 31.9%</p> <p>Grade Level Proficient (GLP) Reading: 3rd grade - 51.5% 4th grade - 50.3% 5th grade - 31.5% All grades - 45%</p> <p>Math: 3rd grade - 62.1% 4th grade - 29.2% 5th grade - 47.3% All grades - 46.6%</p> <p>Science: 46.6%</p> <p>AMO Breakdown of Subgroups Reading: Black: 32.8% Hispanic: 21.3% ED: 28.6% LEP: 16.1% SWD: 10.0%</p> <p>Math: Black: 37.3% Hispanic: 36.7% ED: 36.4% LEP: 16.6% SWD: 10.0%</p> <p>EOG EOG scores for the 2013-2014 school year are as follows: College/Career Ready (CCR) Reading: 3rd grade - 24.8% 4th grade - 23.4% 5th grade - 23.1% All grades - 23.6%</p> <p>Math: 3rd grade - 32.6% 4th grade - 32.4% 5th grade - 27.6% All grades - 30.9%</p> <p>Science: 27.0%</p> <p>Grade Level Proficient (GLP) Reading: 3rd grade - 38.8% 4th grade - 49.2% 5th grade - 27.2% All grades - 38.7%</p> <p>Math: 3rd grade - 42.6% 4th grade - 40.7% 5th grade - 33.6% All grades - 39.0%</p> <p>Science: 42.6%</p> <p>AMO Breakdown for Subgroups Reading: Black: 26.5% Hispanic: 17.6% ED: 21.3% LEP: 6.8%</p> <p>Math: Black: 29.2% Hispanic: 37.3% ED: 30.5% LEP: 25.6%</p> <p>EOG EOG scores for the 2012-2013 school year are as follows: College/Career Ready (CCR) Reading: 3rd grade - 34.3% 4th grade - 26.0% 5th grade - 24.1% All grades - 28.2%</p> <p>Math: 3rd grade - 40.9% 4th grade - 21.4% 5th grade - 39.8% All grades - 34.2%</p> <p>Science: 33.1%</p> <p>Grade Level Proficient (GLP) Reading: 3rd grade - 49.6% 4th grade - 35.1% 5th grade - 53.1% All grades - 39.4%</p> <p>Math: 3rd grade - 60.6% 4th grade - 29.8% 5th grade - 48.9% All grades - 46.6%</p> <p>Science: 43.6%</p> <p>AMO Breakdown of Subgroups Reading: Black: 32.1% Hispanic: 21.2% ED: 24.2% LEP: 9.4% SWD: 7.0%</p> <p>Math: Black: 34.6% Hispanic: 37.3% ED: 32.7% LEP: 28.1% SWD: 11.6%</p> <p>School-wide EOG data for both reading and math remains an area of concern as we did not meet the over all AMO targets: ELA (55.1%)/Math(53.9%)/Science (61.8%) Although Walnut Creek has shown growth over the past three years, we have not met our AMO subgroup targets.</p>
		<p>According to beginning professional development surveys all teachers understand the importance of guided reading. Grades 1-5 teachers implement balanced literacy with fidelity according to literacy walkthrough data and administrative team observations. Balanced literacy has been integrated into all professional development for the 2014-2015 school year. This is reflected through P.T. sign-in sheets and agendas. Professional development has been differentiated to meet teachers' needs. Teachers attended self-selected professional development on January 20, 2015 at Walnut Creek Elementary Winter Conference. Collaborative lesson planning for Literacy and Math was implemented at each grade level.</p>	<p>K-5 teachers are experiencing a large number of behavioral incidents in the classroom. 184 of 255 incidents took place in the classroom. This reduces instructional time. PBS program is not enforced by all teachers and administration with fidelity. K-5 Task and RPP updates were not being made in a timely manner. Literacy target of 55% proficiency was not achieved.</p>

School: Walnut Creek

Plan Year 2014-2016

Data Components		Areas of Strengths	Areas of Concern
Staff and Student Demographics		<p>There was a enrollment cap for the 2014-2015 school year which cut down on student mobility and created stability within our school.</p> <p>All students have an opportunity to eat breakfast and lunch at no cost through CMS. 81.47% of our students qualify for free or reduced lunch.</p> <p>100% of teachers are highly qualified, 97% are fully licensed.</p> <p>40% of teachers have advanced degrees which is higher than the district and state.</p> <p>Overall, attendance is high with an average of at least 94% of students present each day.</p> <p>Staff attendance has increased.</p> <p>Wake County Demographics, according to US Census Bureau (2013) Total Population: 979,214</p> <p>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> <p>Data regarding teachers and the community will be included in the SIP rewrite for the 2016-2018 SIP plan.</p> <p>Walnut Creek Demographics (as of March 2015):</p> <p>Teacher ethnicity:</p> <p>33.3% white 0% Asian 2.1% Hispanic 62.6% Black</p> <p>Student ethnicity:</p> <p>0.01% American Indian (1 out of 815 students) 1.4% Asian (12 out of 815 students) 62% Black (511 out of 815 students) 22.1% Hispanic (182 out of 815 students) 1.0% Multi-Racial (15 out of 815 students) 1.7 % white (14 out of 815 students)</p>	<p>An average of 3% of students were regularly tardy during the 2014-2015 school year.</p> <p>73 students missed 18 or more days of school during the 2014-2015 school year.</p> <p>Staff punctuality is still a concern.</p> <p>Specific student data will be included in the SIP rewrite for the 2016-2018 SIP plan.</p> <p>In 2014-2015 there were 225 major and minor behavior referrals. 134 of these incidents occurred in the classroom where 40% of the motivation was to obtain peer attention. Schoolwide 38% of referrals that required an administrator were from 4th grade. Minor behaviors were not documented in the EASI system before the 2014-2015 school year. After analyzing the data, we determined that an area of focus was to build relationships with students. Thus morning meetings were implemented and PBS components were revised. In addition, 5th grade mentoring program has been implemented to target difficult behaviors.</p> <p>There were 33 students with a total of 52 short-term suspensions for the 2014-2015 school year.</p> <p>31% of teachers with 10+ years of experience which is lower than the district (48%) and state (49%).</p> <p>Not enough mentor trained staff to provide quality support for the 15 Beginning Teachers (BTs). There are 4 mentors for 15 BTs.</p> <p>Concerns: Walnut Creek Elementary School is comprised of 22 nodes. Out of those 22, 21 of them are identified as low nodes. In the past, student performance on the KIA is lower than other elementary schools. We attribute this to our student's limited Pre K experiences. There was a 38% loss of certified staff in between the 2014-2015 and the 2015-2016 school year. In the 4 years that Walnut Creek has been open there has not been consistency in the administrative team-principals and assistant principals-due to job changes, promotions, etc. Due to the high turnover, we currently have 14 BTs.</p>
	Participation	<p>Teachers, students, parents/guardians, staff and the community knew the vision for the school.</p> <p>The school maintains clear, two-way communication with the community by newsletters and peachjar.</p> <p>The school facilitates using data to improve student learning.</p> <p>Teachers have sufficient access to instructional technology, including laptops, computers, iPads, software and internet.</p>	<p>Based on the year end reflection sheet some concerns identified were:</p> <p>Teachers felt they did not have enough time in their classrooms.</p> <p>Teachers would like to have more choice in PLT topics, for example embedding PEP's, kid talk and grade level choice.</p> <p>Too many BT teachers with not enough support.</p> <p>Too many behavior issues that took away from instructional time.</p> <p>Discipline support.</p> <p>Dismissal procedure needs to be fixed.</p>
	Program	<p>According to Achieve 2009 data there has been an overall growth in Lexile level averages. ___ out of ___ teachers had growth in average lexile level by the 4th quarter</p> <p>Over 300 parents and community members attended non-academic school events.</p> <p>Positive behavior reinforcement has been implemented through class PAWS, Principal Pals, Awards Day Programs, end of the quarter dance parties, fistbowl recognition.</p> <p>Student Showcase Night allowed approximately 200 parents and guardians to come out to the school to support their children.</p> <p>Over 100 families attended International Night at Walnut Creek. There were 20 stations for attendees to visit.</p> <p>Over 800 books were collected by the Walnut Creek community for Wake Up and Read. All students at Walnut Creek were able to receive 10 books for summer reading.</p> <p>Walnut Creek implemented Wildcat Academy and Saturday Academy in order to work with students in need of both intervention and enrichment.</p> <p>Walnut Creek students participated in the following Wake County initiatives</p> <p>Prizes of Gold Battle of the Books Spelling Bee African-American Quiz Bowl Regional Science Fair Edmentex</p> <p>All 3rd-5th grade students participated in the Walnut Creek Multiplication Fact Challenge. Over 75 students were Multiplication graduates.</p> <p>All K-5th students participated in Walnut Creek 15 Book Challenge. 115 students finished reading all 15 books to complete the challenge.</p>	<p>Engagement for some staff members for PLT is a concern.</p> <p>Inclement weather affected Wildcat Academy sessions, Saturday Academy sessions, and instructional time during the instructional week.</p> <p>The PBS program including but not limited lesson plans, intervention tiers, and the implementation of paws was not implemented with fidelity by staff.</p> <p>Attendance at Wildcat Academy and Saturday Academy was a concern.</p>

School:	Walnut Creek
Plan Year	2014-2016

Priority Concerns	Root Causes (with evidence)	Solutions
Literacy achievement is a concern for all students.	<p>Some teachers are not implementing guided reading with fidelity as evident in walkthrough data</p> <p>Some teachers are not effectively trained on how to teach reading across content areas.</p> <p>There is a lack of common academic vocabulary.</p>	<p>Training on the foundations of reading and progress monitoring of implementation through walkthroughs.</p> <p>Develop a word bank of common academic vocabulary to be used across grade levels.</p> <p>Develop an effective walkthrough tool that monitors the implementation of balanced literacy.</p> <p>If we implement literacy coaching sessions to impact student achievement by providing instructional coaching (in house) in small segments then students should meet grade level targets for reading proficiency.</p> <p>If we target specific AMO groups with different programs such as i-Ready, Imagine Learning, Achieve 3000, Wildcat Academy within the school then we will be more strategic in our approach to literacy instruction.</p>

School Improvement Plan

Comprehensive Needs Assessment

School:	Walnut Creek
----------------	--------------

Plan Year	2014-2016
------------------	-----------

Priority Concerns	Root Causes (with evidence)	Solutions
Parent involvement in curriculum related activities, such as parent/teacher conferences, student showcase nights, informational sessions, parent volunteering.	<p>Scheduling conflicts due to church, work, other responsibilities</p> <p>Marketing of the curriculum events</p> <p>Too many events scheduled and the timing (too close together)</p> <p>Not being able to contact parents due to non-working numbers</p>	<p>Newsletter, phone calls, Twitter, website</p> <p>Incentives for attendance (teachers and students)</p> <p>Strategically plan the time and days of events - variety of times to reach more parents</p> <p>Parent Liason will work to ensure we have working numbers; space for phone number on surveys; compiling an email list from Locator Cards (school viewpoint)</p> <p>Provide parents with an understanding of the events and why attendance is important (marketing)</p>

School Improvement Plan

Comprehensive Needs Assessment

School:	Walnut Creek
----------------	--------------

Plan Year	2014-2016
------------------	-----------

Priority Concerns	Root Causes (with evidence)	Solutions
Math achievement is a concern for all students.	<p>Students demonstrating a lack of conceptual reasoning-teacher core knowledge/best practices.</p> <p>lack of fundamentals of math (same of above)</p>	<p>Professional development</p> <p>Establishment of math non-negotiables</p> <p>K-Assessing Math Concepts</p> <p>Ongoing support/coaching with math coach/walkthroughs</p> <p>Teacher observations of colleagues</p> <p>Common academic vocab/strategies to use across grade levels</p> <p>Math focus during Wildcat Academy and starting earlier in the year</p>

Data Summary

Describe your conclusions

A comprehensive look at our data indicated that our strengths include students performing better in math in grades 3-5, professional development being provided throughout the year and being differentiated to meet teacher's needs, a decrease in major and minor behavior referrals, and the implementation of programs such as Imagine Learning, Achieve 3000, and positive behavior reinforcement.

In addition, this data indicates that our priority concerns are literacy achievement and parental involvement in curriculum related activities such as parent/teacher conferences, student showcase nights, informational sessions and parent volunteering.

To address these concerns, we plan to implement balanced literacy daily with a focus on guided reading and vocabulary, use the RtI/MTSS model to ensure students are receiving targeted and appropriate academic and behavior interventions, provide STEM learning opportunities to students, and establish and maintain effective marketing strategies to better communicate with our parents regarding academic events.

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

School Improvement Plan

Membership of School Improvement Team

School:	Walnut Creek
Plan Year	2014-2016
Principal:	Vonda Martin
Date:	Aug - 2014

SIP Team Members

	Name	School Based Job Title
1	Antoinette Smith	Teacher
2	Carlitha Simmons	Teacher
3	Chanteal Alston	Assistant Principal
4	Farida Iyob	Teacher
5	Farryn McKoy	Teacher
6	Janika Davis	School Improvement Chair
7	Jennifer Harley	Teacher
8	Larry Wilder	Teacher
9	Randall Miller	Teacher
10	Rene Alford	Assistant Principal
11	Robiane Morgan	Teacher
12	Teresa Davis	Instructional Support Personnel
13	Teresa Pearson	Teacher Assistant
14	Terry Kokenes	Teacher
15	Tim McAllister	Teacher
16	Vonda Martin	Principal
17	Xavier Carr	Teacher

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

School:	Walnut Creek
Plan Year	2014-2016
Date:	Aug - 2014

Mission Statement:

Walnut Creek Elementary School, in partnership with students, parents and the community, will ensure all students continuously achieve academic and social success.

Vision Statement:

Walnut Creek Elementary School will be a safe place where students are held to high expectations at all times and where staff, parents and the community work closely together to guarantee academic growth for all students.

Value Statement:

We commit to:

- Holding each other accountable for delivering rigorous instruction in every grade and subject area and frequently communicating academic progress amongst peers, parents, colleagues and community members.
- Building a collaborative support network that will encourage staff and students to own and reflect upon data, design next steps in order to reach their goals and celebrate success.
- Engage all students using technology and best instructional practices in challenging, student-centered learning environment where learning is differentiated and students are inspired to achieve high growth.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Walnut Creek
Plan Year	2014-2016
LEA:	Wake County (920)

School Goal		By June 2016, all students at Walnut Creek will be reading at or above grade level as measured by mCLASS TRC assessments and/or EOG scores.
Goal Manager		Vonda Martin
Strategic Objective		Learning and Teaching
State Board of Education Goal		Globally Competitive Students
Data Justification for Goal Based on Comprehensive Needs Assessment		<p>Reading: Literacy is an area of concern for Walnut Creek students.</p> <p>According to Case 21 data 3rd and 4th grade students did not make growth between the 1st and 2nd administration of the ELA assessment: 1st administration: 59.8 % projected proficiency (3rd)/59.2 % projected proficiency(4th) 2nd administration: 57.8% projected proficiency (3rd)/56.7% projected proficiency (4th)</p> <p>EOGs EOG scores for the 2014-2015 school year are as follows: College/Career Ready (CCR) Reading: 3rd grade - 40.4% 4th grade - 29.9% 5th grade - 20.1% All grades - 30.5%</p> <p>Grade Level Proficient (GLP) Reading: 3rd grade - 51.5% 4th grade - 50.3% 5th grade - 31.5% All grades - 45%</p>
1	Key Process	The teacher will implement direct reading instruction and guided reading daily while integrating academic vocabulary instruction with rigor and fidelity.
	Process Manager	Carrol Hammonds, Literacy Coach
	Completion Date	Jun - 2016
	Restrainers	<ul style="list-style-type: none"> -Walk-through tool does not list out the components of balanced literacy and feed back is not specific to balanced literacy for teachers -Large amount of probationary staff inexperienced with teaching guided reading -Possible teacher turnover rate due to legislative changes -Lack of time to provide professional development

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Walnut Creek
Plan Year	2014-2016
LEA:	Wake County (920)

Resources	Fully stocked leveled book room Teaching staff Full time Literacy Coach Title I funding Administrative and Support Staff Common Planning for grade level teachers PLT groups Data sharing (Case 21, report cards, common assessments, mCLASS) CMAPP NC STEM network Master schedule with enrichment and remediation embedded Walkthrough tool with schedule created We wish to utilize DPI flexibility with funds transfer Elementary (K-3 Read to Achieve Plan)	
Measurable Process Check(s)	Administrators and IRTs will share the walkthrough tool's data monthly to ensure guided reading and vocabulary are being provided. Grade level designee will ensure that each literacy teacher has literacy lessons/documentation that are provided using the monthly checklist. mCLASS TRC	
	1 Action Step	A list of schoolwide academic vocabulary will be created by the Literacy Committee and Math Committee.
	Timeline	From 9/2014 To 11/2014
	2 Action Step	Targeted professional development will be provided throughout the year (Early Release Days, workdays) focusing on guided reading, vocabulary, and using data to effectively drive instruction.
	Timeline	From 8/2015 To 6/2016
	3 Action Step	IRT, Literacy Coach, and Administrators will use a walk-through tool for collecting and sharing data with the faculty for reflection and improvements throughout the year.
	Timeline	From 8/2015 To 6/2016
2 Key Process	The RtI/MTSS (Mulit-Tiered System of Support) model will be used to ensure students are receiving targeted and appropriate academic and behavioral interventions on a monthly basis. <i>A monitoring component that includes persons responsible and timelines for action steps will be included in the SIP rewrite for the 2016-2018 SIP plan.</i>	

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Walnut Creek
Plan Year	2014-2016
LEA:	Wake County (920)

Process Manager	Brian Harewood, Intervention Coach	
	Completion Date Jun - 2016	
Restrainers	<ul style="list-style-type: none"> -Teacher turnover due to legislative changes -Not enough staff/student support specialists -Time constraints -Ineffective targeting to match student need in areas of reading, math, and/or behavior -Ineffective use of the remediation/enrichment block -Ineffective use of the EASi system 	
	Resources Fully stocked leveled book room Teaching staff Title I funding for instructional materials and staff Administrative and Support Staff Common Planning for grade level teachers PLT groups Data sharing (Case 21, report cards, common assessments, mCLASS) iPods/iPads and Netbooks (student use) Laptops for every teacher EASi/PEPs Imagine Learning Master schedule with enrichment and remediation embedded Staff training on the Rtl process Revised data collection tool for students visiting the Regroup Room Training for the teachers and Regroup Specialist on the use fo the Regroup Room Safe and orderly schools plan Character Education plan Duty free lunch and planning	
Measurable Process Check(s)	Rtl Coach and Literacy Coach will use exit tickets, surveys, sign-in sheets to show that targeted professional development is provided after each professional development opportunity.	
	Teachers will disaggregate assessment data monthly during PLTs in order to identify academic areas for improvement and create targeted interventions to address those areas.	
	The Regroup Room teacher and the PBIS Team will provide monthly disaggregated data so that teachers can identify recurring behaviors and create targeted interventions to address the behaviors.	
1 Action Step		Teachers will be taught to unpack the standards for all content areas in order to strengthen Tier I instruction and provide targeted Tier II and Tier III interventions.
Timeline		From 8/2014 To 6/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Walnut Creek
Plan Year	2014-2016
LEA:	Wake County (920)

2 Action Step	The Rtl Coach will provide comprehensive professional development to teachers on identifying students for PEPs and the creation of PEPs in the EASi system.
Timeline	From 8/2014 To 6/2016
3 Action Step	Data will be disaggregated and documented in the minutes during PLTs to identify students in need of targeted and appropriate reading and math interventions to be implemented during CLIMB time.
Timeline	From 9/2014 To 6/2016
4 Action Step	Teachers will collect and analyze behavior data on students and design targeted and appropriate behavioral interventions on a monthly basis.
Timeline	From 8/2014 To 6/2016

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

School:	Walnut Creek
Plan Year	2014-2016
LEA:	Wake County (920)

School Goal		<p>By June 2016, Walnut Creek will strengthen the partnership between school and home as measured by 70% of families attending academic events at each grade level.</p> <p><i>During the 2013-2014 school year, approximately 50% of parents attended academic programs and/or parent conferences. Although this data was being tracked, we realized that we had no way of knowing if there was a grade level that was attending more than another. In an effort to strengthen relationships at all grade levels, we streamlined our goal to track parental attendance at each grade level.</i></p>
Goal Manager Strategic Objective State Board of Education Goal Data Justification for Goal Based on Comprehensive Needs Assessment		<p>Vonda Martin</p> <p>Balanced Assessment System</p> <p>Healthy Responsible Students</p> <p>Parent involvement in academic events is low compared to non-academic events.</p> <p>There are scheduling conflicts due to church, work, other responsibilities that may keep parents from attending. There was inconsistent marketing of the academic events.</p> <p>Many events during the 2013-2014 school year were scheduled too close together.</p> <p>Throughout the year, some parents were not able to be contacted due to non-working numbers.</p>
1	Key Process	Establish and maintain effective marketing strategies.
	Process Manager Completion Date Restrainers Resources	<p>Cassandra Nunez, Parent Liason</p> <p>Jun - 2016</p> <p>-Staff buy-in/motivation -Scheduling of events -Inconsistent marketing</p> <p>Student/parent incentives for attendance Parent Liason Combining the Leadership and SIP Teams Title I funding Variety of technology</p>
	Measurable Process Check(s)	70% of parents will attend at least 2 parent conferences and at least 2 academic events during the 2014-2015 school year.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Walnut Creek
Plan Year	2014-2016
LEA:	Wake County (920)

1	Action Step	Leadership/School Improvement Team will strategically plan and schedule parent events.
	Timeline	From 8/2014 To 10/2014
2	Action Step	Walnut Creek will utilize classroom newsletters, the morning news program, the website, phone messenger and social media to consistently communicate school events to stakeholders.
	Timeline	From 8/2014 To 6/2016
3	Action Step	Parent Involvement Committee will biannually survey stakeholders to identify topics of interest.
	Timeline	From 6/2014 To 6/2016
4	Action Step	Walnut Creek's Parent Liason will target all students with an emphasis on the LEP subgroup through parent awareness meetings, parent-teacher conferences, and will provide translation services.
	Timeline	From 8/2014 To 6/2016
5	Action Step	The Leadership/SIP team will effectively communicate the importance of parent events to staff so that they can better communicate to parents and students.
	Timeline	From 8/2014 To 6/2016

School Improvement Plan**Waiver Request****School:** Walnut Creek**Plan Year** 2014-2016

Date	Aug - 2014
Waiver Requested	
No waivers 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:	Walnut Creek
Plan Year	2014-2016
School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Foundations of Reading -practices in literacy instruction	K-5th grade teachers	Walnut Creek Elementary School will increase overall reading proficiency by 10% as measured by EOG and mCLASS assessments.	Balanced literacy is not being implemented with fidelity at all grade levels.
Unpacking the standards to strengthen Core instruction and provide targeted interventions Documenting targeted interventions in the EASi system through the use of PEPs	K-5th grade teachers	Walnut Creek Elementary School will increase overall reading proficiency by 10% as measured by EOG and mCLASS assessments.	Targeted and appropriate interventions are not being provided to students that need them.
STEM - Project Based Learning STEM - Engineering Design Process	K-5th grade teachers	Walnut Creek Elementary School will increase overall reading proficiency by 10% as measured by EOG and mCLASS assessments.	Participation in the monthly classroom STEM challenges has been below 50%.

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Walnut Creek
Plan Year	2014-2016
School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Strong Literacy Instruction in the Classroom Subtopics: Daily Cafe Guided Reading Writing Instruction	Certified Staff - ongoing throughout the year	Goal 1 - All students reading at or above grade level by June 2016.	mCLASS, Case 21, Common Assessments
Strengthening Math Instruction Subtopics: R.I.D.D Practice Standards	Certified Staff - Ongoing throughout the year	Goal 1	Case 21, Common Assessments
Creating a Positive Classroom Environment Subtopics: Relationship Building with Students Relations Building with Parents	All staff - ongoing throughout the year	Goal 2	Parent surveys, Student surveys, TWC survey

School Improvement Plan

Intervention Planning Matrix

School:	Walnut Creek
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<ul style="list-style-type: none"> • mCLASS BOY assessments will be completed within the first 3 weeks of school by all classroom teachers • Once mCLASS BOY assessments are completed, classroom teachers and/or intervention teachers rank students according to their composite scores on mCLASS DIEBELS, highlighting students who are red and/or yellow in two or more individual measures, not including composite score • Digging deeper assessments will be administered by the intervention teacher and/or classroom teacher, as outlined by WCPSS Universal Screening & Diagnostic Assessment Flowchart in the mCLASS Reading 3D K-5 Quick Reference Guide • Data used to determine students' needs will include the following: mCLASS, benchmark data, EOG data, digging deeper assessments, report cards, and any anecdotal notes • Once students have been identified as below benchmark through the triangulation of data points, a best service meeting is held by Intervention teachers with classroom teacher, ESL teacher(s), CCR teacher(s), and any other stakeholders to determine which service will best meet students' needs • Students identified as needing interventions will be discussed and documented during Grade Level meetings and/or Kid Talk meetings to ensure all students not achieving at benchmark are reviewed and the target learning focus or intensity is updated/modified on the students' individual PEP plan 	<ul style="list-style-type: none"> • Ranking forms will be completed for each class by the classroom teacher within the first 3 weeks of school • Multiple criteria points will be determined through use of Ranking Form Rubric • Ranking forms will be updated during PLTs according to report cards, common assessments, Universal Screenings, teacher observation, benchmark assessments, and progress monitoring data 	<ul style="list-style-type: none"> • Students needing specific behavior interventions will be identified through: Minor Behavior forms, Choices Room data, office referrals, teacher anecdotal notes

School Improvement Plan

Intervention Planning Matrix

School:	Walnut Creek
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Intervention Structure	<ul style="list-style-type: none"> Students identified as needing classroom based interventions will receive in-class interventions based on their individual needs as determined by their PEP plan. Students that are identified and served by the intervention teachers will be served in the classroom using the co-teaching model a minimum of 2 times a week for at least 25-30 minutes a session. Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points, digging deeper, and/or formative assessment data as well as mutual agreement of all stakeholders, including teachers, administration, and parents 	<ul style="list-style-type: none"> Students identified as needing classroom based interventions will receive in-class interventions from the classroom teacher based on their individual needs as determined by their PEP plan. Students will exit intervention (PEP plans) when benchmark is achieved and maintained as evidenced by progress monitoring data points, and/or formative assessment data as well as mutual agreement of all stakeholders, including teachers, administration, and parents 	<ul style="list-style-type: none"> Classroom teachers will have a behavior plan for all students during core (classroom) instruction Students identified as needed specific classroom based interventions will receive in-class interventions based on individual need as determined by their PEP plan
Instruction	<ul style="list-style-type: none"> Collaboration for interventions will occur at Grade Level meetings, PLTs, and/or Kid Talk meetings. Lessons will follow the pacing of the common core curriculum objectives. CLIMB Time may be strategically used for intervention time also, so that students may receive a "double dose". 	<ul style="list-style-type: none"> Lessons will follow the pacing of the common core curriculum objectives. 	<ul style="list-style-type: none"> PBIS lessons will be taught during the first 2 weeks of school and reinforced throughout the year as needed.
Assessment and Progress Monitoring	<ul style="list-style-type: none"> Assessments include but are not limited to: pre and post common assessments, quarterly pre and post assessments, CASE 21, mCLASS, and progress monitoring. 	<ul style="list-style-type: none"> Assessments include but are not limited to: pre and post common assessments, quarterly pre and post assessments, CASE 21, and progress monitoring. 	<ul style="list-style-type: none"> Behavior interventions will be monitored based on the students' PEP plan
Curriculum/Resources	<ul style="list-style-type: none"> Resources available include but are not limited to: Early Explorers, Early Connections, mCLASS NOW What, research based RtI strategies, Wild Cats, Florida Center for Reading Research, and Intervention Central 	<ul style="list-style-type: none"> Resources available include but are not limited to: Envisions Math, Math Worlds, research based RtI strategies, and/or Intervention Central. 	<ul style="list-style-type: none"> Resources available include but are not limited to: Choice Room, research based RtI strategies and/or Intervention Central

School Improvement Plan

Intervention Planning Matrix

School:	Walnut Creek
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>What data will be used to determine identification? Data used to determine students' needs will include the following: mCLASS, CASE 21 benchmark data, EOG data (3rd, 4th, and 5th), digging deeper assessments, report cards, BOG (3rd), KEA (Kindergarten) and/or any anecdotal notes.</p>	<p>What data will be used to determine identification? Ranking forms will be completed for each class by the classroom teacher. Multiple criteria points will be determined through use of Ranking Form Rubric. Ranking forms will be updated during PLTs according to report cards, common assessments, teacher observation, and benchmark assessments.</p>	<p>What data will be used to determine identification?</p> <ul style="list-style-type: none"> • All collected data will be recorded and stored on a school-wide digital database. Behavioral markers through discipline data are: • Minor + major incidents • office referrals • number of ISS (regroup room) + OSS • number of unexcused absences • Behavior data collection forms to collect baseline data
	<p>What is the threshold at which student enter and exit? Enter: Once mCLASS BOY assessments are completed, classroom teachers and/or intervention teachers rank students according to their composite scores on mCLASS DIEBELS, highlighting students who are red and/or yellow in two or more individual measures, not including composite score. Exit: Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points (at least 3 data points at or above benchmark), digging deeper, and/or formative assessment data as well as mutual agreement of all stakeholders, including teachers, administration, and parents.</p>	<p>What is the threshold at which student enter and exit? Students will not be served by intervention teachers for math at this time. Classroom teachers will provide math intervention services based on common formative assessment data.</p>	<p>What is the threshold at which student enter and exit?</p> <ul style="list-style-type: none"> • Entering Strategic Intervention: Placement is based on when student data is compared to the peer group and falls below peer group and/or at judgement of intervention team. • Behavioral markers Threshold: Any combination of 5 minor, major incidents, office referrals, ISS+OSS days and/or 10 unexcused absences • Entering Intensive Intervention: Placement is based on student showing no growth over 4 weeks and/or at the judgement of the intervention team.
	<p>What frequency, structures, and processes? Frequency: PLTs are held weekly during which Kid Talk takes place. Structures: Kid Talk is held weekly for 30 minutes during PLTs. Grade levels also designate additional times based on the need for students to continue Kid Talk. Processes: New students arriving during the year will be identified based on digging deeper assessments and/or common assessments.</p>	<p>What frequency, structures, and processes? Frequency: During PLT times student data is analyzed for entry and exit. Structure: Interventions are being provided during CLIMB time every other week. Process: Classroom groups during CLIMB time are determined during weekly PLT data discussions.</p>	<p>What frequency, structures, and processes? How will your team determine the effectiveness?</p>
	<p>How will your team determine the effectiveness? Effectiveness will be determined based on mCLASS reports (DEF report, Comparing Populations) after benchmark periods.</p>	<p>How will your team determine the effectiveness? Teachers will assess student progress at the end of Math CLIMB time week to determine effectiveness.</p>	<p>Frequency of monitoring - At least once a week Structure- During Kid Talk, PLT, intervention team meeting, PBIS meeting, the TIPS process will be used to determine the effectiveness of core</p>

School Improvement Plan

Intervention Planning Matrix

School:	Walnut Creek
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Intervention Structure	<p>What will be the strategic and intensive structures for delivering services to students?</p> <p>CLIMB time, 30 minutes a day, 5 days a week, every other week, based on mCLASS benchmarking data</p> <p>Intensive groups - 4-6 students</p> <p>Strategic groups - 6-10 students</p> <p>How does your master schedule allow for delivery?</p> <ul style="list-style-type: none"> • The Master schedule allows for CLIMB time -30 minutes a day, 5 days a week. • DAILY CAFE structure is in place to allow for small group differentiated instruction. 	<p>What will be the strategic and intensive structures for delivering services to students?</p> <p>CLIMB time, 30 minutes a day, 5 days a week, every other week, based on common assessment data</p> <p>Strategic groups - 6-10 students</p> <p>How does your master schedule allow for delivery?</p> <ul style="list-style-type: none"> • The Master schedule allows for CLIMB time -30 minutes a day, 5 days a week. 	<p>What will be the strategic and intensive structures for delivering services to students?</p> <ul style="list-style-type: none"> • Strategic and intensive interventions can be delivered through core • Classroom-based interventions will be delivered throughout the day by core teachers, specialists, student services, and, but not limited to, instructional assistants • Interventions may also be delivered outside of core, specials, Climb Time, lunch and recess. <p>How does your master schedule allow for delivery?</p> <ul style="list-style-type: none"> • The master schedule is designed to allow time for flexible strategic and intensive interventions. Such as specials, Climb Time, lunch and recess • Interventions times can be altered in the master schedule at the judgement of school administration and/or intervention team

School Improvement Plan

Intervention Planning Matrix

School:	Walnut Creek
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Instruction	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <p>Collaboration for interventions will occur at Grade Level meetings, PLTs, and/or Kid Talk meetings. Lessons will follow the pacing of the common core curriculum objectives. CLIMB Time may be strategically used for intervention time also, so that students may receive a "double dose". Digging deeper assessments will be administered, as outlined by WCPSS Universal Screening and Diagnostic Assessment Flowchart.</p> <p>What is the intervention lesson format(s) for reading? Intervention teachers will be placed in 3rd and 4th grade. All intervention formats will be direct and explicit instruction based on student need and guided assessment data, collaboration, and anecdotal notes. A variety of materials will be used by intervention teacher, including but not limited to: leveled books from the Guided Reading Library, teacher created materials, and Next STEPS literacy lessons.</p> <p>How will you the interventions have been implemented with fidelity? Who will ensure fidelity? Student growth and progress will be monitored and common assessments will be tracked. This data will be able to be reviewed for fidelity. The Intervention team, including the Core teachers and intervention teachers (grades 3 and 4) for students receiving intervention.</p>	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core?</p> <p>Collaboration for interventions will occur at Grade Level meetings, PLTs, and/or Kid Talk meetings. Lessons will follow the pacing of the common core curriculum objectives. CLIMB Time may be strategically used for intervention time.</p> <p>What is the intervention lesson format(s) for math?</p> <p>All intervention formats will be direct and explicit instruction based on student need and guided assessment data, collaboration, and anecdotal notes. A variety of materials will be used by the classroom teacher.</p> <p>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity? Student growth and progress will be monitored and common assessments will be tracked. This data will be able to be reviewed for fidelity.</p>	<p>What structures are in place to ensure that instructional decisions and planning are aligned to core? What is the intervention lesson format(s) for behavior? How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</p> <ul style="list-style-type: none"> • PLTs will use TIPS process to guide Kid Talk once a week. • SIP, whole school and grade level data will be reviewed quarterly. • PBIS lessons will be taught during the first 2 weeks of school and reinforced throughout the year as needed. • Lessons to provide school-wide expectations. • Teachers involved in the planning, development, and implementation of intervention will be identified to conduct this instruction. • The intervention team will monitor the effectiveness of the intervention • Grade levels PLTs will assist in the role of monitoring

School Improvement Plan

Intervention Planning Matrix

School:	Walnut Creek
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>What data will be used to assess the student's responsiveness to intervention?</p> <p>mCLASS progress monitoring Common Assessments Formative Assessments Benchmark Assessments Letterland Assessments (K-2) Case 21 for grades 2-5</p> <p>How does the data guide your instruction?</p> <p>Once data is collected, it is analyzed in PLTs. Teachers identify areas of need or students who need intervention in these areas. There are also designated planning days for math and ELA at each grade level. Data is analyzed and used to guided lessons for upcoming weeks. CLIMB time will also be used by teachers to support instruction. Data is also analyzed during Collaboration Days and lesson are planned based on remediation/enrichment.</p> <p>How often will you progress monitor?</p> <p>Students in the red will be progress monitored every 10 school days. Students in the yellow will be progress monitored every 20 school days. Students will be progress monitored by the teacher providing the most intensive intervention.</p>	<p>What data will be used to assess the student's responsiveness to intervention?</p> <p>Common Assessments Formative Assessments Benchmark Assessments Case 21 for grades 2-5 DPI Math Assessment for grades K-1</p> <p>How does the data guide your instruction?</p> <p>Once data is collected, it is analyzed in PLTs. Teachers identify areas of need or students who need intervention in these areas. There are also designated planning days for math and ELA at each grade level. Data is analyzed and used to guided lessons for upcoming weeks. CLIMB time will also be used by teachers to support instruction. Data is also analyzed during Collaboration Days and lessons are planned based on remediation/enrichment.</p> <p>How often will you progress monitor?</p> <p>Students who have Tier II plans will be progress monitored based on suggested tools in EASi.</p>	<p>What data will be used to assess the student's responsiveness to intervention? How does the data guide your instruction? How often will you progress monitor?</p> <ul style="list-style-type: none"> • Discipline data such as minor + major incidents, office referrals, number of ISS + OSS and number of unexcused absences • Behavior data collection forms to collect baseline data and progress monitoring • Based on the data reviewed and/or judgement of the intervention team, the frequency and duration of the intervention will be increased, faded or modified. • Progress monitoring will occur weekly based on the TIPS process as judged by the intervention team. • The TIPS model process
Curriculum/Resources	<p>Resources available include but are not limited to: Early Explorers, Early Connections, mCLASS NOW What, research based RtI strategies, Wild Cats, Florida Center for Reading Research, Intervention Central, Letterland Intervention Strand (K-2), and Recipe for Reading (3-5), Reading A-Z, and C-MAPP.</p>	<p>Resources available include but are not limited to: CMAPP, research based RTI strategies, Intervention Central, Score 21.</p>	<ul style="list-style-type: none"> • School counselors, school psychologist, school social worker, intervention coaches, school administration • Resources available include but are not limited to: Regroup Room, research based Tier II strategies and/or Intervention Central • PBIS.org • PBIS World • PBIS school based team and/or district coach