

School Improvement Plan

Comprehensive Needs Assessment

School: Zebulon ES

Plan Year 2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<p>*Hispanic subgroup are consistently making growth in reading.</p> <p>*Hispanic subgroup showed a 5% increase in reading and a 2% increase in math from 2013-2014 to 2014-2015.</p> <p>*3rd grade Level 4's and 5's improved from 2013-2014 (36.2%) to (40.2%) as 4th graders in 2014-2015 in math.</p> <p>*mClass reading data showed kindergarten increased from 47% to 73% from BOY-EOY.</p> <p>*mClass reading data showed 1st graders increased 5% from BOY-EOY</p> <p>*mClass reading data showed Title I 4th graders showed significant growth from BOY-EOY, increasing from 19% to 30%.</p> <p>*mClass reading data showed Title I 5th graders showed significant growth from BOY-EOY, increasing from 22% to 50%.</p> <p>*During the 2014-2015 school year, 8 out of 540 students (.0145%) or less than 1% of students were short-term suspended. There were no long-term suspensions, so this promotes students' academic opportunity.</p>	<p><i>Revised on January 7, 2016, per DPI feedback.</i> <i>All changes are bold and italicized.</i></p> <p>*No subgroups met their AMO targets in reading and math for 2014-2015.</p> <p>*No subgroups met their E.V.A.S.S predicted score for science.</p> <p>*The economically disadvantaged subgroup dropped substantially in reading from -1.8 to -13.2, and, in math, the economically disadvantaged subgroup decreased from MET in 2013-2014 to -7.3 in 2014-2015.</p> <p>*Reading (all students) significantly decreased from -3.2 in 2013-2014 to -13.5 in 2014-2015.</p> <p>*Reading went from 46.3% in 2013-2014 to 41.6% in 2014-2015.</p> <p>*Math (all students) decreased from MET in 2013-2014 to -10.2 in 2014-2015.</p> <p>*Math went from 49.2% in 2013-2014 to 43.7%.</p> <p>*Science Level 3's, 4's, and 5's decreased from 61.1% in 2013-2014 to 49.4% in 2014-2015.</p> <p>*Science Level 4's, and 5's decreased from 45.6% in 2013-2014 to 36.7% in 2014-2015.</p> <p>*mClass reading data showed 2nd grade decreased 7% from BOY-EOY in 2014-2015.</p> <p>*mClass reading data showed LEP students' proficiency is decreasing significantly across grade levels.</p> <p>*mClass reading data showed that long-term 3rd grade Title I students showed little to no growth with 3% BOY-EOY in 2014-2015.</p> <p>*mClass reading data demonstrated that 5th grade students did not achieve any growth from BOY(70%)-EOY(70%) in 2014-2015.</p>
Instructional Practices/Strategies	<p>Based on a October 9, 2015 teacher survey:</p> <p>Math Over 90% of classroom teachers are engaging students in math talk and student collaboration. Over 65% of classroom teachers differentiate in math, use mathematical practice standards and have accountability checks.</p> <p>ELA More than 70% of classroom teachers have daily student collaboration, accountability checks, active word walls and opportunities for student enrichment. 87% of classroom teachers use the Daily 5 structure in their daily reading block.</p>	<p>Based on October 2015 walk through data the following areas were noted as major concerns because evidence in the classroom was weak or not seen.</p> <p>Math</p> <ul style="list-style-type: none"> • student to student collaboration, math talk and student leaders • teacher preparedness • differentiation <p>ELA</p> <ul style="list-style-type: none"> • Daily 5 structure(few anchor charts, few Cafe Boards, non-active word walls, book boxes not being utilized) • student collaboration • mini-lessons (too long and/or not presented throughout the literacy block)

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Plan Year 2014-2016

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Staff and Student Demographics	<p>WCPSS F/R Average The district Free and Reduced Average is 37%, as of 10-5-15. Zebulon Elementary GT Magnet School Free and Reduced Average is 76.75%, as of 10-5-15.</p> <p>Wake County Demographics, according to US Census Bureau (2013) Total Population- 929,214 White- 61.8% Black- 20.5% Hispanic- 9.8% Asian- 5.6% Two or More Races- 1.8% Some Other Race- 0.3% American Indian/Alaskan Native- 0.2% Native/Hawaiian/Other Pacific Islander- 0%</p> <p>Zebulon Elementary GT Magnet School Demographics Total Population 544 White 30% Black 33% Hispanic 31% Asian .007% Two or More Races .044% Some other Race 0% American Indian/Alaskan Native .006% Native/Hawaiian/Other-Pacific Islander 0%</p> <p>From 2012-2015 100% of staff has been licensed and highly qualified.</p> <p>From 2012-2015 the percent of staff with advance degrees increased 3%, Nationally Board certified staff increased 1%.</p> <p>From 2012-2105 the trend is a decrease in inexperienced teachers (0-3 years) and an increase in experienced teachers (10 +years).</p> <p>From 2013-2015 the trend in student suspensions decreased among Black students and increased among Hispanic and White students.</p> <table border="1"> <thead> <tr> <th></th><th>2013-2014</th><th>2014-2015</th></tr> </thead> <tbody> <tr> <td>Blacks</td><td>3%</td><td>.50%</td></tr> <tr> <td>White</td><td>1%</td><td>2%</td></tr> <tr> <td>Hispanic</td><td>0%</td><td>.50%</td></tr> </tbody> </table> <p>From 2013-2015 there is a downward trend of percent suspensions in the Black subgroup. (59%)</p> <p>*Monthly attendance rates average 95%-96%.</p>		2013-2014	2014-2015	Blacks	3%	.50%	White	1%	2%	Hispanic	0%	.50%	<p>*Attendance rates drop in all subgroups on Early Release days, during inclement weather, and before/after holidays.</p> <p>From 2012-2015 teacher turnover rate increased by 11%.</p> <p>The percent of total suspensions in 2013-2014 were 75% African American students and 25% White students.</p>
	2013-2014	2014-2015												
Blacks	3%	.50%												
White	1%	2%												
Hispanic	0%	.50%												

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School: Zebulon ES

Plan Year 2014-2016

Data Components	Areas of Strengths	Areas of Concern
Perception	<ul style="list-style-type: none"> *81% of the staff agree they have time to collaborate with others. *92.7% agree that, as a PLT, we evaluate progress towards goals. *90% have a shared vision for our school. *Overall the staff agrees that PLCs are effective. * 79% of the staff perceive that the school is a good place to work and learn. 	<ul style="list-style-type: none"> *26.2% of our staff disagrees that school leadership consistently supports teachers. * 32.6% of our staff disagree that parents/guardians support teachers. * 29.5% of staff disagree that our school atmosphere has mutual respect and trust.
Program	<ul style="list-style-type: none"> *All students are enrolled in Big Universe, Accelerated Reader, Tumblebooks and MobyMax (used for enrichment and remediation). *Kindergarten uses Tumblebooks with fidelity in conjunction with Daily 5. *K-2 teachers use Letterland daily. *K-5 teachers use mCLASS. 	<ul style="list-style-type: none"> *All teachers have access to Discovery Education but are not using it with fidelity. *We have many programs in place but no data to substantiate implementation and effectiveness. *Tier II intervention uses K-2 Benchmark program, 3rd Wildcat, and 4th-5th Fast Track but none of these programs are aligned with Common Core. *All 2nd grade teachers need to be trained in Letterland and all K-2 teachers need to use it with fidelity. *mCLASS progress monitoring needs to be done with fidelity (students in red weekly and students in yellow every two weeks).

Priority Concerns	Root Causes (with evidence)	Solutions
All students, as a group, did not meet AMO targets in math for 2014-2015.	<ul style="list-style-type: none"> *There is a lack of consistency in teaching math fact fluency operational skills. *Too much focus on whole group instruction and effective differentiation is not taking place. *Remediation data/instruction/objectives are not being discussed effectively during PLT and Grade Level meetings. 	<ul style="list-style-type: none"> *Ensuring students' automaticity of all math operations (addition, subtraction, multiplication, division) *Documenting differentiation during small groups in lesson plans/PLT minutes. *Increased math vocabulary, coupled with math strategies. *CMAPP- teachers need to supplement lessons. *Pre and Post assessments in remedial classes.

School Improvement Plan

Comprehensive Needs Assessment

School:	Zebulon ES
Plan Year	2014-2016

Priority Concerns	Root Causes (with evidence)	Solutions
All students, as a group, did not meet AMO targets in reading for 2014-2015.	<ul style="list-style-type: none"> *Interventions are not being implemented, monitored, and changed often enough to meet the needs of the students in order to close the proficiency gap. *Some teachers are not providing interventions on students' instructional level during remedial classes. *Lack of data to support effectiveness of instructional practices and programs. *Remediation data/instruction/objectives are not being discussed effectively during PLT and Grade Level meetings. 	<ul style="list-style-type: none"> *Observe colleagues *More time in PLTs focused on interventions and analyzing data. *Pre and Post assessments in remedial classes. *Collaboration with other grade levels and MTSS members during PLTs to share interventions and materials. *Target specific effective instructional practices and programs. *Remediation data/instruction/objectives need to be discussed effectively on a regular basis during PLT and Grade Level meetings.
Did not meet targets in science for 2014-2015 based on EVASS predictors.	<ul style="list-style-type: none"> *Teachers are not systemically teaching the vocabulary. *Lack of data to support effectiveness of instructional practices and programs. * Teachers are not using stems. * Science lessons lack rigor and integration within other disciplines. 	<ul style="list-style-type: none"> *Research-based vocabulary strategies. * Use science kits with fidelity. * Utilize EOG question stems throughout the year. *Common assessments to guide instruction.

Data Summary

Describe your conclusions

Our goals were modified to include proficiency overall for the school in both Math and Reading. In order to clarify on going monitoring of implementation and effectiveness, measureable process checks were modified ensure clarity on the monitoring process of the plan.

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

A comprehensive look at our data indicates that our strengths include Hispanic subgroup consistently making growth in reading, current 4th graders showed 5% percent growth in math from last year as 3rd graders, and mClass reading data is showing significant growth from BOY-EOY for kindergarten, and Title I long-term 4th and 5th graders.

In addition, this data indicates that our priority concerns are the following: ALL Students did not meet AMO targets in reading and math for 2014-2015 and we did not meet targets in science based on E.V.A.S.S predicted scores.

To address these concerns, we plan to implement the following solutions: discuss remediation effectively during PLTs and Grade Level meetings, utilize research-based science vocabulary strategies, ensure that students achieve automaticity of all math operations (addition, subtraction, multiplication, division) ; document differentiation during small groups in lesson plans/PLT minutes; observe colleagues; spend more time in PLTs focusing on interventions and analyzing data; collaborate with other grade levels and MTSS members to share interventions and materials; utilize common assessments in science to guide instruction; increase instruction of math vocabulary, coupled with math strategies; monitor and change interventions to meet the needs of students and make science lessons more rigorous and integrated within other disciplines. We plan to increase instructional coach walkthroughs to monitor these solutions and research-based instructional practices that will be implemented in the classroom.

School Improvement Plan

Membership of School Improvement Team

School:	Zebulon ES
Plan Year	2014-2016
Principal:	Marion Evans
Date:	Aug - 2015

SIP Team Members

	Name	School Based Job Title
1	Amy Ahart	Assistant Principal
2	Angela Joyner	Teacher
3	Anita Crutcher	Instructional Support Personnel
4	Annette Piehler	Instructional Support Personnel
5	Beth Chartrand	Parent
6	Cha Vang	Teacher
7	Erica Flory	Teacher
8	Jasmin Garcia	Instructional Support Personnel
9	Jeanne Witt	Teacher
10	Kytrina Frederick	Teacher
11	Letitia Best	Teacher
12	Marion Evans	Principal
13	Robynn Allen	School Improvement Chair
14	Sarah Street	Teacher
15	Tammi Kornegay	Instructional Support Personnel
16	Tina Brown	Teacher Assistant
17	Tommy King	Teacher
18	Tracy Bunn	Teacher
19	Wendy Zielinski	Teacher

School Improvement Plan

Mission, Vision and Value Statements

School:	Zebulon ES
Plan Year	2014-2016
Date:	Apr - 2014

Mission Statement:

The mission of Zebulon GT Magnet Elementary School is to inspire, educate and prepare students for life in the 21st Century.

Vision Statement:

Zebulon GT Magnet Elementary School values communication, collaboration and a commitment to high academic achievement for all students. Utilizing Professional Learning Communities, we will analyze student data and implement the most effective teaching strategies to enhance the gifts and talents of each individual student.

Value Statement:

We will continue to use Professional Learning Communities to analyze data, plan, and implement best teaching practices to ensure the success of all students.

We will promote a safe environment conducive to student learning and high academic success.

We will recruit and maintain a highly qualified staff that pursues life-long learning and effectively supports school/community partnerships.

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

School Goal		<p><i>By June 2016, reading proficiency will increase from 52% to 60% as measured by EOG.</i></p> <p>By June 2016, all subgroups will meet their AMO targets as measured by EOG.</p>																		
Goal Manager Strategic Objective State Board of Education Goal Data Justification for Goal Based on Comprehensive Needs Assessment		<p>Annette Piehler</p> <p>Learning and Teaching</p> <p>Globally Competitive Students</p> <p>Proficiency for 3-5 students in 2012-2013 was 38.8%.</p> <p>The SIP team examined the Reading EOG data from 2014-2015. Looking at EVAAS predictions for 2015-2016, 39% of our current 5th graders are predicted to make proficiency on the reading EOG.</p>																		
1	Key Process	Provide targeted enrichment or remediation for those students not meeting the targeted proficiency on essential reading benchmark objectives.																		
	Process Manager Completion Date Restrainers Resources	<p>Jeanne Witt</p> <p>Jun - 2016</p> <p>Staff Allotment, Lack of Resources, Staff Development</p> <p>Literacy Department, AIG Department, Literacy Coach, Tiered Support Personnel, Instructional Support Teachers, Teacher Assistants, Instructional Resource Teacher, Elective Teachers, CMAPP, leveled book room, mClass, PLT's, Letterland Program, EVAAS, Duty Free Lunch & Planning, K-3 Read to Achieve and Healthy Active Children Policy.</p>																		
	Measurable Process Check(s)	<i>Quarterly, teachers will collect and analyze data from K-5 Report Cards and benchmark data to show student progress towards the goal.</i>																		
		<table> <tr> <td>1</td><td>Action Step</td><td>Provide K-5 teachers staff development on the management and best practices for daily instruction.</td></tr> <tr> <td></td><td>Timeline</td><td>From 8/2015 To 10/2015</td></tr> <tr> <td>2</td><td>Action Step</td><td>K-5 teachers will provide remediation during electives.</td></tr> <tr> <td></td><td>Timeline</td><td>From 8/2015 To 6/2016</td></tr> <tr> <td>3</td><td>Action Step</td><td>K-5 teachers will provide small group intervention instruction during the literacy block, <i>using data from mCLASS.</i></td></tr> <tr> <td></td><td>Timeline</td><td>From 8/2015 To 6/2016</td></tr> </table>	1	Action Step	Provide K-5 teachers staff development on the management and best practices for daily instruction.		Timeline	From 8/2015 To 10/2015	2	Action Step	K-5 teachers will provide remediation during electives.		Timeline	From 8/2015 To 6/2016	3	Action Step	K-5 teachers will provide small group intervention instruction during the literacy block, <i>using data from mCLASS.</i>		Timeline	From 8/2015 To 6/2016
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	Timeline	From 8/2015 To 6/2016																		
2	Key Process	Implement Balanced Literacy (Daily 5 Model) across K-5 with fidelity.																		

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

Process Manager	Sara Street/ Angela Joyner	
Completion Date	Jun - 2016	
Restrainers	Scheduling, Staff Development, Time Management	
Resources	Literacy Department, AIG Department, Literacy Coach, Tiered Support Personnel, Instructional Support Teachers, Teacher Assistants, Instructional Resource Teacher, Elective Teachers, CMAPP, leveled book room, Letterland Program, Daily 5 Book, Cafe Book, mClass, PLT's, and EVAAS.	
Measurable Process Check(s)	<i>Classroom teachers will</i> collect and analyze quarterly walkthrough data, K-5 TRC data and K-5 data from mClass, <i>as evidence of student growth at the Beginning, Middle, and End of the year.</i>	
	1 Action Step	Teachers will seek and use strategies to focus more intensely on vocabulary and language.
	Timeline	From 8/2015 To 6/2016
	2 Action Step	Teachers will plan and implement Balanced Literacy (Daily 5 model) daily based on assessments.
	Timeline	From 8/2015 To 6/2016
	3 Action Step	Teachers will use CMAPP, as a resource, to plan and implement Balanced Literacy (Daily 5 model) daily.
	Timeline	From 8/2015 To 6/2016
	4 Action Step	Provide professional development to support Balanced Literacy (Daily 5 model) core instruction. *date change
	Timeline	From 8/2015 To 10/2015
3 Key Process	During the literacy block, K-5 teachers will integrate content area text to teach students to respond in writing to the text.	
Process Manager	Kytrina Frederick	
Completion Date	Jun - 2016	
Restrainers	Scheduling, Consistent Scoring, Time Management	
Resources	Literacy Department, CMAPP, Instructional Resource Teacher, Writer's Workshop, Daily Oral Language, WCPSS Rubrics.	
Measurable Process Check(s)	<i>Quarterly, classroom teachers will collect and analyze data from Quarterly Writing Assessments to show student progress towards the goal.</i>	
	1 Action Step	Provide daily practice using the mCLASS questions stems and/or vocabulary specifically used in these stems to respond to reading, through various forms of writing.
	Timeline	From 8/2015 To 8/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

4	Action Step	Provide daily writing, including grammar instruction in K-5 using Writer's Workshop.
	Timeline	From 8/2015 To 6/2016
	Action Step	Provide quarterly writing assessments, scored with the WCPSS rubric.
	Timeline	From 8/2015 To 6/2016
	Key Process	Provide effective comprehensive planning and programming to support i ncreased attendance rates of all students; intervention focus on attendance of all targeted subgroups.
	Process Manager Completion Date Restrainers Resources	Anita Crutcher Jun - 2016 Environmental and Social Factors, School Schedule Student Support Services (SSS) PLT Team, SIP Team, Tiered Support Personnel, RIT Team, Leadership Team, Administration, Classroom Teachers, Northeast School Counselor PLT members, Data Manager, CMAPP, ASCA, Safe & Orderly Schools Plan, Character Education Plan and School Counselor toolkits
Measurable Process Check(s)		Monthly, Student Support Services will collect and analyze academic and attendance data of subgroups and students with chronic absences to show an growth and increase in attendance.
	1 Action Step	Meet monthly with attendance committee to review data of students with chronic absences.
	Timeline	From 8/2015 To 6/2016
	2 Action Step	Attend PLT meetings periodically to discuss impact of student attendance on academics.
	Timeline	From 8/2015 To 6/2016
	3 Action Step	Implement Attendance Booster program with a 10% decrease in absences for students with chronic absences.
	Timeline	From 8/2015 To 6/2016
	4 Action Step	The Student Support Services team will implement interventions based on rate of attendance (PowerSchools attendance data, classroom teacher data) and academic data (EOG scores, mClass progress, CASE 21 scores, quarterly report cards).
	Timeline	From 1/2016 To 6/2016

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Summary of Goals, Key Processes and Action Steps

School:	Zebulon ES
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5	Action Step	<i>Provide</i> periodic communications with parents regarding reduction in student absences.
	Timeline	From 8/2015 To 6/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

School Goal		<p><i>By June 2016, math proficiency will increase from 53% to 60% as measured by EOG.</i></p> <p>By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on the SWD, White, Hispanic and ALL Students subgroups.</p>
Goal Manager Strategic Objective State Board of Education Goal Data Justification for Goal Based on Comprehensive Needs Assessment		<p>Tammi Kornegay</p> <p>Learning and Teaching</p> <p>Globally Competitive Students</p> <p>Proficiency in 2012-2013 was 51.7%.</p> <p>Looking at EVAAS predictions for 2013-2014, 30% of our current 5th graders are predicted to make proficiency on the math EOG.</p>
1	Key Process	Provide enrichment for those students meeting expectations and provide remediation for each subgroup that does not demonstrate targeted proficiency on identified math objectives, with continued support provided to resource and learning lab students.
	Process Manager Completion Date Restrainers Resources	<p>Letitia Best/ Thomas King</p> <p>Jun - 2016</p> <p>Staff Allotment, Staff Development, Lack of Resources</p> <p>Math Department, AIG Teacher, AIG Department, Tiered Support Personnel, Instructional Support Teachers, Teacher Assistants, Instructional Resource Teacher, Math Coach, Elective Teachers, Resource Teacher, iReady, EVAAS, Math Expressions and CMAPP.</p> <p>We wish to utilize DPI flexibility with funds transfer.</p>
	Measurable Process Check(s)	<i>Quarterly, classroom teachers will collect and analyze data from K-5 report cards and benchmark data to show student progress towards the goal.</i>
	1 Action Step	All K-5 teachers will implement all components of the math curriculum using the Standards of Mathematical Practice.
	Timeline	From 8/2015 To 6/2016
	2 Action Step	Provide remediation during electives.
	Timeline	From 8/2015 To 6/2016

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Summary of Goals, Key Processes and Action Steps

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	3 Action Step	Provide math staff development based on the various math strands to assist with differentiating instruction. *Date Change
	Timeline	From 9/2015 To 1/2016
	4 Action Step	Provide small group instructional interventions throughout the entire instructional day.
	Timeline	From 8/2015 To 6/2016
	5 Action Step	Identify and group students based on needs as determined by common assessments.
	Timeline	From 8/2015 To 6/2016
2	Key Process	K-5 Teachers will implement all components of the Common Core Essential Standards with focus on rigor, relevance, math talk, and student leaders.
	Process Manager	Cha Vang/ Jasmin Garcia
	Completion Date	Jun - 2016
	Restrainers	Staff Allotment, Funding, Lack of Resources
	Resources	Math Department, AIG Teacher, Tiered Support Personnel, Instructional Support Teachers, Teacher Assistants, Instructional Resource Teacher, Math Intervention Teacher, Elective Teachers, Resource Teachers, i-Ready, EVAAS, Math Expressions, and CMAPP.
	Measurable Process Check(s)	<i>Coaches and administration will collect and analyze walk-through data to determine progress of implementation of mathematical standards.</i>
	1 Action Step	Teachers will plan and develop lessons that have rigor, relevance, math talk, and student leaders.
	Timeline	From 8/2015 To 6/2016
	2 Action Step	The Math Intervention teacher will support grades 3-5 with math talk, rigor, relevance, and student leaders.
	Timeline	From 8/2015 To 6/2016

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

School Goal		<i>By June 2016, science proficiency will increase from 48% to 60% as measured by the EOG.</i>
Goal Manager		Wendy Zielinski
Strategic Objective		Learning and Teaching
State Board of Education Goal		Globally Competitive Students
Data Justification for Goal Based on Comprehensive Needs Assessment		Proficiency based on the NC Science EOG for Zebulon GT Magnet Elementary students in 5th grade in 2012-2013 was 41.3%. Looking at EVAAS data, 20% of our current 5th graders are predicted to make proficiency on the science EOG in 2013-2014.
1	Key Process	Implement the use of Wake County Science Kits in Grades K-5 for Science instruction.
	Process Manager	Tracy Bunn
	Completion Date	Jun - 2016
	Restrainers	Staff Development, Resources, Time, Replenishment of Supplies, Advanced Planning
	Resources	Science Department, Science Kits, Science Lead Teacher, AIG Teacher, Instructional Support Teachers, Instructional Resource Teacher, CMAPP, and Science Wiki.
	Measurable Process Check(s)	<i>Quarterly, classroom teachers will collect K-5 Science report card grades to show student progress towards the goal.</i>
	1 Action Step	Teachers will integrate grade level specific interactive science vocabulary notebooks.
	Timeline	From 8/2015 To 6/2016
	2 Action Step	All new and beginning K-5 classroom teachers will be trained using the Science Kits. <i>*Date change</i>
	Timeline	From 8/2015 To 12/2015
	3 Action Step	Teachers will provide science instruction continuously for four and one-half weeks during each quarter. Instructional lessons will be at least twice a week for 45 minutes.
	Timeline	From 8/2015 To 6/2016

School Improvement Plan

Waiver Request

School: Zebulon ES

Plan Year 2014-2016

Date	May - 2014
Waiver Requested	
No waiver requested	
How will this waiver impact school improvement?	
No waiver requested	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	none

School Improvement Plan

Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Science Notebooks (Vocabulary Strategies)	Instructional Staff	Science Goal: By June 2016, 80% of students in Grade 5 will achieve proficiency in Science as measured by the North Carolina End of Grade Test.	Teachers need a systematic way to teach science vocabulary. Researched-based grade level specific vocabulary strategies are needed to provide more consistency throughout the grade levels.
Writing	Instructional Staff	Literacy Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on the Hispanic, Economically Disadvantaged, and ALL Students subgroup	A team of teachers will participate in Exploring Writer's Workshop, to review the components. Emphasis will be placed on aligning with the common core, how to launch and vertical alignment. The team will return to ZES and lead a staff development session based on their new knowledge.
mClass	Instructional Staff	Literacy Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on the Hispanic, Economically Disadvantaged, and ALL Students subgroups.	New teachers will be trained to use this initiative. We will continue to provide support and refresher training to teachers as needed.
Balanced Literacy	K-5 Teachers	Literacy Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on the Hispanic, Economically Disadvantaged, and ALL Students subgroups.	We will continue to implement the Daily Five framework for literacy instruction with an emphasis on comprehension. New teachers will need to be trained. We will continue to provide support and refresher training to teachers as needed.
Math professional development focusing on rigor, relevance, math talk, and student leaders.	K-5 Teachers	Math Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on SWD, White, Hispanic, and ALL Students subgroups.	In order to add more rigor and relevance to math instruction through additional math talk and Student Leaders, we need to have more training.

School Improvement Plan

Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Literacy and Math professional development focusing on differentiation for targeted subgroups.	Instructional Staff	<p>Literacy Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on the Hispanic, Economically Disadvantaged, and ALL Students subgroups.</p> <p>Math Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on SWD, White, Hispanic, and ALL Students subgroups.</p>	<p>Teachers need support in meeting the needs of the subgroups that did not meet their AMO targets. Additional professional development is needed to provide teachers with strategies to meet the needs of these subgroups in ELA and Math.</p>

School Improvement Plan

Summary Sheet of Professional Development Activities

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

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Literacy and Math professional development focusing on differentiation for targeted subgroups.	Instructional Staff	<p>Literacy Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on the Hispanic, Economically Disadvantaged, and ALL Students subgroups.</p> <p>Math Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG with a focus on SWD, White, Hispanic, and ALL Students subgroups.</p>	Teachers need support in meeting the needs of the subgroups that did not meet their AMO targets. Additional professional development is needed to provide teachers with strategies to meet the needs of these subgroups in ELA and Math.
Science vertical alignment	Instructional Staff	Science Goal: By June 2016, 80% of students in Grade 5 will achieve proficiency in Science as measured by the EOG.	In order for all grade levels to provide consistency in science, teachers need to gain a better understanding of vertical alignment. This will allow for a more systematic understanding of how science is taught across the grade levels.
mCLASS	Instructional Staff	Literacy Goal: By June 2016, all subgroups will meet their AMO targets as measured by the EOG, with a focus on the Hispanic, Economically Disadvantaged, and ALL Students subgroups.	<p>All teachers will be provided a refresher training and continued support.</p> <p>K-5 teachers will receive training on the written response to text and the new scoring procedures.</p>
Balanced Literacy	K-5 Teachers	Literacy Goal: By June 2016, all subgroups will meet their AMO targets as measured by the EOG, with a focus on the Hispanic, Economically Disadvantaged, and ALL Students subgroups.	We will continue to implement the Daily Five framework for literacy instruction with an emphasis on comprehension. New teachers will be trained. We will continue to provide support and refresher training to teachers as needed.
Writing	Instructional Staff	Literacy Goal: By June 2016, all subgroups will meet their AMO targets as measured by EOG, with a focus on the Hispanic, Economically Disadvantaged, and ALL Students subgroups.	Teachers need best practices on responding to writing, writing good questions, small group instruction and how to effectively use teacher feedback.

School Improvement Plan

Intervention Planning Matrix

School: Zebulon ES

Plan Year 2014-2016

School Year: 2014-2015

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>Identification</p> <ul style="list-style-type: none"> -Progress Monitoring -mCLASS BOY/MOY assessments - Digging Deeper assessments <p>Frequency</p> <ul style="list-style-type: none"> -Consultation (Weekly, Monthly or as needed) -Collaboration (Monthly or as needed) -Referrals may be completed at any time <p>Data Collection</p> <ul style="list-style-type: none"> -BOG/EOG -Score 21 Benchmark data -Digging Deeper assessments -KIA(Kindergarten Initial Assessments) -mCLASS DIBELS NEXT/Reading 3D <p>Threshold to Enter/Exit</p> <ul style="list-style-type: none"> -WCPSS benchmarks • New students arriving throughout the school year and demonstrate a need as evidenced by the outlined above assessments will be discussed at monthly collaboration and documented on class PLT summaries. • Once students have been identified as below benchmark (two red or two yellow, one red and one yellow on mCLASS) , the intervention team will collaborate with ESL, classroom teacher and CCR to determine which service would best meet the students' needs. • Intervention teachers will complete digging deeper assessments to determine greatest need. • Students will exit the intervention process when benchmark is achieved, maintained, and through mutual agreement of classroom teacher, parent, principal, intervention teacher and coordinating teacher at central service. 	<p>Identification</p> <ul style="list-style-type: none"> -Current Title I Ranking forms varied by grade level (updated quarterly) <p>Frequency</p> <ul style="list-style-type: none"> -Consultation (Quarterly or as needed) -Collaboration (Monthly or as needed) -Referrals may be completed at any time <p>Data Collection</p> <ul style="list-style-type: none"> -ranking form - iReady assessment (only Math Cafe intervention students) -Number Knowledge test <p>Threshold to Enter/Exit</p> <ul style="list-style-type: none"> -WCPSS benchmarks -iReady assessments <ul style="list-style-type: none"> • Classroom teachers complete classroom ranking forms following the directions at the top of each ranking form and return to the intervention team. • Intervention teachers will highlight all students on the classroom ranking forms following the directions at the top of each ranking form. • Once students have been identified as below benchmark, the intervention team will collaborate with ESL, classroom teacher and CCR to determine which service would best meet the students' needs. • Intervention teachers will complete iReady assessments to determine greatest need. • Students will exit the intervention process when benchmark is achieved, maintained, and through mutual agreement of classroom teacher, parent, principal, intervention teacher and coordinating teacher at central service. 	<ul style="list-style-type: none"> • SIRS discipline data: documentation of Major office discipline referrals, suspension data; attendance data; teacher/parent feedback • Students who have a pattern of minor offenses or at least two major office discipline referrals; students who score below standard on both a behavioral screening and universal rating; students missing at least 10 days of school over a 9 week period; students referred by teacher or parent • Discipline data is recorded in SIRS.

School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Intervention Structure	<ul style="list-style-type: none"> • Our targeted service intervention AM delivery will be push-in for grades K-5th: • K: Push-in 30 minutes; Mon-Thur • 1st: Pull out 30 minutes; Mon-Fri • 2nd: Pull out 30 minutes; Mon-Thur • 3rd: NA • 4th: Push-in 60 minutes (Due to RTA DPI guidelines) • 5th: Push-in 30 minutes; Mon-Thur • During 1st quarter, Kindergartners will be served through pull-out during elective time. • Our targeted service intervention delivery during elective times, K (beginning second quarter)-5th will be 40 minutes, 4 days a week, Monday -Thursday, pull-out. • Intervention teachers will collaborate with classroom teachers and any others who contribute to the student's literacy education to determine student goals each month. • Intervention teachers will meet with ESL, CCR, and MTSS/Tier II representative to discuss. • Intervention team will hold monthly PLTs to discuss student achievement and regrouping. 	<ul style="list-style-type: none"> • Our targeted service intervention delivery will be direct instruction during elective time, 40 minutes, 4 days a week (pull-out). • Based on our school's math ranking sheets data 4th/5th strategic intensive students will be determined. These students will receive skills based instruction Mon-Thurs. • Intervention teachers will collaborate with classroom teachers and any others who contribute to the student's math education to determine student monthly goals. • Intervention teachers will meet with ESL, CCR and classroom teachers to make any adjustments or additions to best service students'. • Intervention team will hold monthly PLTs to discuss student achievement and regrouping. 	<ul style="list-style-type: none"> • Classroom -based interventions will be delivered throughout the day by core teachers. More intense interventions like Social Skills instruction will be delivered by the counselor. • Classroom-based interventions (plans/systems) are delivered within the regular class settings and either reduced or increased based on student response.

School Improvement Plan

Intervention Planning Matrix

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

	Reading	Math	Behavior
Instruction	<ul style="list-style-type: none"> Students identified with the highest needs should be identified as intensive students and will be served in small groups of 4-6 during the morning block and/or elective time. For intensive students, intervention teachers will follow the recommended Title I NEXT Step lesson format in support of weekly classroom skills as identified through collaboration. The intervention format will be direct and explicit instruction based on student need using assessment data, collaboration and anecdotal notes to drive their daily instruction. 	<ul style="list-style-type: none"> Based on our school's math ranking sheet's data the highest needs grade level will be determined. This grade level will receive skills based on instruction Monday-Thursday during the morning block. Students identified with the highest needs should be identified as intensive and will be served in small groups during elective time. For intensive students, intervention teachers will use the iReady, Encore, Common Core, Progress Mathematics, enVisions, assessment data, collaboration and anecdotal notes to drive their daily instruction. The intervention format will be direct and explicit instruction based on student need. For strategic students, intervention teachers will collaborate with the classroom teacher to provide supplementary lessons in support of weekly classroom skills. 	<ul style="list-style-type: none"> Once a month during PLTs, teams will conduct Kid Talk based on discipline data. Students earmarked for significant behavior concerns may qualify for a FBA/BIP to be implemented in the classroom setting and may qualify for social skills instruction with the counselor.
Assessment and Progress Monitoring	<ul style="list-style-type: none"> mClass and Fountas and Pinnell Assessment Kit will be used to assess growth and determine student placement for instruction. Students will be assessed beginning, middle and end of the year to determine growth and best placement. In addition the following assessments will be given when appropriate: Early Names/Names Test, Letter/Sound ID, Print Concepts, DIBELS, PAST, Digging Deeper assessments and Writing Vocabulary. WCPSS Benchmark Assessments (quarterly) Assessments will be shared with classroom teachers upon completion of the assessments. Formative Assessments Students with a red composite will be progress monitored every 10 days and students in yellow will be progress monitored every 20 school days. Students with a red TRC level should be monitored every 10 days. 	<ul style="list-style-type: none"> The iReady Diagnostic Test will be given to determine the student's strengths and weaknesses. Students will be assessed beginning, middle, and end of the year to determine growth. Number Knowledge Placement Tests will be given to determine student placement for instruction during electives. 	<ul style="list-style-type: none"> Based on SIRS discipline data, the intervention frequency will either decrease or increase and/or become more targeted.

School Improvement Plan

Intervention Planning Matrix

School:	Zebulon ES
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School Year:	2014-2015

	Reading	Math	Behavior
Curriculum/Resources	<ul style="list-style-type: none"> • Fast Track, Fountas and Pinnell, Wildcats, Benchmark • WCPSS Running Record Kit • C-Mapp (Common Core Standards) • Daily 5/CAFE • PLTs • Balanced Literacy Program • Letterland K-2 • mClass - Now What? 	<ul style="list-style-type: none"> • C-MAPP (Common Core Standards) • PLTs • Common Core • iReady • Anecdotal notes for monthly collaboration • Number Knowledge Placement Test • Encore 	<ul style="list-style-type: none"> • Character Education • Social Skills Instruction/Training • Behavioral Specialist (reg ed/spec ed) • Special Programs Teacher

School Improvement Plan

Intervention Planning Matrix

School: Zebulon ES

Plan Year 2014-2016

School Year: 2015-2016

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>Identification</p> <ul style="list-style-type: none"> -Progress Monitoring -mCLASS BOY/MOY assessments - Digging Deeper assessments <p>Frequency</p> <ul style="list-style-type: none"> -Consultation (biweekly) -Collaboration (biweekly) -Referrals may be completed at any time <p>Data Collection</p> <ul style="list-style-type: none"> -BOG/EOG -Case 21 Benchmark data -Digging Deeper assessments -KEA(Kindergarten Entry Assessments) -mCLASS DIBELS NEXT/Reading 3D -Formative/Common assessments -Review of student records <p>Threshold to Enter/Exit</p> <ul style="list-style-type: none"> -WCPSS benchmarks -Primary identification includes viewing individual student data and determining the level of intensity based on standard deviation from benchmark. The further they way they are from benchmark the more intense the service. - New students arriving throughout the school year and students not making appropriate progress that demonstrate a need as evidenced by the outlined above assessments will be discussed at weekly collaboration and documented on class PLT summaries. - Once students have been identified as below benchmark (two red or two yellow, one red and one yellow on mCLASS measures) , the Tier II teachers will collaborate with ESL, classroom teacher and CCR to determine which service would best meet the students' needs. -Intervention teachers will complete digging deeper assessments to determine greatest need. - Intensive students will exit the intervention process when benchmark is achieved, maintained, and through mutual agreement of core teacher, parent, principal and intervention teacher. - Strategic students will enter/exit based on student need through collaboration with core teacher and intervention teacher. -The effectiveness will be determined based on individual child's progress towards core as shown by mCLASS DEF report, MOY and EOY. 	<p>Identification</p> <ul style="list-style-type: none"> -Current Title I Ranking forms varied by grade level (updated monthly) <p>Frequency</p> <ul style="list-style-type: none"> -Consultation (biweekly) -Collaboration (biweekly) -Referrals may be completed at any time <p>Data Collection</p> <ul style="list-style-type: none"> -ranking form -Number Knowledge test <p>Threshold to Enter/Exit</p> <ul style="list-style-type: none"> -WCPSS benchmarks -Pre/post assessment data -Classroom teachers complete classroom ranking forms following the directions at the top of each ranking form and return to the Math Intervention teachers. Math Intervention teachers will highlight all students on the classroom ranking forms following the directions at the top of each ranking form. - Once students have been identified as below benchmark, the Math Intervention teachers will collaborate with ESL, classroom teacher and CCR to determine which service would best meet the students' needs. - Intensive students will exit the intervention process when benchmark is achieved, maintained, and through mutual agreement of core teacher, parent, principal, and Tier II. - The effectiveness will be determined based on individual child's progress towards core as measured by pre/post assessments, student portfolio and/or Number Knowledge test. 	<ul style="list-style-type: none"> • SIRS discipline data: documentation of Major office discipline referrals, suspension data; attendance data; teacher/parent feedback • Students who have a pattern of minor offenses or at least two major office discipline referrals. • Students who score below standard on both a behavioral screening and universal rating. • Students missing at least 10 days of school over a 9 week period. • Students referred by teacher or parent. • Discipline data is recorded in SIRS • The effectiveness will be determined based on SIRS data.

School Improvement Plan

Intervention Planning Matrix

School: Zebulon ES

Plan Year 2014-2016

School Year: 2015-2016

	Reading	Math	Behavior
Intervention Structure	<ul style="list-style-type: none"> • Our targeted service intervention AM delivery for Strategic students will be push-in for grades K-5th: • K: 30 minutes two days a week • 1st: 20-30 minutes two days a week • 2nd: 30 minutes four days a week • 3rd: 20-30 minutes four days a week • 4th: 30 minutes five days a week (including RTA students) • 5th: 30 minutes two days a week. • During 1st quarter, Kindergartners will be served through pull-out during elective time. • Our targeted service intervention delivery during elective times, K (beginning second quarter)-5th will be 40 minutes, 4 days a week, Monday -Thursday, pull-out. • Tier II teachers will collaborate with ESL, core teachers, CCR and Tier III representative to determine student goals each month. • Tier II teachers will hold monthly PLTs to discuss student achievement and regrouping. <p>Master Schedule: Strategic students are served through the Daily 5 rotations. The intensive students are served during the magnet electives.</p>	<ul style="list-style-type: none"> • Based on our school's math ranking sheets data 4th/5th strategic intensive students will be determined. These students will receive skills based instruction Mon-Thurs. • Our targeted service intervention delivery will be direct instruction during elective time, 40 minutes, 4 days a week (pull-out). • Math Intervention teachers will collaborate with core teachers and any others who contribute to the student's math education to determine student monthly goals. • Math Intervention teachers will meet with ESL, CCR and core teachers to make any adjustments or additions to best service students'. • Math Intervention teachers will hold monthly PLTs to discuss student achievement and regrouping. <p>Master Schedule: The intensive students are served during the magnet electives.</p>	<p>Classroom -based interventions will be delivered throughout the day by core teachers. More intense interventions like Social Skills development will be delivered by the Student Services Support team.</p> <p>Classroom-based interventions (plans/systems) are implemented, documented consistently within the regular class settings and either reduced or increased based on student response.</p> <p>Classroom teachers will have an intervention/progress monitoring notebook to document interventions and progress monitoring consistently and with fidelity.</p> <p>Intervention times can be altered in the master schedule based on student need.</p>
Instruction	<ul style="list-style-type: none"> • Instructional decisions and planning align to core instruction through weekly collaboration meetings with core teachers and intervention teachers. • Students identified with the highest needs should be identified as intensive students and will be served in small groups of 4-6 during the morning block and/or elective time. • For intensive students, intervention teachers will follow the recommended Title I NEXT Step lesson format in support of weekly classroom skills as identified through collaboration. • The intervention format will be direct and explicit instruction based on student need using assessment data, collaboration and anecdotal notes to drive their daily instruction. • Fidelity: A spreadsheet is being developed and will be in place by November which will document student interventions implementation and progress monitoring. 	<ul style="list-style-type: none"> • Based on our school's math ranking sheet's data the highest needs grade level will be determined. This grade level will receive skills based instruction. • Students identified with the highest needs should be identified as intensive and will be served in small groups during elective time. • For intensive students, intervention teachers will use the Common Core, Progress Mathematics, enVisions, assessment data, collaboration and anecdotal notes to drive their daily instruction. • The intervention format will be direct and explicit instruction based on student need. • For intensive students, math intervention teachers will collaborate with the classroom teacher to provide supplementary lessons in support of weekly classroom skills. <p>Fidelity: A spreadsheet is being developed and will be in place by November which will document student interventions implementation and progress monitoring.</p>	<ul style="list-style-type: none"> • During grade level meetings, teams will conduct Kid Talk based on discipline data. • Students earmarked for significant behavior concerns may be considered for a FBA/BIP after documented interventions have been implemented by the classroom teacher and reviewed by each child's individual team. • Students may be referred to the Student Services Support team for social skills development. • Fidelity: A spreadsheet is being developed and will be in place by November which will document student interventions implementation and progress monitoring. • If needed, a BIC referral will be made to Intervention and Support Services.

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	Reading	Math	Behavior
Assessment and Progress Monitoring	<ul style="list-style-type: none"> • mClass and Fountas and Pinnell Assessment Kit will be utilized for assessment and/or progress monitoring. Students will be assessed beginning, middle and end of the year to determine growth. • In addition the following assessments will be given when appropriate: Early Names/Names Test, Letter/Sound ID, Print Concepts, DIBELS, PAST, Digging Deeper assessments and Writing Vocabulary. • WCPSS Benchmark Assessments • Letterland Assessments • Assessments will be shared with classroom teachers upon completion of the assessments. • Formative Assessments • Students with a red composite will be progress monitored every week and students in yellow will be progress monitored every 10 school days. Students with a red TRC level, not due to the written comprehension component, should be monitored every 10 days. • A MTSS/Intervention team representative will attend grade level PLT at least once a month and will assist the team in discussing student progress towards ROI and consider adjustment of duration, frequency, intensity, group size and delivery. 	<ul style="list-style-type: none"> • Number Knowledge Placement Tests will be given to determine student placement for instruction during electives. • Pre/post assessments per skill as aligned with Common Core. Students will be progressed monitored based on individual student skill level. 	<ul style="list-style-type: none"> • Based on SIRS discipline data, the intervention frequency will either decrease or increase and/or become more targeted. • Interventions must be implemented and documented by the classroom teacher with consistency and fidelity in the Intervention notebook based on individual student need.
Curriculum/Resources	<ul style="list-style-type: none"> • Fast Track, Benchmark, Fountas and Pinnell • WCPSS Running Record Kit • C-Mapp (Common Core Standards) • Daily 5/CAFE • PLTs • Balanced Literacy Program • Letterland K-2 • mClass - Now What? • MobyMax 	C-MAPP (Common Core Standards) PLTs Common Core Anecdotal notes for monthly collaboration Number Knowledge Placement Test Envisions OnCore Math Moby Max Teacher made tests and student portfolio	<ul style="list-style-type: none"> • Character Education • Social Skills Development • Behavioral Specialist (reg ed/spec ed) • Special Programs Teacher • Student Services Support team