

School Name: _St. Stephens Elementary School__

Catawba County Schools

2014-2016 School Improvement Plan

Mission Statement

Catawba County Schools mission is to teach, learn, and lead for the future.

Catawba County Schools Core Beliefs

Positive relationships are essential to the learning process and must be established and nurtured for learning to take place.

Schools must set an expectation for excellence in all areas of study through challenging and relevant curricula.

Schools must continually evolve to meet the needs of an ever-changing, global society.

All partners in education must embrace diversity and promote equity.

All students and staff are entitled to and responsible for a safe and nurturing learning environment.

All students can learn through differentiated and relevant instruction that embraces critical thinking, creativity, collaboration, and communication.

Schools and families must collaborate to educate the whole child – socially, emotionally, cognitively and physically.

Family, business, and community partnerships are essential for the success of all students.

Catawba County Schools

Board of Education

Sherry Butler.....Chairperson
Marilyn McReeVice Chairperson
Ronn Abernethy.....Member
David BrittainMember
Glenn Fulbright Member
Cathy Starnes Member
Charlie Wyant..... Member
Crystal DavisAttorney

Administration

Dr. Dan Brigman..... Superintendent
Steve Demiter..... Assistant Superintendent, Operations
Beth Isenhour Assistant Superintendent, Curriculum & Instruction
Dan Moore..... Assistant Superintendent, Human Resources

Building Leadership Team Members

The following individuals constitute ___St. Stephens Elementary School_ Building Leadership Team that **collaboratively** developed the 2014-2016 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:

- Principal
- Assistant Principal
- Certified Staff (Instructional Personnel)
- Certified Instructional Support Staff (i.e. media, counselor, school social worker)
- Teacher Assistants
- Parents
- Their respected groups elected the representatives by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- School Improvement Team includes representative members of the student body.
- The principal has presented the 2014-2016 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.

Voting results

- Total Eligible to Vote: ____74____

(Note: Total eligible to vote = Number of certified instructional personnel + number of teacher assistants)

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Talley: Yes ____60____ No ____2____

Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the elementary school is designated as a Title I school, the 10 components required under Title I directives are included in the document.
4. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public shall be notified of meetings.
5. The Building Leadership Team will ensure that the school's Professional Development Plan addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior" (Effective July 1, 2006).
6. The plan shall identify how staff development funds allocated to the school will be used.
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," are reviewed.
8. The Elementary Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld.
9. The school's Safe Schools Plan complies with all legal state and local policies.
10. BLTs shall review current school and district data including, but not limited to the following: CCS District Survey data, the CCS Senior Exit Survey, Bully and Harassment Surveys for Grades K-11, and the NC Teacher Working Conditions Survey data. In the event that disaggregated data point to specific school safety concerns, the BLT will be responsible for addressing those concerns in the School Improvement Plan.
11. Elected staff members may serve up to a three-year term on the BLT.
12. Parent representatives should serve a two-year term on the BLT.
13. BLT meetings shall be conducted at a time that is convenient for parents.

Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Donna Heavner	Principal	Administrator	On File	9/24/15
Robert Turner	Assistant Principal	Administrator	On File	9/24/15
Kathy Frye	BLT Chairperson	June 2015	On File	9/24/15
Laura McLeymore	Kindergarten	June 2015	On File	9/24/15
Stacy Kijesky	1 st Grade Representative	June 2017	On File	9/24/15
Katie Williams	2 nd Grade Representative	June 2016	On File	9/24/15
Liz Sigmon	3 rd Grade Representative	June 2015	On File	9/24/15
Deb Manasco	4 th Grade Representative	June 2015	On File	9/24/15
Jennifer Haltiwanger	5 th grade Representative	June 2016	On File	9/24/15
Sheila Pinkney	6 th grade Representative	June 2015	On File	9/24/15
June Robison	Encore Representative	June 2015	On File	9/24/15
Jennifer Jones	Media Representative	Media	On File	9/24/15
Kathryn Pingel	Instructional Support Representative	June 2017	On File	9/24/15
Diane Urtel	EC Representative	June 2015	On File	9/24/15
Liz Jaynes	Student Services Representative	June 2015	On File	9/24/15
Deb Waugh	Teacher Assistant	June 2017	On File	9/24/15

Brandy Bryant	Parent	June 2017	On File	9/24/15
Fanita Gibbs	Parent	June 2015	On File	9/24/15
Vicki Desir	Parent	June 2017	On File	9/24/15
Lina San Juan Martinez	Student	June 2015	On File	9/24/15
Carson Parmenter	Student	June 2015	On File	9/24/15
Alan Orozco	Student	June 2015	On File	9/24/15
David Rangel	Student	June 2015	On File	9/24/15
Amanda Lemus	Student	June 2015	On File	9/24/15
Diana Rangel	Student	June 2015	On File	9/24/15
Ava Hamlet	Student	June 2015	On File	9/24/15
Katherine Rodriquez	Student	June 2015	On File	9/24/15
Evy Blasdel	Student	June 2015	One File	9/24/15

Accountability Data

Year	AYP Status	EVAAS Growth Index			School Performance Grade
2013-14	Met __24__ out of __29__ target goals.	___ Exceeds Growth	_X_ Meets Growth	___ Does Not Meet Growth	
2014-15	Met ___ out of ___ target goals.	___ Exceeds Growth	___ Meets Growth	___ Does Not Meet Growth	___

High School Accountability Data

Year	ACT Overall	WorkKeys	Math Rigor	Graduation Cohort Rate
2013-14				

Synthesized Narrative of School

St. Stephens Elementary School, located in Conover, North Carolina has a student population of 758 students, based on the 8th month Principal's Monthly Report (PMR) for 2013-2014. In examining our school, we note the following strengths based on North Carolina Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from Power School, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and additional information.

Identified Strength	Supporting Evidence and Reflection	Data Source
Students feel safe everywhere in the school.	78% of the students agree with this statement	Bullying/Harassment Survey 2014
Teachers are encouraged to participate in school leadership roles.	97.6% of the teachers agree with this statement	Teachers Working Conditions Survey 2014
5 th Grade Science Growth as measured by proficiency	18.9% (2013) to 52.2% (2014) proficient	End of Grade Test Reports 2014
School met growth standards.	College and Career Ready is 30.2 and Grade Level Proficiency is 41.3.	End of Grade Test Reports 2014

Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2014-2015 and 2015-2016 school years.

Identified Weakness	Supporting Evidence	Data Source
---------------------	---------------------	-------------

Faculty and staff have a shared vision.	67.4% of the teachers agree with this statement.	Teacher Working Conditions Survey 2014
Students respect each other at this school.	40.31% of the students disagree with this statement.	Bullying/Harassment Survey 2014
Math proficiency/growth needs to show even more increases. We would like to see even more growth for our students.	32.4% to 37.7%	End of Grade Test Reports 2014
Reading proficiency/growth needs to show even more increases. We would like to see even more growth for our students.	27.8% to 41.5%	End of Grade Test Reports 2014

Summarization of SMART Goals for St. Stephens Elementary School

District SMART Goal One: Academic Excellence Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

School Measurable Strategy: By June 2015, students will increase individual critical thinking as measured by mClass growth as measured by Text Reading Comprehension.

District SMART Goal Two: Equity Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

School Measurable Strategy: By June 2015, the number of office referrals will decrease by 25% compared to data collected at the beginning of the year as we implement The Leader In Me process.

District SMART Goal Three: Communication Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

School Measurable Strategy: By June 2015, 75% of parents will be able to state the purpose of the Leader In Me and be able to identify the seven habits when asked on surveys during The Leader In Me meetings.

SMART Goal #1 1st Quarter Deployment Plan 2014-2015

District SMART GOAL: Academic Excellence:

Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

Measurable Strategy: By June 2015, students will increase individual critical thinking as measured by mClass growth.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Administer mClass	Classroom teachers, interventionists	mClass rosters	9 / 22 / 2014
2.	Sort the students according to mClass data for intervention groups.	Classroom teachers, interventionists	Intervention class rosters	9 / 26 / 2014
3.	Identify and implement interventions with a focus on critical thinking. We will use 6 interventionist and core teachers to implement a Multi-Tiered System of Support for our students. Every student will go either an enrichment or intervention for 40 minutes per day. These interventions will meet the unique needs of each student.	Classroom teachers, interventionists	Intervention class rosters	9 / 30 / 2014
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	BLT Members, classroom teachers, administrators, interventionists
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Writing programs

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Staff development with Mia Johnson
Parent & Community Involvement during this quarter	Parent volunteer coordinator—Fanita Gibbs
How is technology an integral part of the strategy's deployment?	Chromebooks will be distributed to classrooms 2-6.
Persons responsible for the development of steps	BLT Members

Evaluation	Quarter 1
A. What data will you use to determine if the strategy was deployed with fidelity? B. What data will you use to determine if the action steps impacted the measurable strategy?	Intervention rosters and formative assessments mClass data from benchmark assessment

Reflection	Quarter 1
1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	The data will be collected at the MOY benchmark window. The school is currently using MobyMax for progress monitoring. We will have data after the MOY benchmark window.

Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. X <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. X <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #2 1st Quarter Deployment Plan 2014-2015

District SMART GOAL: Equity

Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

Measurable Strategy: By June 2015, the number of office referrals will decrease by 25% compared to data collected at the beginning of the year as we implement the Leader In Me Process..

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Implementation Training for staff	TLIM Trainer	Rosters of attendance	8 / 6 / 2014
2.	PLC Ingredient groups identified and meetings scheduled.	Lighthouse Team	Rosters of attendance	9 / 10 / 2014
3.	Teachers teach the 7 Habits to the students.	Classroom teachers, student services department	Teacher data	10 / 29 / 2014
4.	Write a code of cooperation for areas in the school.	Student Services Department	Code of Cooperation will be developed by the students to address the school expectations in the cafeteria, hallway, restroom, bus, and playground.	10 / 29 / 2014
5.	Identify the levels of rewards for The Leader In Me process and PBIS	Systems PLC	Record of rewards	10 / 29 / 2014
6.	Implement the reward system for The Leader In Me process.	Classroom teachers, instructional support staff, administration, staff	Record of rewards	10 / 29 / 2014
7.				/ /

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	BLT, administration, Systems PLC, staff

Financial Resources Needed this quarter (Include \$ figures and funding sources)	Reward funds, printing resources
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	PLC meetings include those areas of implementation addressed during our Leader In Me Trainings. Our PLCs include: Leading the Environment, Leading Instruction/Curriculum, Leading the Systems, Leading the Traditions, and Leading by Modeling groups. Each of these group assist with leadership in the cultural shift needed for the Leader In Me process.
Parent & Community Involvement during this quarter	Parent participation for Parent Nights
How is technology an integral part of the strategy's deployment?	Used to gather data. Used to deploy information by Google Email. Broadcast equipment needed for news show.
Persons responsible for the development of steps	BLT

Evaluation	Quarter 1
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>Discipline data from PowerSchool</p> <p>The Leader In Me training records</p>

Reflection	Quarter 1
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	<p>The data tells us the strategies are creating positive change for our school. Our discipline data shows a decrease in office referrals, and our individual, classroom, and grade level rewards are being surveyed each nine weeks to update our reward system.</p>

Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. X <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. X <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #3 1st Quarter Deployment Plan 2014-2015

District SMART GOAL: Communication

Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

Measurable Strategy: By June 2015, 75% of parents will be able to state the purpose of The Leader In Me and be able to identify the seven habits when asked on surveys during The Leader In Me meetings.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Invite parents to The Leader In Me Parent Night	Jen Jones	Completed invitation	10 / 29 / 2014
2.	Develop a survey for parents measuring understanding of The Leader In Me process using K12 Insight.	Kathryn Pingel, administration	Completed survey	10 / 29 / 2014
3.	Administer survey at first The Leader In Me Parent Night	Administration	Completed data	10 / 29 / 2014
4.	Analyze data from survey	BLT	Data	10 / 29 / 2014
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	BLT Members; staff members; administration
Financial Resources Needed this quarter (Include \$ figures and funding sources)	The Leader In Me Materials The Leader In Me Trainings
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Staff Development for The Leader In Me
Parent & Community Involvement during this quarter	Parent Symposium/Nights for trainings

How is technology an integral part of the strategy's deployment?	Use of Chromebooks for The Leader In Me implementation
Persons responsible for the development of steps	Administration; Lighthouse team members; staff

Evaluation	Quarter 1
A. What data will you use to determine if the strategy was deployed with fidelity? B. What data will you use to determine if the action steps impacted the measurable strategy?	Survey Data from Parent Symposiums

Reflection	Quarter 1
1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	Surveys were provided to parents during our first leadership symposium. The surveys show that the parents have limited understanding of The Leader In Me process.
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. X <input type="checkbox"/> NO. If no, check the appropriate action below. X <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2nd Quarter Deployment Plan 2014-2015

District SMART GOAL: Academic Excellence

Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

Measurable Strategy: By June 2015, students will increase individual critical thinking as measured by mClass growth.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Continue to utilize intervention groups	Teachers, administration, and interventionists	mClass data from MOY benchmark	1 / 23 / 2015
2.	Change intervention placement as necessary based on classroom performance.	Teachers, administration, and interventionists	mClass data from MOY benchmark	1 / 23 / 2015
3.	Administer 2 nd benchmark with mClass	Teachers	mClass	1 / 23 / 2015
4.	Utilize new technology resources.	Teachers, administration	Administration observation	1 / 23 / 2015
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 2
Person responsible for ensuring the strategy is deployed	Teachers, administration, and interventionists
Financial Resources Needed this quarter (Include \$ figures and funding sources)	None

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	mClass training for any new staff members
Parent & Community Involvement during this quarter	Parent notices sent home relative to mClass progress.
How is technology an integral part of the strategy's deployment?	mClass assessments are administered on laptops/tablets.
Persons responsible for the development of steps	Faculty and administration

Evaluation	Quarter 2
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	mClass data from the MOY benchmark will be used to determine a change in course of action for instruction.

Reflection	Quarter 2
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	
	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below.

Measurable Strategy Met?	<input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #2 2nd Quarter Deployment Plan 2014-2015

District SMART GOAL: Equity

Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

Measurable Strategy: By June 2015, the number of office referrals will decrease by 25% compared to data collected at the beginning of the year as we implement the Leader In Me Process...

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Commission a student council to be leaders in the building.	Faculty and student services department	List of student council members	1 / 23 / 2015
2.	Implement Leader In Me Cards as an individual reward.	Faculty and student services department	Leadership cards for students used in lanyards.	1 / 23 / 2015
3.	Post the code of cooperation.	Faculty and student services department	Posted code in each classroom	1 / 23 / 2015
4.	Leader In Me Roles	Faculty and student services department	Roles posted for students	1 / 23 / 2015
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 2
----------	-----------

Person responsible for ensuring the strategy is deployed	Faculty and student services department
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Funds for the printing of the Leader Cards and the Code of Cooperation posters.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Further Leader In Me Reflection for Faculty
Parent & Community Involvement during this quarter	Parent notices sent home relative to leadership roles and student council membership
How is technology an integral part of the strategy's deployment?	Technology will be used to generate the Code of Cooperation.
Persons responsible for the development of steps	Faculty and administration

Evaluation	Quarter 2
A. What data will you use to determine if the strategy was deployed with fidelity? B. What data will you use to determine if the action steps impacted the measurable strategy?	Leadership Roles, Code of Cooperation, Student Council Meetings, Leadership Cards

Reflection	Quarter 2
1. What does the data tell us? 2. What cannot be gleaned from the data?	

3. What improvements have been made to this point? 4. What are the opportunities for improvement?	
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #3 2nd Quarter Deployment Plan 2014-2015

District SMART GOAL: Communication

Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

Measurable Strategy: By June 2015, 75% of parents will be able to state the purpose of The Leader In Me and be able to identify the seven habits when asked on surveys during The Leader In Me meetings..

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Leadership Symposium-Technology	Faculty and Media Coordinator	Roster of attendance from symposium	1 / 23 / 2015
2.	Students write a Leader In Me newsletter	Interventionists	Newsletter publication	1 / 23 / 2015
3.	Partners In Print	ESL Department	Roster of attendance	1 / 23 / 2015
4.	All Pro Dads	Faculty and administration	Roster of attendance	1 / 23 / 2015
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 2
Person responsible for ensuring the strategy is deployed	Faculty and administration
Financial Resources Needed this quarter (Include \$ figures and funding sources)	All Pro Dads, Partners In Print, and Symposium Refreshments, paper for newsletters
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Continued staff development to use the Chromebooks
Parent & Community Involvement during this quarter	Parents invited to join the activities at our school.
How is technology an integral part of the strategy's deployment?	Chromebooks used for the technology symposium, projectors
Persons responsible for the development of steps	Faculty and administration

Evaluation	Quarter 2
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	The rosters will be used to consider the number of parents in attendance for each event.

Reflection	Quarter 2
1. What does the data tell us?	

2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 3 rd Quarter Deployment Plan 2014-2015				
District SMART GOAL: Academic Excellence Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor. Measurable Strategy: By June 2015, students will increase individual critical thinking as measured by mClass growthcon.				
Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Continue to utilize intervention groups.	Teacher, administration, and interventionists	mClass data	4 / 2 / 2015
2.	Change intervention placement as necessary based on classroom performance.	Teacher, administration, and interventionists	mClass data	4 / 2 / 2015
3.	Utilize new technology resources.	Teacher, administration, and interventionists	Technology reports	4 / 2 / 2015
4.	Purchase further resources with Title I funds.	Administration	Purchase orders	4 / 2 / 2015

5.	Fund further staff development with Title I funds.	Administration	Staff development requests	4 / 2 / 2015
6.				/ /
7.				/ /

Planning	Quarter 3
Person responsible for ensuring the strategy is deployed	Teachers, administration, and interventionists
Financial Resources Needed this quarter (Include \$ figures and funding sources)	None
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	mClass training for any new staff members; technology training for staff members
Parent & Community Involvement during this quarter	Parent notices sent home relative to mClass progress.
How is technology an integral part of the strategy's deployment?	mClass assessments administered on laptops/tablets; generation of results from assessments for analysis
Persons responsible for the development of steps	Faculty and administration

Evaluation	Quarter 3
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	mClass and classroom data will be used to determine changes in the intervention classes for students.

Reflection	Quarter 3
1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	The data collected at the MOY benchmark window shows steady growth for many of our students. The school is currently using MobyMax for progress monitoring.
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. X <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. X <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 3rd Quarter Deployment Plan 2014-2015

District SMART GOAL: Equity

Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

Measurable Strategy: By June 2015, the number of office referrals will decrease by 25% compared to data collected at the beginning of the year as we implement the Leader in Me Process...

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Continue with student council leadership in the building.	Faculty and student services department	List of student council members	4 / 02 / 2015

2.	Continue Leader in Me Star Cards as individual reward.	Faculty and student services department	Leadership cards for students used in lanyards.	4 / 02 / 2015
3.	Refer to code of cooperation in each classroom.	Faculty and student services department	Posted code in each classroom	4 / 02 / 2015
4.	Leader in Me Roles	Faculty and student services department	Roles posted for students	4 / 02 / 2015
5.	Purchase Leader In Me Resources with Title I funds.	Administration	Reports relative to use of resources	4 / 02 / 2015
6.	Fund Leader In Me staff development with Title I funds	Administration	Staff development rosters	4 / 02 / 2015
7.				/ /

Planning	Quarter 3
Person responsible for ensuring the strategy is deployed	Faculty and student services department
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Funds for the printing of the Leader Cards; Title I funds may need to be used.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Further Leader in Me Reflection for Faculty
Parent & Community Involvement during this quarter	Parent notices sent home relative to leadership roles and student council
How is technology an integral part of the strategy's deployment?	Technology will be used to administer the surveys to parents during the Leadership Symposium; access to Chromebooks; URL posted on webpage under evaluation
Persons responsible for the development of steps	Faculty and administration

Evaluation	Quarter 3
-------------------	------------------

A. What data will you use to determine if the strategy was deployed with fidelity?	Leadership Roles, Code of Cooperation, Student Council Meetings, Leadership Cards
B. What data will you use to determine if the action steps impacted the measurable strategy?	

Reflection	Quarter 3
1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	The discipline data for the first two nine weeks show a decrease in office referrals.
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. X <input type="checkbox"/> NO. If no, check the appropriate action below. X <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #3 3rd Quarter Deployment Plan 2014-2015
District SMART GOAL: Communication

Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

Measurable Strategy: By June 2015, 75% of parents will be able to state the purpose of The Leader In Me and be able to identify the seven habits with asked on surveys during The Leader In Me meetings.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Invite parents to The Leader In Me Parent Night	Faculty and staff	Completed invitation	4 / 2 / 2015
2.	Administer the survey for parents measuring understanding of The Leader In Me process using K12 Insight.	Faculty and staff	Completed survey	4 / 2 / 2015
3.	Analyze data from survey	Lighthouse Team	Completed data	4 / 2 / 2015
4.	Fund additional resources for The Leader In Me process with Title I funds.	Administration	Reports relative to the use of resources	4 / 2 / 2105
5.	Fund additional staff development to support The Leader In Me process with Title I funds.	Administration	Staff development rosters	4 / 2 / 2015
6.	Partners In Print	ESL Team	Roster of attendance	4 / 2 / 2105
7.	All Pro Dads	Faculty, staff and administration	Roster of attendance	4 / 2 / 2015

Planning	Quarter 3
Person Responsible for ensuring the strategy is deployed.	BLT Members; staff members; administration
Financial Resources Needed this quarter (Include \$ figures and funding sources)	The Leader In Me Materials The Leader In Me Trainings Title I funds may be needed.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Staff Development for The Leader In Me
Parent & Community Involvement during this quarter	Parent Symposium/Nights for trainings

How is technology an integral part of the strategy's deployment?	Use Chromebooks for The Leader In Me Implementation; Survey on Google form will gather data; Analysis of data gathered; Link to survey will be posted on webpage.
Persons responsible for the development of steps	Administration; Lighthouse team members; staff

Evaluation	Quarter 3
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	Data will be collected during Leadership Symposiums.

Reflection	Quarter 3
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	<p>The data up to this point shows we are moving forward as a Leader In Me school. Increase The Leader In Me information to parents through classroom and department classroom newsletters. Additional opportunities for Leadership Symposiums.</p>
Measurable Strategy Met?	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p>X <input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p>X <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

SMART Goal #1 4th Quarter Deployment Plan 2014-2015

District SMART GOAL: Academic Excellence

Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

Measurable Strategy: By June 2015, students will increase individual critical thinking as measured by mClass growth as measured by Text Reading Comprehension.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Review MTSS progress for the year.	Staff and administration	BLT minutes	6 / 1 / 2015
2.	Research options for a true universal screener for 2015-2016.	BLT and administration	BLT minutes	6 / 1 / 2015
3.	Research options for smaller intervention groups for 2015-2016	BLT and administration	BLT minutes	6 / 1 / 2015
4.	Send student services member to visit a recommended MTSS school.	Student Services Member	Notes from visit	6 / 1 / 2015
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 4
Person responsible for ensuring the strategy is deployed	Staff and administration
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Title money for subs for school visits

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Staff to visit model MTSS schools recommended by North Carolina MTSS consultants.
Parent & Community Involvement during this quarter	Parent Symposium
How is technology an integral part of the strategy's deployment?	Technology will be used to collect research on improved MTSS processes and implementation.
Persons responsible for the development of steps	Administration

Evaluation	Quarter 4
A. What data will you use to determine if the strategy was deployed with fidelity? B. What data will you use to determine if the action steps impacted the measurable strategy?	Survey data, notes from visits, plans for 2015-2016

Reflection	Quarter 4
1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	Data shows that we need to make intervention groups smaller to increase personalization for the MTSS process. We also need a true universal screener to sort the students into intervention groups.
	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below.

Measurable Strategy Met?	<input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #2 4th Quarter Deployment Plan 2014-2015

District SMART GOAL: Equity

Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

Measurable Strategy: By June 2015, the number of office referrals will decrease by 25% compared to data collected at the beginning of the year as we implemented The Leader In Me process.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Reflect on the weaknesses of the behavior portion of the MTSS.	Staff	Meeting minutes, survey data	6 / 1 / 2015
2.	Collect examples of successful behavior interventions in model Leader In Me schools.	Staff	Notes from Leader In Me trainings	6 / 1 / 2015
3.	Plan for behavior portion of MTSS implementation.	Staff	MTSS Behavior Playbook	6 / 1 / 2105
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 4
Person responsible for ensuring the strategy is deployed	Student Services

Financial Resources Needed this quarter (Include \$ figures and funding sources)	Substitutes for school visits
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Plans for behavior staff development for 2015-2016
Parent & Community Involvement during this quarter	Parent Symposium
How is technology an integral part of the strategy's deployment?	Discipline will be tracked using PowerSchool.
Persons responsible for the development of steps	Administration

Evaluation	Quarter 4
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	Discipline data shows a drop in office referrals this year. We hope to have less office referrals next year.

Reflection	Quarter 4
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	Data shows we are making progress with discipline procedures in our school, but we need to continue to grow in this area.

Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #3 4th Quarter Deployment Plan 2014-2015

District SMART GOAL: Communication

Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

Measurable Strategy: By June 2015, 75% of parents will be able to state the purpose of the Leader In Me and be able to identify the seven habits when asked on surveys during The Leader In Me meetings.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Leadership Day for school	Staff/administration	Leadership Day Logs	6 / 1 / 2015
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 4
Person responsible for ensuring the strategy is deployed	Staff/administration

Financial Resources Needed this quarter (Include \$ figures and funding sources)	Funds for Leadership Day materials
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Staff development relative to Leadership Day
Parent & Community Involvement during this quarter	Leadership Day
How is technology an integral part of the strategy's deployment?	Technology will be used to record parents in attendance.
Persons responsible for the development of steps	Administration

Evaluation	Quarter 4
<p>A. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>B. What data will you use to determine if the action steps impacted the measurable strategy?</p>	Feedback from recommendations for improvement for next year collected.

Reflection	Quarter 4
<p>1. What does the data tell us?</p> <p>2. What cannot be gleaned from the data?</p> <p>3. What improvements have been made to this point?</p> <p>4. What are the opportunities for improvement?</p>	The data shows that we need to continue to grow parent understanding of The Leader In Me process.

Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2014-2016

LEA: Catawba County Schools

LEA Code: 180

School Name/School Code: _____ St. Stephens Elementary School _____

Requests for Waiver	
Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size

Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

Building Leadership Team Members

The following individuals constitute St. Stephens Elementary School Building Leadership Team that **collaboratively** developed the 2014-2016 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
 - Principal
 - Assistant Principal
 - Certified Staff (Instructional Personnel)
 - Certified Instructional Support Staff (i.e. media, counselor, school social worker)
 - Teacher Assistants
 - Parents
- Their respected groups elected the representatives by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.

- School Improvement Team includes representative members of the student body.
- The principal has presented the 2014-2016 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.

Voting results

- Total Eligible to Vote: __71__

(Note: Total eligible to vote = Number of certified instructional personnel + number of teacher assistants)

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Talley: Yes __52__ No __0__

Accountability Data

Year	AYP Status	EVAAS Growth Index			School Performance Grade
2013-14	Met _24_ out of _29_ target goals.	___ Exceeds Growth	__X_ Meets Growth	___ Does Not Meet Growth	
2014-15	Met _18_ out of _35_ target goals.	___ Exceeds Growth	__X_ Meets Growth	___ Does Not Meet Growth	__D__
High School Accountability Data					
Year	ACT Overall	WorkKeys	Math Rigor	Graduation Cohort Rate	
2013-14					
2014-15					

Synthesized Narrative of School

St. Stephens Elementary School, located in Conover, North Carolina has a student population of 728 students, based on the 8th month Principal's Monthly Report (PMR) for 2014-2015. In examining our school, we note the following strengths based on North Carolina Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from

Power School, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, Teacher Quality data and additional information.

Identified Strength	Supporting Evidence and Reflection	Data Source
My school has computers to help me learn	95% of the teachers and students responded on surveys.	AdvancED Survey
My school has many places where I can learn.	95% of the students responded on surveys	AdvancED Survey
Teachers care about students and they want students to do their best.	94% of the students and parents responded on surveys:	AdvancED Survey
School met growth standards.	College and Career Ready is 42.1 and Grade Level Proficiency is 30.5.	North Carolina End of Grade Test Reports 2015

Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2014-2015 and 2015-2016 school years.

Identified Weakness	Supporting Evidence	Data Source
Math proficiency/growth needs to show even more increases. We would like to see even more growth for our students.	29% to 29.3%	North Carolina End of Grade Test Reports 2015
Reading proficiency/growth needs to show even more increases. We would like to see even more growth for our students.	28.8% to 31.2%	North Carolina End of Grade Test Reports 2015

Students responded on surveys: My teacher asks my family to come to school activities.	56.5% of the students responded on surveys	AdvancED Survey

Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Donna Heavner	Principal		On File	10/28/2015
Michael Lee	Assistant Principal		On File	10/28/2015
Kathy Frye	BLT Chairperson	June 2016	On File	10/28/2015
Sue Seabock	Kindergarten	June 2018	On File	10/28/2015
Stacy Kijesky	1 st Grade Representative	June 2017	On File	10/28/2015
Katie Williams	2 nd Grade Representative	June 2016	On File	10/28/2015
Chase Ivosic	3 rd Grade Representative	June 2018	On File	10/28/2015
Debra Joines	4/5 Grade Representative	June 2018	On File	10/28/2015
Jennifer McNeely	4/5 grade Representative	June 2016	On File	10/28/2015
Rodney Pyatte	6 th grade Representative	June 2018	On File	10/28/2015
Ralph Bumgarner	Encore Representative	June 2018	On File	10/28/2015
Jennifer Jones	Media Representative	Media	On File	10/28/2015
Kathryn Pingel	Instructional Support Representative	June 2017	On File	10/28/2015
Kim Settlemyre	EC Representative	June 2018	On File	10/28/2015
Liz Jaynes	Student Services Representative	June 2016	On File	10/28/2015
Deb Waugh	Teacher Assistant	June 2017	On File	10/28/2015

Brandy Bryant	Parent	June 2017	On File	10/28/2015
Dian Rose	Parent	June 2015	On File	10/28/2015
Vicki Desir	Parent	June 2017	On File	10/28/2015
Jasmya White	Student	June 2015	On File	10/28/2015
Madilyn White	Student	June 2015	On File	10/28/2015
Elisabeth Jefferson	Student	June 2015	On File	10/28/2015
Janelly Macias	Student	June 2015	On File	10/28/2015
Parvenae Fant	Student	June 2015	On File	10/28/2015
Jazmin Zavala	Student	June 2015	On File	10/28/2015
Aaron Carver	Student	June 2015	On File	10/28/2015
Hazael Zavala	Student	June 2015	On File	10/28/2015
	Student	June 2015	One File	10/28/2015

Summarization of SMART Goals for St. Stephens Elementary School

District SMART Goal One: Academic Excellence Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

School Measurable Strategy: By June 2016, students will increase reading proficiency from 44.0% to 50% as measured by the Reading EOG.

By June 2016, students will increase math proficiency from 39% to 45% as measured by the Math EOG.

District SMART Goal Two: Equity Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

School Measurable Strategy: By June 2016, students will increase the percentage of responses to the following survey question from 56.5% to 70%.

My teacher asks my family to come to school activities.

District SMART Goal Three: Communication Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

School Measurable Strategy: By June 2016, 75% of parents will be able to state the purpose of The Leader In Me process and be able to identify the 7 Habits of Highly Successful people.

SMART Goal #1 1st Quarter Deployment Plan 2015-2016

District SMART GOAL: Academic Excellence: By June 2016, students will increase reading proficiency from 44.0% to 50% as measured by the Reading EOG.

By June 2016, students will increase math proficiency from 39% to 45% as measured by the Math EOG.

Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

Measurable Strategy: We will implement a Multi-Tiered System of Support for reading and math for all students.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Prepare for universal screening using mClass and MAP.	Administration and staff	Rosters from planning sessions	10 / 26 / 2015
2.	Universally screen students	Administration and staff	Data	10 / 26 / 2015
3.	Enter screening data into Rank In Order	Administration and staff	Rank In Order	10 / 26 / 2015
4.	Use Rank In Order to diagnose reading and math strengths and weaknesses.	Administration and staff	Roster from planning sessions each week	10 / 26 / 2015
5.	Identify teachers for intervention groups.	Administration and staff	Roster from planning session each week	10 / 26 / 2015
6.	Notify parents of Tier process.	Administration and staff	Parent letters signed	10 / 26 / 2015
7.	Begin grade level interventions.	Administration and staff	Roster from planning session each week	10 / 26 / 2015

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	Administration and MTSS chair
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Title I funds to pay for interventionist/personnel, universal screener (MAP), research-based intervention programs, staff development and intervention materials for MTSS.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Weekly MTSS training sessions with team
Parent & Community Involvement during this quarter	Parent notification of tier process
How is technology an integral part of the strategy's deployment?	Technology will be used to administer the universal screeners, progress monitor, and organize the Rank In Order.
Persons responsible for the development of steps	Administration and staff

Evaluation	Quarter 1
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>Universal screener/progress monitoring data</p> <p>Rank In Order</p> <p>Successful implementation of grade level intervention time</p>

Reflection	Quarter 1
-------------------	------------------

5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	Data will be collected at the MOY universal screener. We will also progress monitor all students during grade level intervention times. We will meet weekly during MTSS meetings to discuss progress toward this goal. We will implement a school-wide intervention time 2 nd nine weeks.
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. X <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 1st Quarter Deployment Plan 2015-2016

District SMART GOAL: Equity By June 2016, we will increase the number of students with the perception that the teacher asks the families to come to school activities to 70% as measured by student surveys.

Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

Measurable Strategy: Implementation of Learning Is Fun Together (LIFT) Nights/Book Fairs/Parent Symposiums/International Day

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Plan the dates of parent/family events for the year	Administration and staff	Meeting roster/agendas	10 / 26 / 2015
2.	Meet in planning groups to discuss themes, activities, presentations	Administration and staff	Meeting roster/agendas	10 / 26 / 2015
3.	Assign roles to participants	Administration and staff	Role sheets	10 / 26 / 2015

4.	Implement the night/event	Administration and staff	Pictures and emails from parents	10 / 26 / 2015
5.	Survey parents for feedback	Administration and staff	Survey results	10 / 26 / 2015
6.				/ /
7.				/ /

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	Administration and staff
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Title I money will be used to purchase more technology to assist with electronic surveys, parent materials to support reading instruction, substitutes to provide planning time.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	Parents will be invited to the school at lease monthly to increase parents' opportunities to participate.
How is technology an integral part of the strategy's deployment?	Technology will be used to register parents for events and also track data relative to the impact of events.
Persons responsible for the development of steps	Administration and staff

Evaluation	Quarter 1
C. What data will you use to determine if the strategy was deployed with fidelity?	Attendance rosters Parent surveys

D. What data will you use to determine if the action steps impacted the measurable strategy?	
----------------------------------------------------------------------------------------------	--

Reflection	Quarter 1
5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	<p>The data shows we had over 300 family members participate in our Book Fair night and our Learning is Fun Together events during the first 9 weeks. Parents are participating in planned events.</p> <p>We will meet monthly to discuss strategies to make our parent nights even better.</p>
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #3 1st Quarter Deployment Plan 2015-2016

District SMART GOAL: Communication By June 2016, we will increase the number of parents who will be able to state the purpose of The Leader In Me process and be able to identify the 7 Habits of Highly Effective people to 75% as measure by parent surveys.

Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

Measurable Strategy: Implementation of Parent Symposiums/ Leadership Day/ Partners In Print

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Plan the dates of parent/family events for the year	Administration and staff	Meeting roster/agendas	10 / 26 / 2015
2.	Meet in planning groups to discuss themes, activities, presentations	Administration and staff	Meeting roster/agendas	10 / 26 / 2015
3.	Assign roles to participants	Administration and staff	Role sheets	10 / 26 / 2015
4.	Implement the night/event	Administration and staff	Pictures and emails from parents	10 / 26 / 2015
5.	Survey parents for feedback	Administration and staff	Survey results	10 / 26 / 2015
6.				/ /
7.				/ /

Planning	Quarter 1
Person responsible for ensuring the strategy is deployed	Administration and staff

Financial Resources Needed this quarter (Include \$ figures and funding sources)	Title I money will be used to purchase more technology to assist with electronic surveys, parent materials to support reading instruction, substitutes to provide planning time.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	Parents will be invited to the school at least monthly to increase parents' opportunities to participate.
How is technology an integral part of the strategy's deployment?	Technology will be used to register parents for events and also track data relative to the impact of events.
Persons responsible for the development of steps	Administration and staff

Evaluation	Quarter 1
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>Attendance rosters</p> <p>Parent surveys</p>

Reflection	Quarter 1
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p> <p>7. What improvements have been made to this point?</p>	<p>The data shows we had over 60 family members participated in our Partners In Print meetings during the first 9 weeks.</p> <p>Parents are participating in planned events.</p> <p>We will meet monthly to discuss strategies to make our parent nights even better.</p>

8. What are the opportunities for improvement?	
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #1 2nd Quarter Deployment Plan 2015-2016

District SMART GOAL: Academic Excellence By June 2016, students will increase reading proficiency from 44.0% to 50% as measured by the Reading EOG.

By June 2016, students will increase math proficiency from 39% to 45% as measured by the Math EOG.

Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

Measurable Strategy: We will implement a Multi-Tiered System of Support for reading and math for all students.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Use Rank In Order to identify Tier 3 students	Administration and staff	Rank In Order	1 / 15 / 2016
2.	Use Rank In Order to identify Tier 2 students	Administration and staff	Rank In Order	1 / 15 / 2016
3.	Use Rank In Order to identify Tier 1 students	Administration and staff	Rank In Order	1 / 15 / 2016
4.	Identify those teachers teaching remedial and enrichment interventions	Administration and staff	Teacher surveys; Weekly MTSS planning logs	1 / 15 / 2016
5.	Plan for research based interventions for Tier 3	Administration and staff	Weekly MTSS planning logs	1 / 15 / 2016
6.	Purchase materials for interventions	Administration and staff	Purchase orders	1 / 15 / 2016
7.	Implement school-wide interventions	Administration and staff	Weekly MTSS planning logs	1 / 15 / 2016

Planning	Quarter 2
----------	-----------

Person responsible for ensuring the strategy is deployed	Administration and staff
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Title I funds to pay for interventionist/personnel, universal screener (MAP), research-based intervention programs, staff development and intervention materials for MTSS.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	Weekly MTSS training sessions with team
Parent & Community Involvement during this quarter	Parent notification of tier process
How is technology an integral part of the strategy's deployment?	Technology will be used to administer the universal screeners, progress monitor, and organize the Rank In Order.
Persons responsible for the development of steps	Administration and staff

Evaluation	Quarter 2
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>Universal screener/progress monitoring data Rank In Order Successful implementation of grade level intervention time.</p> <p>We will universally screen during the 3rd nine weeks to diagnose with a revised Rank In Order.</p>

Reflection	Quarter 2
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p>	

7. What improvements have been made to this point?	
8. What are the opportunities for improvement?	
Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

SMART Goal #2 2nd Quarter Deployment Plan 2015-2016

District SMART GOAL: Equity By June 2016, we will increase the number of students with the perception that the teacher asks the families to come to school activities to 70% as measured by student surveys.

Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

Measurable Strategy: Implementation of Learning Is Fun Together (LIFT) Nights/Book Fairs/Parent Symposiums/International Day.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Plan the dates of parent/family events for the year	Administration and staff	Meeting roster/agendas	1 / 15 / 2016
2.	Meet in planning groups to discuss themes, activities, presentations	Administration and staff	Meeting roster/agendas	1/ 15 / 2016
3.	Assign roles to participants	Administration and staff	Role sheets	1 / 15 / 2016
4.	Implement the night/event	Administration and staff	Pictures and emails from parents	1 / 15/ 2016
5.	Survey parents for feedback	Administration and staff	Survey results	1 / 15 / 2016
6.				/ /

7.				/	/
-----------	--	--	--	---	---

Planning	Quarter 2
Person responsible for ensuring the strategy is deployed	Administration and staff
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Title I money will be used to purchase more technology to assist with electronic surveys, parent materials to support reading instruction, substitutes to provide planning time.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	Parents will be invited to the school at lease monthly to increase parents' opportunities to participate.
How is technology an integral part of the strategy's deployment?	Technology will be used to register parents for events and also track data relative to the impact of events.
Persons responsible for the development of steps	Administration and staff

Evaluation	Quarter 2
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>Attendance rosters</p> <p>Parent surveys</p>

Reflection	Quarter 2
-------------------	------------------

<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p> <p>7. What improvements have been made to this point?</p> <p>8. What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

SMART Goal #3 2nd Quarter Deployment Plan 2015-2016

District SMART GOAL: Communication By June 2016, we will increase the number of parents who will be able to state the purpose of The Leader In Me process and be able to identify the 7 Habits of Highly Effective people to 75% as measure by parent surveys.

Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

Measurable Strategy: Implementation of Parent Symposiums/ Leadership Day/ Partners In Print.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.	Plan the dates of parent/family events for the year	Administration and staff	Meeting roster/agendas	10 / 26 / 2015
2.	Meet in planning groups to discuss themes, activities, presentations	Administration and staff	Meeting roster/agendas	10 / 26 / 2015
3.	Assign roles to participants	Administration and staff	Role sheets	10 / 26 / 2015
4.	Implement the night/event	Administration and staff	Pictures and emails from parents	10 / 26 / 2015
5.	Survey parents for feedback	Administration and staff	Survey results	10 / 26 / 2015
6.				/ /
7.				/ /

Planning	Quarter 2
----------	-----------

Person responsible for ensuring the strategy is deployed	Administration and staff
Financial Resources Needed this quarter (Include \$ figures and funding sources)	Title I money will be used to purchase more technology to assist with electronic surveys, parent materials to support reading instruction, substitutes to provide planning time.
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	Parents will be invited to the school at least monthly to increase parents' opportunities to participate.
How is technology an integral part of the strategy's deployment?	Technology will be used to register parents for events and also track data relative to the impact of events.
Persons responsible for the development of steps	Administration and staff

Evaluation	Quarter 2
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	<p>Attendance rosters</p> <p>Parent surveys</p>

Reflection	Quarter 2
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p>	

<p>7. What improvements have been made to this point?</p> <p>8. What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

SMART Goal #1 3rd Quarter Deployment Plan 2015-2016

District SMART GOAL: Academic Excellence By June 2016, students will increase reading proficiency from 44.0% to 50% as measured by the Reading EOG.

By June 2016, students will increase math proficiency from 39% to 45% as measured by the Math EOG.

Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

Measurable Strategy: We will implement a Multi-Tiered System of Support for reading and math for all students. .

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 3
Person responsible for ensuring the strategy is deployed	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 3
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 3
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p> <p>7. What improvements have been made to this point?</p> <p>8. What are the opportunities for improvement?</p>	
	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p>

Measurable Strategy Met?	<input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #2 3rd Quarter Deployment Plan 2015-2016

District SMART GOAL: Equity By June 2016, we will increase the number of students with the perception that the teacher asks the families to come to school activities to 70% as measured by student surveys.

Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

Measurable Strategy: Implementation of Learning Is Fun Together (LIFT) Nights/Book Fairs/Parent Symposiums/International Day.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 3
Person responsible for ensuring the strategy is deployed	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 3
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 3
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p> <p>7. What improvements have been made to this point?</p> <p>8. What are the opportunities for improvement?</p>	
	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p>

Measurable Strategy Met?	<input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #3 3rd Quarter Deployment Plan 2015-2016

District SMART GOAL: Communication By June 2016, we will increase the number of parents who will be able to state the purpose of The Leader In Me process and be able to identify the 7 Habits of Highly Effective people to 75% as measure by parent surveys.

Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.

Measurable Strategy: Implementation of Parent Symposiums/ Leadership Day/ Partners In Print.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 3
Person Responsible for ensuring the strategy is deployed.	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 3
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 3
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p> <p>7. What improvements have been made to this point?</p> <p>8. What are the opportunities for improvement?</p>	
	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p>

Measurable Strategy Met?	<input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #1 4th Quarter Deployment Plan 2015-2016

District SMART GOAL: Academic Excellence By June 2016, students will increase reading proficiency from 44.0% to 50% as measured by the Reading EOG.

By June 2016, students will increase math proficiency from 39% to 45% as measured by the Math EOG.

Catawba County Schools will strive for a 100% Graduation Rate through increased academic excellence and rigor.

Measurable Strategy: We will implement a Multi-Tiered System of Support for reading and math for all students. .

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 4
Person responsible for ensuring the strategy is deployed	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	

Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 4
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 4
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p> <p>7. What improvements have been made to this point?</p> <p>8. What are the opportunities for improvement?</p>	
	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below.

Measurable Strategy Met?	<input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #2 4th Quarter Deployment Plan 2015-2016

District SMART GOAL: Equity By June 2016, we will increase the number of students with the perception that the teacher asks the families to come to school activities to 70% as measured by student surveys.

Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.

Measurable Strategy: Implementation of Learning Is Fun Together (LIFT) Nights/Book Fairs/Parent Symposiums/International Day.

Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Planning	Quarter 4
Person responsible for ensuring the strategy is deployed	

Financial Resources Needed this quarter (Include \$ figures and funding sources)	
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 4
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 4
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p> <p>7. What improvements have been made to this point?</p> <p>8. What are the opportunities for improvement?</p>	

Measurable Strategy Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SMART Goal #3 4th Quarter Deployment Plan 2015-2016				
District SMART GOAL: Communication By June 2016, we will increase the number of parents who will be able to state the purpose of The Leader In Me process and be able to identify the 7 Habits of Highly Effective people to 75% as measure by parent surveys.				
Catawba County Schools will improve communication between central services and schools, between schools and the families they serve, and between schools and the community.				
Measurable Strategy: Implementation of Parent Symposiums/ Leadership Day/ Partners In Print.				
Steps	Action Steps	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /
Planning		Quarter 4		

Person responsible for ensuring the strategy is deployed	
Financial Resources Needed this quarter (Include \$ figures and funding sources)	
Professional Development required during this quarter (Indicate title, audience, # of training hours, and HQ status)	
Parent & Community Involvement during this quarter	
How is technology an integral part of the strategy's deployment?	
Persons responsible for the development of steps	

Evaluation	Quarter 4
<p>C. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>D. What data will you use to determine if the action steps impacted the measurable strategy?</p>	

Reflection	Quarter 4
<p>5. What does the data tell us?</p> <p>6. What cannot be gleaned from the data?</p>	

<p>7. What improvements have been made to this point?</p> <p>8. What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

Appendix

Frequently Used Educational Acronyms

ACT	National Standardized Test Used by Colleges and Universities as Part of the Application Process
ADA-	Americans with Disabilities Act
AESOP-	Substitute Management System
AIG-	Academically/Intellectually Gifted
AP-	Assistant Principal
AP-	Advanced Placement
AR-	Accelerated Reader
ASCA-	American School Counselors' Association
AUP-	Acceptable Use Policy

AMO-	Annual Measurable Objectives
BIP-	Behavior Intervention Plan
BLT-	Building Leadership Team
BOE-	Board of Education
BT-	Beginning Teacher
BTI-	Beginning Teacher Induction
CCP-	College and Career Promise
CCR-	College Career Ready
CCS-	Catawba County Schools
CDC-	Career Development Coordinator
CDSA-	Children's Developmental Services Agency
CECAS-	Comprehensive Exceptional Children Accountability System
CEU-	Continuing Education Credit
CFNC-	College Foundation of North Carolina
CGR-	Cohort Graduation Rate
COMPASS-	Children Overcoming Monumental Personal and Academic Stressors for Success
CTE-	Career and Technical Education
CVCC-	Catawba Valley Community College
DLT-	District Leadership Team
DOP-	Dropout Prevention
DPI-	Department of Public Instruction
DSS-	Department of Social Services
EAP-	Employee Assistance Program
ED-	Economically Disadvantaged
EEO/AA-	Equal Employment Opportunity/Affirmative Action
ELL-	English Language Learner
EOC-	End-of-Course Test (9-12)
EOG-	End-of-Grade Test (3-8)
ERATE-	Federal Program for Technology Connectivity Reimbursement
E.S.T.E.E.M.-	Empowering Students Through Education, Employment, and Mentorships

ESL-	English as a Second Language
EVAAS-	Educational Value-Added Assessment System
FAPE-	Free and Appropriate Public Education
FERPA-	Family Education Rights and Privacy Act
FMLA-	Family Medical Leave Act
FRL-	Free and Reduced Lunch
FY-	Fiscal Year
GED-	General Educational Development Program
GLP-	Grade Level Proficiency
HQ-	Highly Qualified
HRMS-	Human Resource Management System
IDEA-	Individuals with Disabilities Education Act
IEP-	Individual Education Plan
MCD-	Minimum Credit Diploma
MTSS-	Multi Tiered System of Support
NAEP-	National Assessment of Educational Progress
NASW-	National Academy of Social Workers
NBCT-	National Board Certified Teacher
NBPTS-	National Board for Professional Teaching Standards
NCE-	Normal Curve Equivalency
NCFE-	North Carolina Final Exams
NCHSAA-	North Carolina High School Athletic Association
NCLB-	No Child Left Behind
NCTEP-	North Carolina Teacher Evaluation Program
NCSIP-	North Carolina State Improvement Project
NCVPS-	North Carolina Virtual Public School
NOM-	National Origin Minority
OCR-	Office of Civil Rights
PAT-	Parent as Teachers
PBIS-	Positive Behavior Intervention Support
PD-	Professional Development

PDP	Professional Development Plan
PEP-	Personalized Educational Plan
PIO-	Public Information Officer
PLC-	Professional Learning Communities
PSAT-	Pre-Scholastic Assessment Test
RALC-	Regional Alternative Licensing Center
RC-	Reading Counts
RESA-	Regional Educational Service Alliance
RSS-	"Really Simple Syndication" used to subscribe to information through the internet
RTA-	Read to Achieve
RTI-	Responsiveness to Instruction
SADFSCA-	Safe and Drug-Free Schools Communities Act
SAT-	Scholastic Aptitude Test
SCOS-	Standard Course of Study
SD-	Staff Development
SD-9A-	Prior Approval Form for Staff Development (aka: the pink sheet)
SEA-	State Education Agency
SIP-	School Improvement Plan
SST-	Student Success Team
SLD-	Specific Learning Disabled
SLMC-	School Library Media Center
SPC-	Special Populations Coordinator
SPG-	School Performance Grade
SRO-	School Resource Officer
SWD-	Student with Disabilities
TA-	Teacher Assistant
TAAC	Teacher Assistants' Advisory Council
TAC	Teacher's Advisory Council
VOCATS-	Vocational Competency Achievement Tracking System
WorkKeys	Career Readiness Instrument

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the **School Info Mission Vision tab**, and if the formulas remain in place, the **District Name, School Name, School Code, and School Year** will populate to all the following tabs.

On the **Goals tab**, each goal entered will populate to its corresponding tab.

To save the **Excel file as a PDF**, select **File, Save As**, and select **PDF** under **Save as Type**.

To save the entire Workbook as a PDF, use the **Options** button to select **Publish What > Entire Workbook**.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Catawba County Schools	St. Stephens Elementary School	180372	2015-2016
Principal Name (or Designee)	Dr. Donna Heavner	Principal Name (or Designee) Email	Donna_Heavner@catawbасchools.net
School Mission	Teach, Learn, and Lead for the Future		
School Vision	We lead 24/7/365. <u>24 hours</u> a day we believe we can. <u>7 days</u> a week we practice the 7 Habits. <u>365 days</u> a year we inspire others. As a result, we achieve greatness.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p>Every summer a Data Team meets to analyze data from a variety of sources. The data includes North Carolina accountability testing data, No Child Left Behind Annual Measurable Objective (AMO) data, Teacher Working Conditions Surveys, Catawba County Surveys, attendance data (97%), demographic data (66% Hispanic), EVAAS data, discipline data from the North Carolina Crime and Violence Report, Teacher Quality data, free and reduced lunch rate (86% free and reduced lunch), ESL data, AdvancED Survey data, and additional information. This year the Data Team found three strengths. On the AdvancED Survey data the team found that 95% of teachers and students believe the following survey question: <i>My school has computers to help me learn.</i> On the AdvancED Survey data the team found that 94% of the students and parents responded positively to the following survey question: <i>Teachers care about students and they want students to do their best.</i> The team found on NC EOG data that the school met growth standards for the state. This year the Data Team found weaknesses as well. The team saw weaknesses in reading, math, and science proficiencies. We need even more growth in reading, math, and science for our students. We also found a weakness in a Catawba County survey question. 56% of students responded positively on the following local survey question: <i>My teacher asks my family to come to school activities.</i> We understand the importance of parent support for the growth of our students, and we want this percentage of parent participation to increase. Our North Carolina accountability testing data also shows a significant decrease in proficiency when students switch to the next grade levels. The Building Leadership Team decided to use a modified looping schedule to provide more consistency between grade levels and curriculum mapping to create vertical alignment.</p>			

READING	All	AMIN	ASIA	BLCK	HISP	MULT	WHITE
Part Den	395	<5	20	53	170	23	128
Part Pct	>95	*	*	>95	>95	*	>95
Part Status	MET	INSUF	INSUF	MET	MET	INSUF	MET
Prof Den	375	<5	20	50	162	21	121
Prof Pct	31.5	*	*	16	21	*	51.2
Goal Pct	55.1	43.2	69.3	40.4	43	56.5	65.2
Prof Status	NOT MET	INSUF	INSUF	NOT MET	NOT MET	INSUF	NOT MET

MATH	All	AMIN	ASIA	BLCK	HISP	MULT	WHITE
Part Den	395	<5	20	53	170	23	128
Part Pct	>95	*	*	>95	>95	*	>95
Part Status	MET	INSUF	INSUF	MET	MET	INSUF	MET
Prof Den	375	<5	20	50	162	21	121
Prof Pct	29.1	*	*	18	22.8	*	39.7
Goal Pct	53.9	41.6	77	37.8	46.1	53.6	63
Prof Status	NOT MET	INSUF	INSUF	NOT MET	NOT MET	INSUF	NOT MET

SCIENCE	All	AMIN	ASIA	BLCK	HISP	MULT	WHITE
Part Den	89	<5	<5	11	45	5	24
Part Pct	>95	*	*	*	>95	*	*
Part Status	MET	INSUF	INSUF	INSUF	MET	INSUF	INSUF
Prof Den	87	<5	<5	11	44	<5	24
Prof Pct	34.5	*	*	*	27.3	*	*
Goal Pct	61.8	51.9	76.5	46	51.7	63.3	71.7
Prof Status	NOT MET	INSUF	INSUF	INSUF	NOT MET	INSUF	INSUF

ATTENDANCE	ALL
ATT PCT	>95
STATUS	MET

PERFORMANCE COMPOSITE GLP	ALL	FEM	MALE	AMIN	ASIA
All SUBJECTS	41.6	40.1	43.1	*	56.8
EOG	41.6	40.1	43.1	*	56.8
EOG GRADE 3	46.4	44.1	48.4	*	50
EOG GRADE 4	40	36	43	*	33.3
EOG GRADE 5	38.6	38.2	39	*	58.3
EOG GRADE 6	42	42.2	41.9	*	83.3
READING	43.3	43.3	43.6	*	60
READING GRADE 3	45.5	47.1	44.3	*	*
READING GRADE 4	37	34.9	38.6	*	33.3
READING GRADE 5	40.4	39.6	41.5	*	*
READING GRADE 6	50	49	51.2	*	83.3
MATH	38.5	35.2	41.6	*	55
MATH GRADE 3	47.3	41.2	52.5	*	*
MATH GRADE 4	43	37.2	47.4	*	33.3
MATH GRADE 5	27	27.1	26.8	*	*

MATH GRADE 6	34	35.3	32.6	*	83.3
SCIENCE	48.3	47.9	48.8	*	*
SCIENCE GRADE 5	48.3	47.9	48.8	*	*

OFFICE DISCIPLINE REFERRALS

2014-2015	2015-2016
451	72 TO DATE

TARDIES

2013-2014	2014-2015	2015-2016
4634	4401	1076 TO DATE

READ TO ACHIEVE DATA

	2014-2015
NOT PROFICIENT AT THE END OF 3RD GRADE	23
NOT PROFICIENT AT THE END OF 4TH GRADE	10

TREND EOG DATA

	2013	2014	2015
PERFORMANCE COMPOSITE	28.8	40.9	41.3
READING	27.8	41.5	44
MATH	32.4	37.7	39
SCIENCE	18.9	52.2	47.7

NC FINAL EXAM DATA

	SCHOOL 2015	COUNTY 2015
6TH GRADE SCIENCE	19.6	20.3
6TH GRADE SOCIAL STUDIES	24.4	24.2

EDS	LEP	SWD	AIG
328	85	41	16
>95	>95	>95	*
MET	MET	MET	INSUF
312	81	37	16
30.1	<5	10.8	*
42.9	27.6	30.3	92.5
NOT MET	NOT MET	NOT MET	INSUF

EDS	LEP	SWD	AIG
328	85	41	16
>95	>95	>95	*
MET	MET	MET	INSUF
312	81	37	16
27.6	<5	<5	*
42.1	34	30	93.3
NOT MET	NOT MET	NOT MET	INSUF

EDS	LEP	SWD	AIG
72	23	7	5
>95	*	*	*
MET	INSUF	INSUF	INSUF
70	23	7	5
30	*	*	*
50	33.2	36.4	94.4
NOT MET	INSUF	INSUF	INSUF

BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
22.2	33.8	45.1	57.9	38	18.1	15.7	94.6
22.2	33.8	45.1	57.9	38	18.1	15.7	94.6
20.6	47.9	20	59	42.8	36.7	15	*
40	26.7	50	55.9	38.2	7.1	16.7	87.5
9.1	30.4	66.7	58.3	32.9	14.5	19	>95
26.7	30	33.3	58.1	39.2	<5	12.5	91.7
28.3	31.2	43.5	63.3	39.3	14.1	19.5	93.8
23.5	46.8	20	56.4	41.2	30	20	*
40	20.9	42.9	55.9	35.3	<5	8.3	*
9.1	26.7	80	66.7	34.7	13	28.6	>95
40	28.6	33.3	77.4	45.9	<5	25	>95
18.9	34.1	39.1	50	36	20	9.8	93.8
17.6	48.9	20	61.5	44.3	43.3	10	*
40	32.6	57.1	55.9	41.2	14.3	25	*
9.1	22.2	40	37.5	22.2	<5	<5	>95

13.3	31.4	33.3	38.7	32.4	<5	<5	83.3
9.1	42.2	80	70.8	41.7	26.1	28.6	>95
9.1	42.2	80	70.8	41.7	26.1	28.6	>95

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Catawba County Schools	St. Stephens Elementary School	180372	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Academic Excellence Goal: By June 2016, students will increase reading proficiency from 44.0% to 50% as measured by the NC Reading EOG.</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal 1: Academic Excellence-Catawba County Schools will strive for 100% Graduation Rate through academic excellence and rigor.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Fully Implemented	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Academic Excellence Goal: By June 2016, students will increase math proficiency from 39% to 45% as measured by the NC Math EOG</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal 1: Academic Excellence-Catawba County Schools will strive for 100% Graduation Rate through academic excellence and rigor.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Fully Implemented	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Academic Excellence Goal: By June 2016, students will increase science proficiency from 47.7% to 55% as measured by the NC Science EOG for 5th grade.</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal 1: Academic Excellence-Catawba County Schools will strive for 100% Graduation Rate through academic excellence and rigor.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Fully Implemented	
	<i>Equity Goal: By June 2016, students will increase the percentage of responses to the following survey question from 56.5% to 70%: My teacher asks my family to come to</i>		

School Plan for Improvement

GOAL #4 (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Goal 2: Equity-Catawba County Schools will focus on creating a culture and climate where diversity is celebrated and becomes an integral part of the teaching and learning process.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Fully Implemented
GOAL #5 (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Communication: By June 2016, 75% of parents will be able to state the purpose of The Leader In Me process and be able to identify the 7 Habits of Highly Effective People.</i>	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Goal 3: Communication-Catawba County School will improved communication between central services and schools, and the families they serve, and between schools and community.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Fully Implemented

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Catawba County Schools	St. Stephens Elementary School	180372	2015-2016
GOAL #1:	<i>Academic Excellence Goal: By June 2016, students will increase reading proficiency from 44.0% to 50% as measured by the NC Reading EOG.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>We will implement a Multi-Tiered System of Support with a universal screener, interventions (remedial and enrichment), and progress monitoring for all students.</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We universally screen all students in reading. We will then rank and sort the students by individual needs. The students will receive 200 minutes of intervention in Tier 2 and 320 minutes of intervention in Tier 3. Those student needing enrichment may receive enrichments in STEM activities, dance, foreign languages, journalism, technology, etc.</i>		
	Evidence: (Identify documents and artifacts)	We have data from the universal screeners, the rank in order, and progress monitoring. We will universally screen three times this year.	
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School	
	Timeline:	We will diagnose with a universal screener in September, January, and May.	
	Budget Amount: (if applicable)	\$250,000	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Remedial Interventions include, but are not limited to, Sonday, Language!, Letterland Strategies, Fountas and Pinnell Strategies, Florida Center for Reading Research (FCRR), Ortin-Gillingham, Augustine Reading Tutors, and LindaMood Bell Processes.</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>The Rank in Order diagnosis will allow for a very targeted intervention system for our students. With mClass data, Measures of Academic Progress data, and teacher knowledge of the students we will use as many interventions as needed to ensure growth.</i>		
	Evidence: (Identify documents and artifacts)	Program staff development logs, progress monitoring	
	Person(s) Responsible:	Administration and staff of the St. Stephens Elementary School	
	Timeline:	We will rank in order the students with each universal screener.	
	Budget Amount: (if applicable)	\$250,000	Budget Source: (if applicable)

School Plan for Improvement

Strategy #3: Describe the strategy that will support this goal	<i>We will implement a 2:1 technology ratio for our students K-4. Grades 5 and 6 will be 1:1. We will purchase Chromebooks and Samsung tables to ensure technology access to programs and processes to enhance reading.</i>			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We purchased Learning A to Z, MobyMax, Readn Quiz, BrainPop, and PebbleGo to use in the core classroom and during interventions. We will also schedule Technology Tuesdays as staff development so teachers will gain skills to use technology effectively in the classroom.</i>			
	Evidence: (Identify documents and artifacts)	Purchase orders to purchase technology and/or programs. Classroom usage reports within each program. Technology Tuesday staff development rosters.		
	Person(s) Responsible:	Administration and staff of the St. Stephens Elementary School		
	Timeline:	We will roll out 1:1 Chromebooks in grades 5 and 6 and roll out 2:1 Samsung tablet in grades K and 1. All other grade levels will be 2:1.		
	Budget Amount: (if applicable)	\$25,000	Budget Source: (if applicable)	Title I
Strategy #4 Describe the strategy that will support this goal	<i>We will implement a modified looping schedule for K/1, 2/3, and 4/5 grade levels.</i>			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers in each of the grade levels will incorporate a modified looping schedule where they will share students in two grade levels for two years. We hope this will decrease the time it takes for teachers to diagnose the students each year since teachers will teach them two years in a row for a content area.</i>			
	Evidence: (Identify documents and artifacts)	We have data from the universal screeners, the rank in order, and progress monitoring. We will universally screen three times this year. Classroom usage reports within each program.		
	Person(s) Responsible:	Administration and staff of the St. Stephens Elementary School		
	Timeline:	Roll out for 2/3 and 4/5 began in September and roll out for K/1 will begin in November 2015.		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #5 Describe the strategy that will support this goal	<i>We will implement a 6th Grade Academy.</i>			

School Plan for Improvement

Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Sixth grade teachers will implement a 6th Grade Academy to increase acadmic and behavioral expectations for all 6th graders. The 6th Grade Academy will function as a middle school team on an elementary school campus. The 6th Grade Academy will use middle school best practices to increase rigor and relevance.			
	Evidence: (Identify documents and artifacts)	We have data from the universal screeners, the rank in order, and progress monitoring. We will universally screen three times this year. Classroom usage reports within each program.		
	Person(s) Responsible:	Administration and staff of the St. Stephens Elementary School		
	Timeline:	Roll out for 6th Grade Academy in August 2015		
	Budget Amount: (if applicable)	\$200	Budget Source: (if applicable)	School funds

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Catawba County Schools	St. Stephens Elementary School	180372	2015-2016
GOAL #2:	<i>Academic Excellence Goal: By June 2016, students will increase math proficiency from 39% to 45% as measured by the NC Math EOG</i>		
Strategy #1: Describe the strategy that will support this goal	<i>We will implement a Multi-Tiered System of Support with a universal screener, interventions (remedial and enrichment), and progress monitoring for all students.</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We universally screen all students in math using the Measure of Academic Progress (MAP). We will rank and sort the students by individual needs. The students will receive 200 minutes of intervention in Tier 2 and 320 minutes of intervention in Tier 3. Those students needing enrichment may receive enrichments in STEM activities, dance, foreign languages, journalism, technology, etc.</i>		
	Evidence: (Identify documents and artifacts)	We have data from the universal screener, the rank in order, and progress monitoring. We will universally screen in math three times this year.	
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School	
	Timeline:	We will diagnose with a universal screener in September, January, and May	
	Budget Amount: (if applicable)	\$250,000	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Remedial Interventions include, but are not limited to, Transitional Math, Moby Max, and Saxon strategies.</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>The Rank in Order diagnosis will allow for a very targeted intervention system for our students. With MAP data and teacher knowledge of the students we will use as many interventions as needed to ensure growth.</i>		
	Evidence: (Identify documents and artifacts)	Program staff development logs, progress monitoring data	
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School	
	Timeline:	We will rank and order the students with each universal screener.	
	Budget Amount: (if applicable)	\$250,000	Budget Source: (if applicable)

School Plan for Improvement

Strategy #3: Describe the strategy that will support this goal	<i>We will implement a 2:1 technology ratio for our students K-4. Grades 5 and 6 will be 1:1. We will purchase Chromebooks and Samsung tablets to ensure technology access to programs and processes to enhance math.</i>			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We will purchase MobyMax and IXL math for classroom and intervention usage. We will also schedule Technology Tuesdays as staff development so teachers will gain skills to use technology effectively in the classroom.</i>			
	Evidence: (Identify documents and artifacts)	We have data from the universal screeners, the rank in order, and progress monitoring. We will universally screen three times this year. Classroom usage reports within each program. Technology Tuesday staff development logs.		
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School		
	Timeline:	We will roll out 1:1 Chromebooks in grades 5 and 6 and roll out 2:1 Samsung tablets in grades K and 1. All other grade levels will be 2:1.		
	Budget Amount: (if applicable)	\$50,000	Budget Source: (if applicable)	Title I/Local funds
Strategy #4: Describe the strategy that will support this goal	<i>We will implement a modified looping schedule for K/1, 2/3, and 4/5 grade levels.</i>			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers in each of the grade levels will incorporate modified looping schedule where they will share students in two grade levels for two years. We hope this will decrease the time it takes for teachers to diagnose the students each year since teachers will teach them for two years in a row.</i>			
	Evidence: (Identify documents and artifacts)	Modified looping schedules, universal screeners, progress monitoring, teacher generated data.		
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School		
	Timeline:	Roll out for 2,3, and 4,5 began in September and roll out for K,1 will begin in November 2015.		
	Budget Amount: (if applicable)	\$0	Budget Source: (if applicable)	0
Strategy #5: Describe the strategy that will support this goal	<i>We will implement a 6th Grade Academy.</i>			

School Plan for Improvement

Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Sixth grade teachers will implement a 6th Grade Academy to increase academic and behavioral expectations for all 6th graders. The 6th Grade Academy will function as a middle school team on an elementary school campus. The 6th Grade Academy will use middle school best practices to increase rigor and relevance.			
	Evidence: (Identify documents and artifacts)	6th Grade Academy schedule, progress monitoring, universal screener data		
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School		
	Timeline:	Roll out for 6th Grade Academy in August 2015		
	Budget Amount: (if applicable)	\$200	Budget Source: (if applicable)	School funds

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Catawba County Schools	St. Stephens Elementary School	180372	2015-2016
GOAL #3:	<i>Academic Excellence Goal: By June 2016, students will increase science proficiency from 47.7% to 55% as measured by the NC Science EOG for 5th grade.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>We will implement a Multi-Tiered System of Support with a universal screener, interventions (remedial and enrichment), and progress monitoring for all students.</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We will universally screen all students in reading and math. We will then rank and order the students by individual needs. The students will receive 200 minutes of intervention in Tier 2 and 320 minutes in Tier 3. Those students needing science enrichment may receive STEM activities.</i>		
	Evidence: (Identify documents and artifacts)	Universal screener data, rank in order data, and intervention logs	
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School	
	Timeline:	We will diagnose with a universal screener in September, January, and May.	
	Budget Amount: (if applicable)	\$250,000	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>We will implemetn a 2:1 technology ratio for our students K-4. Grades 5 and 6 will be 1:1. We will purchase Chromebooks and Samsung tablets to ensure technology access to programs and processes to enhance science instruction.</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We will utilize technology using Google Classroom, Edmodo, Symbaloo, BrainPop, Discovery Education, etc. We will also schedule Technology Tuesdays as staff development so teachers will gain skills to use technology effectively in the classroom.</i>		
	Evidence: (Identify documents and artifacts)	We have data from the universal screeners, the rank in order, and progress monitoring. We will universally screen three times this year. Classroom usage reports within each program.	
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School	
	Timeline:	We will roll out 1:1 Chromebooks in grades 5 and 6 and roll out 2:1 Samsung tablets in grades K and 1. All other grade levels will be 2:1.	
	Budget Amount: (if applicable)	\$40,000	Budget Source: (if applicable)

School Plan for Improvement

Strategy #3: Describe the strategy that will support this goal	<i>We will implement usage of science investigation kits in all grade levels.</i>			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers in each grade level will incorporate science investigation kits (SEPUP) in the core classroom.</i>			
	Evidence: (Identify documents and artifacts)	We have data from the universal screeners, the rank in order, and progress monitoring. We will universally screen three times this year. Usage reports		
	Person(s) Responsible:	Central office support, administration and staff of St. Stephens Elementary School		
	Timeline:	SEPUP Kits are distributed and returned to the central office quarterly.		
	Budget Amount: (if applicable)	\$6,000	Budget Source: (if applicable)	School funds
Strategy #4: Describe the strategy that will support this goal	<i>We will implement a Camp Invention during the summer months for our students at a reduced cost.</i>			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Teachers organize and sponsor a week long Camp Invention for the students at St. Stephens Elementary School. Teachers work to gain corporate sponsorship to reduce the cost of Camp Invention. This allows many students to participate.</i>			
	Evidence: (Identify documents and artifacts)	We have data from the universal screeners, the rank in order, and progress monitoring. We will universally screen three times this year.Attendance rosters, Camp Invention documentation, Grant documentation		
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School		
	Timeline:	Summer of 2016		
	Budget Amount: (if applicable)	\$100	Budget Source: (if applicable)	School funds

District Name:		School Name:		School Code:		Year:	
Catawba County Schools		St. Stephens Elementary School		180372		2015-2016	
GOAL #4:		<i>Equity: By June 2016, students will increase the percentage of responses to the following Catawba County survey question from 56.5% to 70%: My teacher asks my family to come to school activities.</i>					
Strategy #1: Describe the strategy that will support this goal		<i>Learning Is Fun Together (LIFT): These are monthly literacy evenings for our families. These include free books for our students, free plush character for our students, free meals for our families. The families will learn literacy strategies to use with their students at home. These include: nonfiction strategies, reading directions, making inferences, reading charts and graphs, poetry, persuasion, and fact and opinion. This is a partnership with UNC-TV and the Patrick Beaver Learning Resource Center.</i>					
Progress:		Progress Monitoring Status:		Fully Implemented			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		<i>We will meet regularly with UNC-TV representatives and PBLRC leaders to plan the LIFT Nights each month. Each month has a different leadership theme such as discovery, hope, believe, dream, change, inspire, and leadership. We will work to plan the reading strategy, the activities, and the meal for the families.</i>					
		Evidence:		Meeting logs, attendance logs, parent surveys on the Chromebooks			
		Person(s) Responsible:		UNC-TV representatives, PBLRC representatives, administration, and staff of St. Stephens Elementary School			
		Timeline:		These meetings will be monthly on Thursday evenings from 5:30 until 7:30.			
		Budget Amount: (if applicable)		\$25,000		Budget Source: (if applicable)	
Strategy #2:		<i>Leader In Me/Book Fairs/Technology/Title I Symposiums</i>					
Progress:		Progress Monitoring Status:		Fully Implemented			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		<i>We will implement 4 Parent Symposiums throughout the year. The Parent Symposiums will range in topic from The Leader In Me, literacy, technology, and Title I.</i>					
		Evidence:		Parent flyers, attendance logs on Chromebooks			
		Person(s) Responsible:		Administration and staff of St. Stephens Elementary School			
		Timeline:		We will have one symposium per quarter during the school year.			
		Budget Amount: (if applicable)		\$1,000		Budget Source: (if applicable)	
Strategy #3:		<i>Partners In Print Meetings</i>					
Progress:		Progress Monitoring Status:		Fully Implemented			

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Hispanics parents will be invited to a monthly Partners In Print meeting to share information relative to the events in the school and literacy strategies to use at home. The 7 Habits of Highly Effective People will also be shared as a part of our Leader In Me initiative. This meeting is conducted entirely in Spanish.</i>			
	Evidence:	Planning logs, attendance rosters		
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School		
	Timeline:	These meetings are scheduled monthly.		
	Budget Amount: (if applicable)	\$1,000	Budget Source: (if applicable)	School funds
Strategy #4:	<i>International Day</i>			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We will have an International Day in December 2015. International Day is a celebration of the 22 different countries represented by the students and staff of St. Stephens Elementary School. Parents and community members will be invited to watch the cultural showcase.</i>			
	Evidence:	Planning logs, attendance rosters		
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School		
	Timeline:	These meetings are scheduled every other year.		
	Budget Amount: (if applicable)	\$0	Budget Source: (if applicable)	

District Name:	School Name:	School Code:	Year:
Catawba County Schools	St. Stephens Elementary School	180372	2015-2016
GOAL #5:	<i>Equity: By June 2016, 75% of parents will be able to state the purpose of The Leader In Me process and be able to identify the 7 Habits of Highly Effective People.</i>		
Strategy #1:	<i>The Leader In Me Symposiums</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We will meet quarterly to share information relative to the 7 Habits of Highly Effective People with students and parents.</i>		
	Evidence:	Meeting logs, attendance logs, parent surveys on the Chromebooks	
	Person(s) Responsible:	Administration, and staff of St. Stephens Elementary School	
	Timeline:	Quarterly Parent Symposiums	
	Budget Amount: (if applicable)	\$1,000	Budget Source: (if applicable) School funds
Strategy #2:	<i>STAR Notebooks</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Students will maintain Students Tracking Awesome Results (STAR) Notebooks throughout the year. The notebook will serve as a method of sharing the 7 Habits of Highly Effective People with parents, data collection/tracking, goal setting, and victory celebration.</i>		
	Evidence:	STAR Notebooks/Student-led conferences	
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School	
	Timeline:	We will schedule one day each week (Thursdays) to take a few minutes and file	
	Budget Amount: (if applicable)	\$1,000	Budget Source: (if applicable) School funds
Strategy #3:	<i>Lighthouse Team Meetings</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>The Lighthouse Team will meet weekly to discuss the progress of our Wildly Important Goals (WIGS) for the year. The Lighthouse team will also provide weekly staff development on Wednesdays to ensure the success of The Leader In Me process.</i>		
	Evidence:	Planning logs, attendance rosters	
	Person(s) Responsible:	Lighthouse Team	
	Timeline:	These meetings are scheduled weekly	
	Budget Amount: (if applicable)	\$1,000	Budget Source: (if applicable) School funds
Strategy #4:	<i>Action Team Meetings</i>		
Progress:	Progress Monitoring Status:	Fully Implemented	

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>The staff has divided into 7 Leader In Me Action Teams with each leading a different component of the process. This is one of our Wildly Important Goals for the year. Our Action Teams include: Professional Learning, Student Learning, Family Learning, Leadership Events, Leadership Environment, Shared Leadership, and Trim Tab. These Action Teams meet monthly on after school.</i>			
	Evidence:	Planning logs, attendance rosters		
	Person(s) Responsible:	Action Team Members		
	Timeline:	These meetings are scheduled monthly		
	Budget Amount: (if applicable)	\$0	Budget Source: (if applicable)	
Strategy #4:	Leadership Day			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Our Leadership Day is a showcase of our work with the 7 Habits of Highly Effective People and The Leader In Me. Our Leadership Day is being scheduled for May 2016.</i>			
	Evidence:	Planning logs, attendance rosters		
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School		
	Timeline:	These meetings are scheduled yearly		
	Budget Amount: (if applicable)	\$1,000	Budget Source: (if applicable)	School funds
Strategy #4:	Victory Speech			
Progress:	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>We will implement a victory speech with all students and staff to emphasize the cultural shift that is happening in our school. Our victory speech is: We lead 24/7/365. 24 hours a day we believe we can. 7 days a week we practice the 7 Habits. 365 days a year we inspire others. As a result, we achieve greatness. All student and staff say the victory speech each morning after the Pledge of Allegiance, and we have window clings in every window.</i>			
	Evidence:	Victory speech recited each morning		
	Person(s) Responsible:	Administration and staff of St. Stephens Elementary School		
	Timeline:	This is schedule daily.		
	Budget Amount: (if applicable)	\$200	Budget Source: (if applicable)	School funds

Codes for Rank In Order Spreadsheets

Metric/Screeners Information

MAP

EOG

DIBELS

TRC

Triage of Student Need

Red Boxes

Yellow Boxes

Green Boxes

Blue Boxes

Orange

Intervention Used

Academic Classes

21st Century Classes

Measure of Academic Progress (Grades K-6 Math/4-6 Reading)

NC End of Grade Assessments (Grades 3-6)

Phonics/Decoding Assessment (Grades K-3 with Transition Read to Achieve 4th graders)

Reading Comprehension Assessment (Grades K-3 with Transition Read to Achieve 4th graders)

Significantly below grade level

Slightly below grade level

On grade level

Above grade level

Students in the Exceptional Children's Program and/or English as a Second Language Program

Students receiving remedial interventions

Students receiving enrichment interventions

Interventi on Group	#/HR		FIRST NAME	Tier Fall 2015	TIER/ SUPPORT	GROUP	DIBELS NEXT GROUP	DIBELS COMP SCORE
1	Gissy--K02		Ja'Cadyn		4-EC	LITTLE	1	1
1	Seabock--K04		Braylon		4-EC	LITTLE	1	1
1	Seabock--K04		Arionna		4-EC	LITTLE	1	1
2	Moore--K03		Melanie	T3R	4-ESL	ESL	1	1
2	Gissy--K02		Yoselin	T3R	4-ESL	ESL	1	4
2	Moore--K03		Jorge	T3R	4-ESL	ESL	1	2
2	Arney--K05		Shiher	T3R	4-ESL	ESL	1	10
2	Moore--K03		Armando	T3R	4-ESL	ESL	1	0
2	Moore--K03		Alan		4-ESL	ESL	1	1
2	Lynch--K01		Armando		4-ESL	ESL	1	4
2	Lynch--K01		Amely		4-ESL	ESL	1	0
2	Arney--K05		Joseph		4-ESL	ESL		32
2	Seabock--K04		Malina		4-ESL	ESL	4	23
2	Lynch--K01		Axel		4-ESL	ESL	9	40
2	McLeymore--K06		Josue		4-ESL	ESL	9	61
2	Arney--K05		Alexander		4-ESL	ESL	5	16
2	McLeymore--K06		Kyle		4-ESL	ESL	1	4
2	Gissy--K02		Luis Javier		4-ESL	ESL	1	0
2	Lynch--K01		Juna		4-ESL	ESL	9	36
2	McLeymore--K06		Gael		4-ESL	ESL	1	0
2	Lynch--K01		Danna		4-ESL	ESL	1	3
2	Lynch--K01		Yanixan		4-ESL	ESL	5	16
2	Gissy--K02		Santiago		4-ESL	ESL	1	9
2	Lynch--K01		Jose		4-ESL	ESL	1	0
2	McLeymore--K06		Laiba		4-ESL	ESL	1	0
2	Lynch--K01		Natalia		4-ESL	ESL	1	0
2	Arney--K05		Nelly		4-ESL	ESL	6	22
2	Seabock--K04		Giovanni		4-ESL	ESL	9	45
3	Arney--K05		Ayden	T3R		GISSY	1	0
3	Moore--K03		Genesis	T3R		GISSY	1	1
3	Moore--K03		Kayden	T3R		GISSY	1	1
3	McLeymore--K06		Yaretzi	T3R		GISSY	1	0
3	Seabock--K04		Langley	T3R		GISSY	1	1
3	Seabock--K04		Keziah	T3R		GISSY	1	0
4	Gissy--K02		Martina	T3R		CHILES	1	3
4	McLeymore--K06		Keaton	T3R		CHILES		
4	Gissy--K02		Trevion	T3R		CHILES	1	3
4	Moore--K03		Gabriella	T3R		CHILES	1	1
4	Moore--K03		Zamiir	T3R		CHILES	1	4
4	Seabock--K04		Zaniyah	T3R		CHILES	1	4
5	Lynch--K01		Joseph	T3R		LYNCH	2	7
5	Lynch--K01		Johan	T3R		LYNCH	1	12
5	Arney--K05		D'Tayvion	T3R		LYNCH	1	12

5	Moore--K03	Hope	T3R		LYNCH	1	3
5	McLeymore--K06	Dorian	T3R		LYNCH	1	10
5	McLeymore--K06	Angel	T3R		LYNCH	2	8
5	Moore--K03	LyVon	T3R		LYNCH	1	3
6	Gissy--K02	Christophe	T3R		SEABOCK	5	13
6	Lynch--K01	Peyton	T3R		SEABOCK	6	16
6	Lynch--K01	Kinston	T3R		SEABOCK	6	17
6	McLeymore--K06	Kaylee	T3R		SEABOCK	4	14
6	McLeymore--K06	Jacob	T3R		SEABOCK	6	13
6	McLeymore--K06	Isaac	T3R		SEABOCK	6	16
6	Seabock--K04	Alexandria	T3R		SEABOCK	2	2
6	Seabock--K04	Dale	T3R		SEABOCK	4	13
7	Arney--K05	Derek	T3R		SMITH	6	20
7	Lynch--K01	Aurora	T3R		SMITH	6	19
7	Moore--K03	Brooklynn	T3R		SMITH	4	21
7	Arney--K05	Jacob	T3R		SMITH	5	22
7	McLeymore--K06	Quaylon	T3R		SMITH	4	22
7	Gissy--K02	Jace	T3R		SMITH	4	21
7	Moore--K03	Azaveon	T3R		SMITH	4	20
7	McLeymore--K06	Evelyn	T3R		SMITH	4	20
8	Arney--K05	Alaya	T3R		ARNEY	6	25
8	Gissy--K02	Aaralyn	T3R		ARNEY	4	23
8	Gissy--K02	Xavier	T3R		ARNEY	6	25
8	Moore--K03	Braden	T3R		ARNEY	4	25
8	Gissy--K02	Tekiyah	T3R		ARNEY	4	25
8	Seabock--K04	Nissi	T3R		ARNEY	6	23
8	Seabock--K04	Josue	T3R		ARNEY	6	24
8	Gissy--K02	Kaley			ARNEY	4	22
9	Lynch--K01	Kahmaya	T3R		FRYE	9	26
9	Gissy--K02	Tala	T3R		FRYE	9	28
9	Moore--K03	Camila	T3R		FRYE	7	26
9	Arney--K05	Aiyannah	T3R		FRYE	3	78
9	Moore--K03	Angel	T3R		FRYE	9	26
9	McLeymore--K06	Julisa	T3R		FRYE	7	31
9	Arney--K05	Christiano	T3R		FRYE	7	29
9	Seabock--K04	Christophe	T3R		FRYE	7	29
9	Seabock--K04	Isaira	T3R		FRYE	7	27
9	Seabock--K04	Maddison	T3R		FRYE	7	33
10	Lynch--K01	Emery	T3R		McLEYMORE	9	93
10	McLeymore--K06	Frida	T3R		McLEYMORE	9	57
10	McLeymore--K06	Ayden	T3R		McLEYMORE	9	50
10	Moore--K03	Lily	T3R		McLEYMORE	9	54
10	McLeymore--K06	Zybrian	T3R		McLEYMORE	9	67
10	Gissy--K02	Molly	T3R		McLEYMORE	9	44
10	Arney--K05	Calvin	T3R		McLEYMORE	9	67
10	Gissy--K02	Alexander	T3R		McLEYMORE	9	49
10	Seabock--K04	Brayden	T3R		McLEYMORE	9	61

10	Seabock--K04	Madyson	T3R		McLEYMORE	9	36
11	Moore--K03	Aryahna			MOORE	9	65
11	Lynch--K01	Brody			MOORE	9	28
11	Lynch--K01	Mitchell			MOORE	9	80
11	Moore--K03	Sierra			MOORE	9	44
11	Gissy--K02	Honor			MOORE	9	68
11	Arney--K05	LaMyia			MOORE	9	39
11	Arney--K05	Liliana			MOORE	9	33
11	Lynch--K01	Daicen			MOORE	9	61
11	Arney--K05	Madison			MOORE	9	57
11	Gissy--K02	Greilyn			MOORE	9	82
11	Arney--K05	Isabell			MOORE	9	57
11	Arney--K05	Allison			MOORE	9	92
11	Arney--K05	Melanie			MOORE	9	55

TRC COMP SCORE	Math RIT	STAR TIME	SESSION NOTES
OPC	118	ACADEMIC	Little's Room
OPC	115	ACADEMIC	Little's Room
OPC	116	ACADEMIC	Little's Room
OPC	120	ACADEMIC	ESL
OPC	129	ACADEMIC	ESL
OPC	130	ACADEMIC	ESL
OPC	141	ACADEMIC	ESL
OPC	132	ACADEMIC	ESL
OPC		ACADEMIC	ESL
OPC	130	ACADEMIC	ESL
OPC	130	ACADEMIC	ESL
OPC	124	ACADEMIC	ESL
OPC	122	ACADEMIC	ESL
A-RB	152	21 CENTURY	ESL
OPC	140	ACADEMIC	ESL
OPC	120	ACADEMIC	ESL
RB	127	ACADEMIC	ESL
OPC	122	ACADEMIC	ESL
OPC	132	ACADEMIC	ESL
OPC	121	ACADEMIC	ESL
OPC	125	ACADEMIC	ESL
OPC	128	ACADEMIC	ESL
OPC	118	ACADEMIC	ESL
OPC	126	ACADEMIC	ESL
OPC	116	ACADEMIC	ESL
OPC	115	ACADEMIC	ESL
OPC	129	ACADEMIC	ESL
OPC	140	ACADEMIC	ESL
OPC	132	ACADEMIC	GISSY'S ROOM
OPC	133	ACADEMIC	GISSY'S ROOM
OPC	109	ACADEMIC	GISSY'S ROOM
OPC	116	ACADEMIC	GISSY'S ROOM
OPC	128	ACADEMIC	GISSY'S ROOM
OPC	110	ACADEMIC	GISSY'S ROOM
OPC	122	ACADEMIC	CHILES IN KITCHEN
		ACADEMIC	CHILES IN KITCHEN
OPC	143	ACADEMIC	CHILES IN KITCHEN
OPC	120	ACADEMIC	CHILES IN KITCHEN
OPC	130	ACADEMIC	CHILES IN KITCHEN
OPC	121	ACADEMIC	CHILES IN KITCHEN
OPC	135	ACADEMIC	LYNCH'S ROOM
OPC	131	ACADEMIC	LYNCH'S ROOM
OPC	139	ACADEMIC	LYNCH'S ROOM

RB	138	ACADEMIC	LYNCH'S ROOM
OPC	127	ACADEMIC	LYNCH'S ROOM
OPC		ACADEMIC	LYNCH'S ROOM
RB	137	ACADEMIC	LYNCH'S ROOM
OPC	145	ACADEMIC	SEABOCK'S ROOM
OPC	149	ACADEMIC	SEABOCK'S ROOM
A-RB	140	21 CENTURY	SEABOCK'S ROOM
OPC	120	ACADEMIC	SEABOCK'S ROOM
OPC	136	ACADEMIC	SEABOCK'S ROOM
OPC	112	ACADEMIC	SEABOCK'S ROOM
OPC	125	ACADEMIC	CHILES IN KITCHEN
OPC	113	ACADEMIC	SEABOCK'S ROOM
OPC	136	ACADEMIC	ARNEY'S ROOM
OPC	138	ACADEMIC	ARNEY'S ROOM
OPC	150	ACADEMIC	ARNEY'S ROOM
OPC	132	ACADEMIC	ARNEY'S ROOM
OPC	147	ACADEMIC	ARNEY'S ROOM
OPC	140	ACADEMIC	ARNEY'S ROOM
OPC	128	ACADEMIC	ARNEY'S ROOM
OPC	131	ACADEMIC	ARNEY'S ROOM
OPC	138	ACADEMIC	ARNEY'S ROOM
OPC	133	ACADEMIC	ARNEY'S ROOM
OPC	144	ACADEMIC	ARNEY'S ROOM
OPC	133	ACADEMIC	ARNEY'S ROOM
OPC	136	ACADEMIC	ARNEY'S ROOM
OPC	135	ACADEMIC	ARNEY'S ROOM
OPC	134	ACADEMIC	ARNEY'S ROOM
1PC	145	21 CENTURY	ARNEY'S ROOM
OPC	133	ACADEMIC	McLEYMORE'S ROOM
OPC	134	ACADEMIC	McLEYMORE'S ROOM
OPC	141	ACADEMIC	McLEYMORE'S ROOM
OPC	142	ACADEMIC	McLEYMORE'S ROOM
OPC	127	ACADEMIC	McLEYMORE'S ROOM
OPC	129	ACADEMIC	McLEYMORE'S ROOM
OPC	138	ACADEMIC	McLEYMORE'S ROOM
OPC	124	ACADEMIC	McLEYMORE'S ROOM
OPC	141	ACADEMIC	McLEYMORE'S ROOM
OPC	152	ACADEMIC	McLEYMORE'S ROOM
OPC	159	ACADEMIC	McLEYMORE'S ROOM
OPC	146	ACADEMIC	McLEYMORE'S ROOM
OPC	148	ACADEMIC	McLEYMORE'S ROOM
OPC	147	ACADEMIC	McLEYMORE'S ROOM
OPC		ACADEMIC	McLEYMORE'S ROOM
OPC	145	ACADEMIC	McLEYMORE'S ROOM
OPC	128	ACADEMIC	McLEYMORE'S ROOM
OPC	112	ACADEMIC	McLEYMORE'S ROOM
OPC	139	ACADEMIC	McLEYMORE'S ROOM

OPC	136	ACADEMIC	McLEMORE'S ROOM
RB	156	21 CENTURY	MOORE'S ROOM
A-RB	152	21 CENTURY	MOORE'S ROOM
A-RB	164	21 CENTURY	MOORE'S ROOM
1PC	153	21 CENTURY	MOORE'S ROOM
A-RB	145	21 CENTURY	MOORE'S ROOM
1PC	138	21 CENTURY	MOORE'S ROOM
A-RB	148	21 CENTURY	MOORE'S ROOM
1PC	151	21 CENTURY	MOORE'S ROOM
A-RB	147	21 CENTURY	MOORE'S ROOM
A-RB	163	21 CENTURY	MOORE'S ROOM
A-RB	141	21 CENTURY	MOORE'S ROOM
B	160	21 CENTURY	MOORE'S ROOM
1PC	145	21 CENTURY	MOORE'S ROOM

Interventi on Group	#/HR		FIRST NAME	TIER/ SUPPORT	GROUP	DIBELS NEXT GROUP	DIBELS COMP SCORE	TRC COMP SCORE
1	Caldwell--12		Bryan	4-ESL	ESL	5	90	A-RB
1	Caldwell--12		Penzong A	4-ESL	ESL	4	65	D
1	Caldwell--12		Justin	4-ESL/T2W	ESL	1	24	A-PC
1	Johnson--14		Jessie	4-ESL	ESL	8	119	E
1	Johnson--14		Brayan	4-ESL	ESL	1	4	A-PC
1	Johnson--14		Jacob	4-ESL	ESL	4	53	A-RB
1	Johnson--14		Andres	4-ESL	ESL	8	87	A-RB
1	Johnson--14		Vanessa	4-ESL	ESL	7	74	A-RB
1	Johnson--14		Justin	4-ESL	ESL	7	73	B
1	Johnson--14		Jesus	4-ESL/T2R	ESL	7	64	A-RB
1	Kijesky--11		Jayna	4-ESL	ESL	9	144	D
1	Kijesky--11		Alexis	4-ESL	ESL	6	107	C
1	Kijesky--11		Brayan	4-ESL	ESL	1	24	A-RB
1	Kijesky--11		Oscar	4-ESL	ESL	6	96	B
1	Kijesky--11		Andrea	4-ESL	ESL	6	133	B
1	Kijesky--11		Alyson	4-ESL	ESL	3	83	A-RB
1	Kijesky--11		Ray	4-ESL/T2R	ESL	7	80	A-RB
1	Lackey--13		Hector	4-EC/ESL	ESL	8	105	A-RB
1	Lackey--13		Darian	4-EC/ESL	ESL	1	34	A-PC
1	Lackey--13		Ebelim	4-ESL	ESL	7	111	A-PC
1	Lackey--13		Brandon	4-ESL	ESL	8	132	C
1	Lackey--13		Jael	4-ESL	ESL	1	39	B
1	Lackey--13		Edwin	4-ESL/T2RM	ESL	1	35	A-RB
1	Lewis--16		Isaiy	4-ESL	ESL	6	122	D
1	Lewis--16		Alexander	4-ESL	ESL	8	171	E
1	Lewis--16		Danay	4-ESL	ESL	1	46	A-RB
1	Lewis--16		Kimberly	4-ESL	ESL	1	52	A-RB
1	Lewis--16		Diana	4-ESL	ESL	1	35	A-RB
1	Von Dohlen--15		Joshua	4-ESL	ESL	9	144	D
1	Von Dohlen--15		Adan	4-ESL	ESL	6	109	C
1	Von Dohlen--15		Alejandra	4-ESL	ESL	4	81	C
1	Von Dohlen--15		Jayleth	4-ESL	ESL	9	122	A-RB
1	Von Dohlen--15		Fabian	4-ESL/T2B	ESL	9	147	B
2	Caldwell--12		Ca'Melo	T2 to T3RM	CHILES	1	0	A-PC
2	Caldwell--12		Caden	X4-EC	CHILES	1	53	A-PC
2	Caldwell--12		Abbigail		CHILES	1	42	A-RB
2	Kijesky--11		Tonya		CHILES	4	47	A-RB
2	Lewis--16		Carter		CHILES	1	28	A-RB
2	Von Dohlen--15		Gael		CHILES	1	23	A-RB
2	Von Dohlen--15		Ja'Cari		CHILES	1	44	A-RB
3	Johnson--14		Miranda	T2 to T3RM	CALDWELL	4	49	A-RB
3	Kijesky--11		Madison	T2 to T3RM	CALDWELL	3	68	A-RB
3	Kijesky--11		Jayden		CALDWELL	1	59	A-RB

3	Lackey--13		Lea		CALDWELL	1	52	A-RB
3	Lackey--13		Tjaden		CALDWELL	5	69	A-RB
3	Lewis--16		John		CALDWELL	2	51	A-RB
3	Von Dohlen--15		Delilah		CALDWELL	1	49	A-RB
4	Caldwell--12		Na'Zariah		LACKEY	5	81	A-RB
4	Caldwell--12		Ariana		LACKEY	5	74	A-RB
4	Johnson--14		Ivory		LACKEY	8	86	A-RB
4	Lackey--13		Jocelyn		LACKEY	3	84	A-RB
4	Lewis--16		Vanessa		LACKEY	5	82	A-RB
4	Von Dohlen--15		Evan		LACKEY	4	69	A-RB
4	Von Dohlen--15		Aaron		LACKEY	3	95	A-RB
5	Caldwell--12		Quincy		FRYE	2	84	B
5	Caldwell--12		Jacqueline		FRYE	5	76	C
5	Johnson--14		Natalie		FRYE	2	65	C
5	Kijesky--11		Aaviana		FRYE	3	74	B
5	Lewis--16		Aiden	X4-EC	FRYE	2	64	B
5	Lewis--16		Tabitha		FRYE	3	99	B
5	Von Dohlen--15		Elisabeth		FRYE	2	50	C
5	Von Dohlen--15		Jakari		FRYE	1	61	B
6	Caldwell--12		Richard		SMITH	8	99	A-RB
6	Caldwell--12		Brandon		SMITH	2	93	C
6	Kijesky--11		Ja'Quail		SMITH	8	85	C
6	Kijesky--11		Krista		SMITH	9	112	D
6	Lackey--13		Koren		SMITH	8	100	A-RB
6	Lewis--16		Zavian		SMITH	6	110	A-RB
6	Von Dohlen--15		Nehemiah		SMITH	6	102	D
6	Von Dohlen--15		Daniela		SMITH	3	97	B
7	Johnson--14		Bradly		JOHNSON	5	88	E
7	Johnson--14		Elijah		JOHNSON	5	96	D
7	Johnson--14		Brian		JOHNSON	8	94	E
7	Johnson--14		Ahnya		JOHNSON	8	94	D
7	Lackey--13		Kaylie		JOHNSON	5	73	D
7	Lewis--16		Angel		JOHNSON	2	90	E
7	Lewis--16		Ashley		JOHNSON	2	89	D
7	Von Dohlen--15		Brayden		JOHNSON	7	90	D
8	Caldwell--12		Joseph		VON DOHLEN	9	128	C
8	Caldwell--12		Kasey		VON DOHLEN	6	115	A-RB
8	Johnson--14		Bailie		VON DOHLEN	9	166	C
8	Kijesky--11		Jayden		VON DOHLEN	6	136	A-RB
8	Lackey--13		Barrington		VON DOHLEN	6	118	B
8	Lewis--16		Cameron		VON DOHLEN	6	117	C
8	Lewis--16		Lucas		VON DOHLEN	6	119	A-RB
8	Lewis--16		Ruben		VON DOHLEN	9	131	B
8	Von Dohlen--15		Davane		VON DOHLEN	6	133	B
9	Caldwell--12		Ja'Quel		KIJESKY	9	113	E
9	Johnson--14		Ariana		KIJESKY	8	119	D
9	Kijesky--11		Jazaden		KIJESKY	3	122	D

9	Kijesky--11		Trevaion		KIJESKY	6	150	D
9	Kijesky--11		Aziah		KIJESKY	9	126	E
9	Lewis--16		Kenedy		KIJESKY	8	126	D
9	Lewis--16		Jordan		KIJESKY	9	158	E
9	Von Dohlen--15		Khristian		KIJESKY	9	116	D
10	Caldwell--12		Jaiden		LEWIS	8	125	E
10	Caldwell--12		Caitlin		LEWIS	8	128	F
10	Caldwell--12		Jacquelyn		LEWIS	8	156	F
10	Johnson--14		Hailey		LEWIS	8	121	H
10	Kijesky--11		Brennen		LEWIS	9	156	E
10	Kijesky--11		Jackson		LEWIS	6	117	D
10	Lackey--13		Alexis		LEWIS	9	173	E
10	Lackey--13		Aaron		LEWIS	9	173	E
10	Lackey--13		Lela		LEWIS	8	128	E
10	Lackey--13		Aiden		LEWIS	9	114	E
10	Lackey--13		Tue		LEWIS	9	148	D
10	Lackey--13		Aliyah		LEWIS	6	116	D
10	Lewis--16		Atticus		LEWIS	6	117	D
10	Lewis--16		Lauren		LEWIS	9	153	E
10	Von Dohlen--15		Zyonah		LEWIS	6	124	E
10	Von Dohlen--15		Caden		LEWIS	6	136	D
10	Von Dohlen--15		Crissy		LEWIS	6	121	E

Math RIT	STAR TIME	SESSION NOTES
134	ACADEMIC	
157	ACADEMIC	
121	ACADEMIC	
157	21 CENTURY	
115	ACADEMIC	
150	ACADEMIC	
158	ACADEMIC	
144	ACADEMIC	
137	ACADEMIC	
143	ACADEMIC	
156	21 CENTURY	
160	21 CENTURY	
137	ACADEMIC	
146	ACADEMIC	
167	ACADEMIC	
149	ACADEMIC	
130	ACADEMIC	
137	ACADEMIC	
131	ACADEMIC	
132	ACADEMIC	
147	ACADEMIC	
153	ACADEMIC	
135	ACADEMIC	
	?	
161	21 CENTURY	
	ACADEMIC	
136	ACADEMIC	
117	ACADEMIC	
164	21 CENTURY	
141	ACADEMIC	
150	ACADEMIC	
143	ACADEMIC	
125	ACADEMIC	
119	ACADEMIC	CALDWELL'S ROOM
143	ACADEMIC	CALDWELL'S ROOM
162	ACADEMIC	CALDWELL'S ROOM
	ACADEMIC	CALDWELL'S ROOM
139	ACADEMIC	CALDWELL'S ROOM
134	ACADEMIC	CALDWELL'S ROOM
135	ACADEMIC	CALDWELL'S ROOM
141	ACADEMIC	CALDWELL'S ROOM
146	ACADEMIC	CALDWELL'S ROOM
131	ACADEMIC	CALDWELL'S ROOM

133	ACADEMIC	CALDWELL'S ROOM
143	ACADEMIC	CALDWELL'S ROOM
146	ACADEMIC	CALDWELL'S ROOM
158	ACADEMIC	CALDWELL'S ROOM
125	ACADEMIC	LACKEY'S ROOM
157	ACADEMIC	LACKEY'S ROOM
154	ACADEMIC	LACKEY'S ROOM
145	ACADEMIC	LACKEY'S ROOM
121	ACADEMIC	LACKEY'S ROOM
159	ACADEMIC	LACKEY'S ROOM
151	ACADEMIC	LACKEY'S ROOM
155	ACADEMIC	LACKEY'S ROOM
151	ACADEMIC	LACKEY'S ROOM
151	ACADEMIC	LACKEY'S ROOM
139	ACADEMIC	LACKEY'S ROOM
137	ACADEMIC	LACKEY'S ROOM
156	ACADEMIC	LACKEY'S ROOM
140	ACADEMIC	LACKEY'S ROOM
145	ACADEMIC	LACKEY'S ROOM
151	ACADEMIC	Smith in Kitchen
154	ACADEMIC	Smith in Kitchen
146	ACADEMIC	Smith in Kitchen
149	ACADEMIC	Smith in Kitchen
148	ACADEMIC	Smith in Kitchen
140	ACADEMIC	Smith in Kitchen
	?	Smith in Kitchen
153	ACADEMIC	Smith in Kitchen
155	ACADEMIC	JOHNSON'S ROOM
167	ACADEMIC	JOHNSON'S ROOM
167	ACADEMIC	JOHNSON'S ROOM
151	ACADEMIC	JOHNSON'S ROOM
140	ACADEMIC	JOHNSON'S ROOM
161	ACADEMIC	JOHNSON'S ROOM
155	ACADEMIC	JOHNSON'S ROOM
167	ACADEMIC	JOHNSON'S ROOM
	?	VON DOHLEN'S ROOM
152	ACADEMIC	VON DOHLEN'S ROOM
	?	VON DOHLEN'S ROOM
140	ACADEMIC	VON DOHLEN'S ROOM
145	ACADEMIC	VON DOHLEN'S ROOM
131	ACADEMIC	VON DOHLEN'S ROOM
151	ACADEMIC	VON DOHLEN'S ROOM
163	ACADEMIC	VON DOHLEN'S ROOM
	ACADEMIC	VON DOHLEN'S ROOM
157	21 CENTURY	KIJESKY'S ROOM
158	21 CENTURY	KIJESKY'S ROOM
152	21 CENTURY	KIJESKY'S ROOM

157	21 CENTURY	KIJESKY'S ROOM
155	21 CENTURY	KIJESKY'S ROOM
158	21 CENTURY	KIJESKY'S ROOM
156	21 CENTURY	KIJESKY'S ROOM
159	21 CENTURY	KIJESKY'S ROOM
	?	LEWIS' ROOM
162	21 CENTURY	LEWIS' ROOM
165	21 CENTURY	LEWIS' ROOM
167	21 CENTURY	LEWIS' ROOM
166	21 CENTURY	LEWIS' ROOM
174	21 CENTURY	LEWIS' ROOM
165	21 CENTURY	LEWIS' ROOM
165	21 CENTURY	LEWIS' ROOM
174	21 CENTURY	LEWIS' ROOM
164	21 CENTURY	LEWIS' ROOM
168	21 CENTURY	LEWIS' ROOM
160	21 CENTURY	LEWIS' ROOM
	?	LEWIS' ROOM
167	21 CENTURY	LEWIS' ROOM
	?	LEWIS' ROOM
168	21 CENTURY	LEWIS' ROOM
171	21 CENTURY	LEWIS' ROOM

Interventi on Group	#/HR		FIRST NAME	Tier Fall 2015	TIER/ SUPPORT	GROUP	DIBELS NEXT GROUP	DIBELS COMP SCORE
1	Hudson--21		Keijon		4-EC	BOHALL	1	9
1	Hudson--21		Austin		4-EC	BOHALL	1	3
1	Hudson--21		Antonio		4-EC	BOHALL	1	5
1	White--25		Abraham		4-EC/ESL	BOHALL	1	20
1	White--25		Jimena		4-EC/ESL	BOHALL	1	56
2	Fleming--23		Dayanara		4-EC/ESL	LITTLE	3	175
2	White--25		Kevin		4-EC/ESL	LITTLE	1	78
2	Fleming--23		Kalvin		4-EC/ESL	LITTLE	3	184
3	Jones--26		Anthony	T3R	4-ESL/T2W	ESL	2	55
3	White--25		Abel	T3R	4-ESL	ESL	2	12
3	White--25		Samantha		4-ESL	ESL	6	196
3	White--25		Yareli	T3R	4-ESL	ESL	1	7
3	White--25		Emmy	T3R	4-ESL/T2R	ESL	1	4
3	Jones--26		Yia	T3R	4-ESL/T3RM	ESL	1	0
3	White--25		Kevin		4-ESL	ESL	3	206
3	Fleming--23		Valeria		4-ESL	ESL	1	118
3	Fleming--23		Dylan		4-ESL	ESL	3	196
3	Hudson--21		Amy		4-ESL	ESL	1	61
3	Fleming--23		Fabian		4-ESL	ESL	1	36
3	Hudson--21		Diego		4-ESL	ESL	1	38
3	Hudson--21		Naidelin		4-ESL	ESL	1	29
3	Fleming--23		Fatima		4-ESL	ESL	1	113
3	Jones--26		Billy		4-ESL	ESL	1	28
3	Fleming--23		Anel		4-ESL	ESL	1	7
3	Jones--26		Melanny		4-ESL	ESL	1	19
3	Hudson--21		Javier		4-ESL	ESL	6	253
3	Hudson--21		Susan		4-ESL	ESL	1	147
3	Fleming--23		Jose		4-ESL	ESL	1	20
3	Hudson--21		Joselyn		4-ESL	ESL	1	64
3	Fleming--23		Damaris		4-ESL	ESL	5	150
3	White--25		Angelina	T3R	4-ESL	ESL	1	4
3	Williams--24		Alejandro		4-ESL	ESL	6	195
3	Hudson--21		Diega		4-ESL	ESL	1	3
3	Hudson--21		Emmanuel		4-ESL	ESL	1	9
3	Jones--26		Natalie		4-ESL	ESL	1	7
3	Fleming--23		Isai		4-ESL	ESL	3	211
3	White--25		Martin		4-ESL	ESL	1	69
3	White--25		Ada	T3R	4-ESL	ESL	1	131
3	Hudson--21		Adamarys		4-ESL	ESL	1	55
3	Jones--26		Jesus		4-ESL	ESL	2	75
3	Fleming--23		Alejandro		4-ESL	ESL	3	154
3	Hudson--21		Oakley		4-ESL	ESL	1	20
3	Jones--26		Michelle		4-ESL	ESL	3	299

4	White--25		Juan		4-ESL/EC	WHITE	1	17
4	Hudson--21		Gracie	T3R		WHITE	1	4
4	Hudson--21		Jessica	T3R	T2B	WHITE	1	8
4	Fleming--23		Miley	T3R		WHITE	1	22
4	Jones--26		Jerel	T3R	T2R	WHITE	1	34
4	Jones--26		Billy	T3R		WHITE	1	8
5	White--25		Za'Heaven	T3R		HUDSON	2	105
5	Fleming--23		Devin	T3R		HUDSON	1	96
5	Jones--26		Holden	T3R		HUDSON	1	35
5	Jones--26		Gregory	T3R	T2R	HUDSON	1	88
5	Jones--26		Giselle	T3R		HUDSON	1	64
5	Jones--26		Klai	T3R		HUDSON	1	48
6	White--25		Allie	T3R	4-EC/T2R	SMITH	5	135
6	White--25		Crystal			SMITH	6	138
6	Fleming--23		G'niya	T3R		SMITH	1	111
6	Tomlin		Khaylen	T3R		SMITH	5	81
6	White--25		Kanye	T3R	T2RB	SMITH	2	122
6	Jones--26		Julia			SMITH	4	131
6	White--25		Kyle	T3R		SMITH	2	120
7	White--25		Dalton	T3R		FRYE	3	166
7	Fleming--23		De'Zhyria	T3R		FRYE	3	176
7	Fleming--23		Zi'yan	T3R		FRYE	1	191
7	Jones--26		Kaylon	T3R		FRYE	2	161
7	Williams--24		Elizabeth	T3R		FRYE	3	159
7	Jones--26		Kalaija	T3R		FRYE	2	153
7	Williams--24		Reva	T3R		FRYE	3	163
7	Tomlin		Rafael	T3R		FRYE	2	180
8	Hudson--21		Cristian	T3R	X4-ESL	JONES	3	242
8	Jones--26		Lizbeth		X4-ESL	JONES	3	230
8	Fleming--23		Azariah	T3R		JONES	3	230
8	Fleming--23		Jachavis	T3R		JONES	3	213
8	Fleming--23		Brody	T3R		JONES	3	273
8	Jones--26		Jordan	T3R		JONES	2	207
8	Fleming--23		Kaydan	T3R		JONES	3	203
8	Williams--24		Jay'brion	T3R		JONES	3	267
8	Williams--24		Cayden	T3R		JONES	3	274
9	Hudson--21		Mayte			WILLIAMS	5	152
9	Hudson--21		Mischa			WILLIAMS	6	168
9	Tomlin		Drake			WILLIAMS	6	215
9	Tomlin		Bryan			WILLIAMS	6	174
9	Tomlin		Maleigha			WILLIAMS	6	185
9	Tomlin		Abigail			WILLIAMS	6	176
9	Tomlin		Nathan		X4-ESL	WILLIAMS	6	182
9	Williams--24		Richard			WILLIAMS	5	175
10	Fleming--23		Allyssa			FLEMING	6	225
10	Tomlin		Tatianna			FLEMING	6	284
10	Tomlin		Kayden			FLEMING	6	223

10	Tomlin		Nisarg			FLEMING	6	265
10	Tomlin		Maximiliano			FLEMING	6	320
10	Tomlin		Marina		X4-ESL	FLEMING	6	271
10	Williams--24		Manuel		X4-ESL	FLEMING	6	232
10	Williams--24		Justyn			FLEMING	6	255
10	Williams--24		William			FLEMING	6	319
10	Williams--24		Leslie			FLEMING	6	269
11	Williams--24		J'Zohntaey	T3M		TOMLIN	6	213
11	White--25		Gabriel	T3M		TOMLIN	5	142
11	Tomlin		Keyasia	T3M		TOMLIN		293
11	Hudson--21		River			TOMLIN	8	193
11	Tomlin		Pedro			TOMLIN	9	310
11	Williams--24		Morgan			TOMLIN	9	281
11	Williams--24		Aubrey			TOMLIN	9	284
12	Tomlin		Tracy			CHILES	9	220
12	Tomlin		Linda			CHILES	9	241
12	Tomlin		Ja'Darius			CHILES	9	238
12	Tomlin		Harper			CHILES	9	254
12	Tomlin		Noah			CHILES	9	255
12	Tomlin		Serenity			CHILES	9	217
12	Tomlin		Jordan			CHILES	9	231
12	White--25		Alexander			CHILES	9	302
12	Williams--24		Camila			CHILES	9	247
12	Williams--24		Carter			CHILES	9	241
12	Williams--24		Jade			CHILES	9	308
12	Williams--24		Avia			CHILES	8	142
12	Williams--24		Jesse			CHILES	9	315
12	Williams--24		Freyja			CHILES	9	306
12	Williams--24		Kaitlyn			CHILES	9	242
12	Williams--24		Diego			CHILES	9	276
12	Williams--24		Harmony			CHILES	9	190
12	Williams--24		Dilia			CHILES	9	266
12	Williams--24		Anakin			CHILES	9	255
12	Williams--24		Nolan			CHILES	9	306

TRC COMP SCORE	Math RIT	MOBY MAX MATH	STAR TIME
A-RB	144		ACADEMIC
B	168		ACADEMIC
A-RB	157		ACADEMIC
B	165		ACADEMIC
C	143		ACADEMIC
D			ACADEMIC
E	168		ACADEMIC
E	177		ACADEMIC
E	165		ACADEMIC
C	149		ACADEMIC
H	173		21 C Grp B
B	170		ACADEMIC
A-RB	156		ACADEMIC
A-PC	121		ACADEMIC
F	187		ACADEMIC
F	176		ACADEMIC
F	162		ACADEMIC
G	173		ACADEMIC
B	163		ACADEMIC
C	178		ACADEMIC
D	169		ACADEMIC
D	162		ACADEMIC
E	153		ACADEMIC
B	157		ACADEMIC
C	157		ACADEMIC
I	174		21 C Grp A
F	156		ACADEMIC
B	172		ACADEMIC
C	161		ACADEMIC
I	150		ACADEMIC
A-RB	162		ACADEMIC
I	175		21 C Grp B
A-PC	143		ACADEMIC
B	154		ACADEMIC
C	170		ACADEMIC
E	167		ACADEMIC
E	175		ACADEMIC
E	153		ACADEMIC
D	153		ACADEMIC
D	177		ACADEMIC
E	184		ACADEMIC
D	164		ACADEMIC
F	168		ACADEMIC

D	163		ACADEMIC
C	184		ACADEMIC
C	175		ACADEMIC
C	165		ACADEMIC
C	156		ACADEMIC
A-RB	143		ACADEMIC
F	170		ACADEMIC
E	137		ACADEMIC
F	176		ACADEMIC
G	171		ACADEMIC
E	190		ACADEMIC
D	154		ACADEMIC
I	165		ACADEMIC
H	179		21 C Grp B
E	141		ACADEMIC
H	170		ACADEMIC
E	151		ACADEMIC
I	185		21 C Grp A
G	173		ACADEMIC
F	156		ACADEMIC
E	155		ACADEMIC
E	168		ACADEMIC
E	147		ACADEMIC
F	186		ACADEMIC
E	160		ACADEMIC
G	182		ACADEMIC
G	173		ACADEMIC
F	181		ACADEMIC
G	177		ACADEMIC
E	184		ACADEMIC
E	162		ACADEMIC
F	175		ACADEMIC
G	175		ACADEMIC
G	176		ACADEMIC
G	180		ACADEMIC
G	181		ACADEMIC
H	176		21 C Grp A
I	182		21 C Grp A
I	175		21 C Grp A
H	199		21 C Grp A
I	183		21 C Grp A
H	170		21 C Grp A
I	182		21 C Grp A
I	172		21 C Grp B
H	178		21 C Grp A
I	177		21 C Grp A
I	175		21 C Grp A

I	184		21 C Grp A
I	194		21 C Grp A
I	180		21 C Grp A
I	177		21 C Grp B
H	183		21 C Grp B
H	214		21 C Grp B
I	180		21 C Grp B
H	163		ACADEMIC
H	180		21 C Grp B
I	147		ACADEMIC
J	174		21 C Grp A
J	173		21 C Grp A
J	170		21 C Grp B
J	174		21 C Grp B
J	178		21 C Grp A
J	188		21 C Grp A
J	177		21 C Grp A
L	182		21 C Grp A
J	180		21 C Grp A
J	178		21 C Grp A
J	202		21 C Grp A
J	197		21 C Grp B
M	196		21 C Grp B
K	189		21 C Grp B
K	184		21 C Grp B
J	181		21 C Grp B
J	210		21 C Grp B
J	186		21 C Grp B
K	182		21 C Grp B
J	176		21 C Grp B
K	182		21 C Grp B
J	179		21 C Grp B
J	181		21 C Grp B
J	195		21 C Grp B

Interventi on Group	#/HR		FIRST NAME	TIER/ SUPPORT	GROUP	DIBELS NEXT GROUP	DIBELS COMP SCORE	TRC COMP SCORE
1	Isenhour--33		Nathaniel	4-EC	BOHALL	1	20	H
1	Potter--32		Jaylene	4-EC	BOHALL	4	39	G
2	Ivosic--34		Zachary	4-EC	LITTLE	1	4	A-RB
2	Lor--31		Olivia	4-EC	LITTLE	1	0	A-RB
3	Ivosic--34		Emilio	4-ESL	ESL	4	209	F
3	Isenhour--33		Sheng	4-ESL	ESL	7	216	J
3	Potter--32		Eliseo	4-ESL	ESL	1	79	F
3	Lor--31		Zurisadai	4-ESL	ESL	1	101	F
3	Ivosic--34		Jaslene	4-ESL	ESL	1	36	H
3	Ivosic--34		Alexis	4-ESL	ESL	3	78	M
3	Lor--31		Erik	4-ESL	ESL	4	213	J
3	Lor--31		Kevin	4-ESL	ESL	1	137	H
3	Sigmon--35		Anthony	4-ESL	ESL	1	118	I
3	Potter--32		Aubrey	4-ESL/T2R	ESL	1	135	I
3	Ivosic--34		Luis	4-ESL	ESL	1	92	H
3	Potter--32		Sebastian	4-ESL	ESL	1	103	K
3	Lor--31		Giovanni	4-ESL	ESL	4	166	J
3	Potter--32		Leonardo	4-ESL	ESL	1	169	I
3	Ivosic--34		Santiago	4-ESL	ESL	1	31	G
3	Isenhour--33		Nataly	4-ESL	ESL	1	112	J
3	Ivosic--34		Natalie	4-ESL	ESL	7	237	G
3	Isenhour--33		Joselyn	4-ESL/T2R	ESL	1	17	G
3	Isenhour--33		Angel	4-ESL	ESL	5	178	L
3	Ivosic--34		Justin	4-ESL	ESL	7	178	J
3	Potter--32		Gissell	4-ESL	ESL	8	219	L
3	Isenhour--33		Lizet	4-ESL	ESL	1	84	I
4	Ivosic--34		Cayden		IVOSIC	1	34	D
4	Isenhour--33		Elijah	T2R	IVOSIC	1	20	G
4	Potter--32		Erick	T2	IVOSIC	1	13	F
4	Potter--32		Aaliyah	T2R	IVOSIC	1	42	I
4	Ivosic--34		Nataleigh		IVOSIC	1	23	K
5	Potter--32		Devaryon		POTTER	1	93	F
5	Lor--31		Abisai		POTTER	1	81	J
5	Lor--31		Trinity		POTTER	1	112	F
5	Ivosic--34		Crystal	T2B	POTTER	1	126	H
5	Lor--31		Skyler		POTTER	1	91	F
6	Ivosic--34		Benjamin		SMITH	1	151	K
6	Potter--32		Wilbert	X4-ESL	SMITH	4	157	J
6	Sigmon--35		Connor		SMITH	1	147	K
6	Potter--32		Johan	X4-ESL	SMITH	1	162	K
6	Isenhour--33		Issac	T2R	SMITH	1	173	H
6	Lor--31		Stormi		SMITH	4	176	J
7	Lor--31		Angel		WITTENBURG	5	139	L

7	Isenhour--33	Andrew		WITTENBURG	2	146	L
7	Lor--31	Angel		WITTENBURG	7	149	J
7	Potter--32	Amajah		WITTENBURG	2	173	L
7	Ivosic--34	Valeria		WITTENBURG	5	162	L
7	Lor--31	Kyra		WITTENBURG	5	170	L
8	Lor--31	Jawanza		FRYE	4	212	H
8	Ivosic--34	Abigail		FRYE	7	202	J
8	Isenhour--33	Shayla		FRYE	4	208	J
8	Lor--31	Adam		FRYE	7	208	J
8	Isenhour--33	Jatorian	X4-EC	FRYE	1	191	H
9	Potter--32	Kamora		CHILES	7	251	K
9	Lor--31	Jaslyn		CHILES	7	286	K
9	Ivosic--34	Madison		CHILES	7	328	J
9	Isenhour--33	Destinee		CHILES	7	269	J
9	Lor--31	Oscar	X4-ESL	CHILES	7	295	F
9	Lor--31	Zackary		CHILES	7	233	J
9	Ivosic--34	Journey	T2M	CHILES	7	263	I
9	Lor--31	Bianca		CHILES	7	355	J
9	Ivosic--34	Kanye		CHILES	4	224	J
10	Isenhour--33	Alexis		LOR	8	323	L
10	Potter--32	James		LOR	8	252	L
10	Potter--32	James		LOR	8	260	L
10	Isenhour--33	Kevin		LOR	9	211	M
10	Sigmon--35	Eva		LOR	8	458	L
10	Isenhour--33	Armani		LOR	8	221	L
10	Sigmon--35	Jhonsy		LOR	8	353	L
10	Isenhour--33	Phalen		LOR	8	250	L
10	Potter--32	Liliana		LOR	8	255	L
10	Sigmon--35	Karla		LOR	8	321	L
10	Isenhour--33	Sean		LOR	8	242	L
11	Sigmon--35	Gabrielle		ISENHOUR	9	382	M
11	Sigmon--35	Aidan		ISENHOUR	9	351	N
11	Ivosic--34	Hector	X4-ESL	ISENHOUR	9	255	M
11	Ivosic--34	Abbigail		ISENHOUR	9	280	M
11	Sigmon--35	Avigail	X4-ESL	ISENHOUR	9	342	M
11	Ivosic--34	Karla		ISENHOUR	9	318	M
11	Sigmon--35	Jaila		ISENHOUR	9	321	N
12	Sigmon--35	Jacob		SIGMON	9	454	N
12	Sigmon--35	Luis		SIGMON	9	438	R
12	Sigmon--35	Breyon		SIGMON	9	294	M
12	Sigmon--35	Dara		SIGMON	9	333	M
12	Potter--32	Valeria		SIGMON	9	352	M
12	Sigmon--35	Bradley		SIGMON	9	416	N
12	Isenhour--33	Natalie		SIGMON	9	333	N
12	Sigmon--35	Bryson		SIGMON	9	416	N
12	Sigmon--35	Elijah		SIGMON	9	328	N
12	Potter--32	T'Niya		SIGMON	9	242	N

12	Sigmon--35	Matthew		SIGMON	9	430	N
12	Sigmon--35	Tesora		SIGMON	9	377	N

Math RIT	Moby Max	STAR TIME	BOY Scale Score	SESSION NOTES
		ACADEMIC	412	
167		ACADEMIC	413	
144		ACADEMIC		
168		ACADEMIC	414	
147		ACADEMIC	425	
180		ACADEMIC	419	
173		ACADEMIC	420	
186		ACADEMIC	421	
155		ACADEMIC	425	
182		ACADEMIC	416	
183		ACADEMIC	415	
163		ACADEMIC	416	
		ACADEMIC		
167		ACADEMIC	420	
163		ACADEMIC	422	
184		ACADEMIC	420	
184		ACADEMIC	425	
173		ACADEMIC	418	
180		ACADEMIC	419	
156		ACADEMIC	420	
157		ACADEMIC	429	
167		ACADEMIC	422	
182		ACADEMIC	419	
180		ACADEMIC	427	
165		ACADEMIC	416	
168		ACADEMIC	415	
164		ACADEMIC	416	Potter's Room / Language!
157		ACADEMIC	415	Potter's Room / Language!
159		ACADEMIC	413	Potter's Room / Language!
161		ACADEMIC	422	Potter's Room / Language!
158		ACADEMIC	413	Potter's Room / Language!
169		ACADEMIC	414	Potter's Room / Language!
185		ACADEMIC	425	Potter's Room / Language!
188		ACADEMIC	429	Potter's Room / Language!
173		ACADEMIC		Potter's Room / Language!
182		ACADEMIC	425	Potter's Room / Language!
171		ACADEMIC	415	Smith's Room / Sondag
188		ACADEMIC	431	Smith's Room / Sondag
187		ACADEMIC	425	Smith's Room / Sondag
173		ACADEMIC	423	Smith's Room / Sondag
167		ACADEMIC	420	Smith's Room / Sondag
174		ACADEMIC	420	Smith's Room / Sondag
180		ACADEMIC	425	Ivoscic's Room / ?

182		ACADEMIC	431	Ivoscic's Room / ?
177		ACADEMIC	422	Ivoscic's Room / ?
184		ACADEMIC	422	Ivoscic's Room / ?
183		ACADEMIC	420	Ivoscic's Room / ?
187		ACADEMIC	434	Ivoscic's Room / ?
182		ACADEMIC	427	Ivoscic's Room / ?
		ACADEMIC	427	Ivoscic's Room / ?
191		ACADEMIC	437	Ivoscic's Room / ?
189		ACADEMIC	434	Ivoscic's Room / ?
152		ACADEMIC	419	Ivoscic's Room / ?
188		ACADEMIC	427	Lor's Room / Teacher Selected
193		ACADEMIC	428	Lor's Room / Teacher Selected
179		ACADEMIC	425	Lor's Room / Teacher Selected
185		ACADEMIC	441	Lor's Room / Teacher Selected
175		ACADEMIC	425	Lor's Room / Teacher Selected
192		ACADEMIC	439	Lor's Room / Teacher Selected
163		ACADEMIC	440	Lor's Room / Teacher Selected
186		ACADEMIC	436	Lor's Room / Teacher Selected
167		ACADEMIC	429	Lor's Room / Teacher Selected
188		21 CENTURY	440	Lor's Room / Teacher Selected
190		21 CENTURY	442	Lor's Room / Teacher Selected
194		21 CENTURY	419	Lor's Room / Teacher Selected
199		21 CENTURY	439	Lor's Room / Teacher Selected
184		21 CENTURY	440	Lor's Room / Teacher Selected
184		21 CENTURY	435	Lor's Room / Teacher Selected
192		21 CENTURY	438	Lor's Room / Teacher Selected
182		21 CENTURY	429	Lor's Room / Teacher Selected
186		21 CENTURY	439	Lor's Room / Teacher Selected
195		21 CENTURY	438	Lor's Room / Teacher Selected
193		21 CENTURY	434	Lor's Room / Teacher Selected
182		21 CENTURY	442	Isenhour's Room
187		21 CENTURY	447	Isenhour's Room
187		21 CENTURY	429	Isenhour's Room
185		21 CENTURY	438	Isenhour's Room
188		21 CENTURY	429	Isenhour's Room
183		21 CENTURY		Isenhour's Room
188		21 CENTURY	437	Isenhour's Room
192		21 CENTURY	442	Sigmon's Room
205		21 CENTURY	452	Sigmon's Room
198		21 CENTURY	438	Sigmon's Room
201		21 CENTURY	434	Sigmon's Room
189		21 CENTURY	440	Sigmon's Room
190		21 CENTURY	441	Sigmon's Room
197		21 CENTURY	437	Sigmon's Room
196		21 CENTURY	435	Sigmon's Room
201		21 CENTURY	433	Sigmon's Room
194		21 CENTURY	437	Sigmon's Room

		21 CENTURY		Sigmon's Room
194		21 CENTURY	437	Sigmon's Room

Intervention Group	#/HR		FIRST NAME	TIER/ SUPPORT	GROUP	READING MAP RIT	MATH MAP RIT	READING LEVEL
1	Flynt--43		Abigail	EC/ESL/XRT	ESL	153	169	1
1	Icenhour--53		J. Jesus	4-ESL	ESL	167	182	1
1	Bigley--51		Pedro	4-ESL	ESL	170	189	1
1	Bigley--51		Blanca	4-ESL	ESL	171	191	1
1	McNeely--41		Angel	4-ESL/RTA/T2R	ESL	173	191	1
1	Icenhour--53		Frida	ESL	ESL	177	199	1
1	Flynt--43		Junior	4-ESL/T2R	ESL	181	196	2
1	McNeely--41		Esteban	4-ESL	ESL	196	186	2
1	Flynt--43		Ayah	ESL	ESL			
2	McNeely--41		De'Von	RTA/T3B	FLYNT	155	186	1
2	McNeely--41		Jeremiah	RTA	FLYNT	162	188	1
2	Flynt--43		Skylar	X4-EC/XRTA	FLYNT	163	184	1
2	McNeely--41		Christophe	-EC/ESL/XR	FLYNT	168	196	1
2	McNeely--41		Lily	X4-EC	FLYNT	178	192	2
2	Flynt--43		Karly	RTA	FLYNT	184	194	1
2	Flynt--43		Alex	-EC/RTA/T3	FLYNT	188	193	2
2	McNeely--41		Emoni	X4-EC/RTA	FLYNT		189	1
2	Flynt--43		Jazmyn	RTA/T3RM	FLYNT		189	1
3	Flynt--43		Frank		K. FRYE	162	184	2
3	McNeely--41		JaNiya		K. FRYE	168	196	2
3	Bigley--51		Jeanine		K. FRYE	178	189	1
3	Bigley--51		Brandon		K. FRYE	179	216	2
3	Icenhour--53		Garry	T2B	K. FRYE	180	190	1
3	Icenhour--53		Anjaliyah		K. FRYE	182	197	1
3	McNeely--41		Kylie		K. FRYE	183	179	2
4	Icenhour--53		Carter		CHILES	176	225	2
4	McNeely--41		Jarrid		CHILES	177	206	2
4	McNeely--41		Ava		CHILES	180	204	1
4	McNeely--41		GT		CHILES	187	206	1
4	Bigley--51		Julian	X4-ESL	CHILES	192	221	2
4	Icenhour--53		De'John		CHILES	192	208	2
4	Icenhour--53		Dylan		CHILES	192	205	1
4	Flynt--43		Karleigh		CHILES		180	2
5	McNeely--41		JeZevian	T2R	L. FRYE	180	201	3
5	Flynt--43		Jerian		L. FRYE	189	193	2
5	Bigley--51		Cesar		L. FRYE	191	203	1
5	McNeely--41		Cody		L. FRYE	192	203	1
5	Flynt--43		Taliyah		L. FRYE	192	201	2
5	Bigley--51		Kyra		L. FRYE	200	200	1
6	Bigley--51		Oscar		TA	197	208	1
6	Bigley--51		Kylie		TA	199	217	1
6	Bigley--51		Chi		TA	200	213	1

6	Bigley--51		Bryan		TA	202	219	2
6	Bigley--51		Sonny		TA	202	217	4
6	Icenhour--53		Julian		TA			2
6	Icenhour--53		Ada-Luz		TA		219	2
7	Flynt--43		Dillon		SMITH	196	200	1
7	Icenhour--53		Amy		SMITH	204	205	2
7	Icenhour--53		Samantha		SMITH	206	203	1
7	Icenhour--53		Marissa		SMITH	206	217	2
7	Icenhour--53		Brayden		SMITH	207	201	2
7	Bigley--51		Aaron	X4-ESL	SMITH	209	195	1
7	Bigley--51		Ashley		SMITH	210	207	2
7	Icenhour--53		Lindsey		SMITH	220	222	2
8	Flynt--43		Jazmin		ICENHOUR	188	212	4
8	Flynt--43		Abimael		ICENHOUR	189	196	3
8	Flynt--43		Javier	X4-ESL	ICENHOUR	190	211	4
8	McNeely--41		Jose		ICENHOUR	194	199	4
8	Flynt--43		Kayge		ICENHOUR	196	204	3
8	Icenhour--53		Genesis		ICENHOUR	197	185	
8	Flynt--43		Arlethe		ICENHOUR	198	197	3
8	Icenhour--53		Brian		ICENHOUR	199		3
8	McNeely--41		Maliyah		ICENHOUR	202	215	3
8	Bigley--51		Isaac		ICENHOUR	205	214	3
8	Bigley--51		Aubrey		ICENHOUR		206	
9	McNeely--41		Melanie		McNEELY	189	192	3
9	McNeely--41		Joseph		McNEELY	195	203	4
9	McNeely--41		John		McNEELY	195	202	3
9	McNeely--41		Maela		McNEELY	198	193	3
9	Flynt--43		T'Lisha		McNEELY	202	200	4
9	Icenhour--53		Ana		McNEELY	203	202	3
9	Flynt--43		Noelle		McNEELY	211	196	4
9	McNeely--41		Mason		McNEELY	213	199	4
9	Icenhour--53		Melody		McNEELY	214	199	2
9	Flynt--43		Naima		McNEELY		210	4
10	McNeely--41		Madisyn		BIGLEY	196	201	4
10	McNeely--41		Micheal		BIGLEY	200	211	4
10	Flynt--43		Jeileen		BIGLEY	203	217	4
10	McNeely--41		Areli		BIGLEY	204	200	4
10	Flynt--43		Vincent		BIGLEY	205	218	4
10	Flynt--43		Delilah		BIGLEY	205	213	4
10	Icenhour--53		Irvin		BIGLEY	207	218	4
10	Bigley--51		Katlyn		BIGLEY	208	218	4
10	Bigley--51		Sara		BIGLEY	212	219	4
10	Flynt--43		Daylen		BIGLEY	212	208	4
10	Bigley--51		Caleb		BIGLEY	213	217	4
10	Bigley--51		Bella		BIGLEY	214	211	4
10	McNeely--41		Landon		BIGLEY	214	210	3
10	Bigley--51		Mason		BIGLEY	218	228	4

10	Flynt--43		Alexis		BIGLEY	220		5
10	McNeely--41		Kaitlyn		BIGLEY	221	221	4
10	Bigley--51		Alexander		BIGLEY	223	228	4
10	Icenhour--53		Nemia		BIGLEY	225	217	4
10	Flynt--43		Marcus		BIGLEY		222	4
10	Icenhour--53		Alexis		BIGLEY		218	4
10	McNeely--41		Keira		BIGLEY		216	4
10	McNeely--41		Faith		BIGLEY		210	4
?10	Flynt--43		Linsy		BIGLEY		208	3

READING SCALE SCORE	MATH LEVEL	MATH SCALE SCORE	STAR TIME	SESSION NOTES
418	1	436	ACADEMIC	
423	1	439	ACADEMIC	
429	1	437	ACADEMIC	
423	2	442	ACADEMIC	
421	1	431	ACADEMIC	
427	1	439	ACADEMIC	
432	3	449	ACADEMIC	
434	1	430	ACADEMIC	
419	1	431	ACADEMIC	
421	1	436	ACADEMIC	
417	1	429	ACADEMIC	
421	1	437	ACADEMIC	
435	2	442	ACADEMIC	
427	2	441	ACADEMIC	
432	2	446	21 CEA	
425	1	434	ACADEMIC	
422	1	433	ACADEMIC	
438	2	443	ACADEMIC	
438	2	447	ACADEMIC	
431	1	435	ACADEMIC	
444	2	448	ACADEMIC	
436	1	433	ACADEMIC	
424	1	440	ACADEMIC	
435	3	449	ACADEMIC	
442	5	461	ACADEMIC	
433	4	459	ACADEMIC	
426	2	446	ACADEMIC	
425	4	451	ACADEMIC	
442	5	460	ACADEMIC	
441	4	451	ACADEMIC	
434	2	445	ACADEMIC	
434	1	438	ACADEMIC	
439	2	442	ACADEMIC	
434	2	442	21 CEA	
432	2	444	21 CEA	
433	2	446	21 CEA	
438	3	448	21 CEA	
434	1	436	ACADEMIC	
436	2	441	21 CEA	
437	2	447	21 CEA	
438	2	444	?	

442	4	455	21 CEA	
451	4	457	21 CEA	
459	4	459	?	
439	3	450	?	
427	2	445	21 CEA	
441	2	447	21 CEA	
438	2	442	21 CEA	
441	4	453	21 CEA	
439	3	449	ACADEMIC	
436	1	436	ACADEMIC	
443	2	443	21 CEA	
444	4	457	21 CEA	
442	3	449	21 CEA	
440	3	448	21 CEA	
451	3	450	21 CEA	
442	3	449	21 CEA	
440	4	452	21 CEA	
			ACADEMIC	
441	4	456	21 CEA	
446	4	453	?	
441	4	451	21 CEA	
445	4	451	21 CEA	
			?	
440	2	446	ACADEMIC	
444	2	440	21 CEA	
441	2	444	21 CEA	
441	2	440	21 CEA	
445	2	445	21 CEA	
437	1	439	21 CEA	
444	2	447	21 CEA	
444	2	440	21 CEA	
441	2	443	ACADEMIC	
439	2	447	?	
444	4	452	21 CEA	
444	4	459	21 CEA	
445	4	457	21 CEA	
451	5	460	21 CEA	
444	5	462	21 CEA	
445	4	459	21 CEA	
451	5	465	21 CEA	
451	4	451	21 CEA	
448	4	458	21 CEA	
451	4	451	21 CEA	
456	4	455	21 CEA	
455	2	444	21 CEA	
440	4	456	21 CEA	
452	4	453	21 CEA	

454	4	454	21 CEA	
445	5	460	21 CEA	
457	4	452	21 CEA	
456	4	458	21 CEA	
445	5	460	?	
455	4	455	?	
442	4	458	?	
444	4	452	?	
439	4	453	?	

Interventi on Group	#/HR		FIRST NAME	TIER/ SUPPORT	GROUP	READING MAP RIT	MATH MAP RIT	READING EOG LEVEL
1	Haltiwanger--44		Isis	4-ESL	ESL	157	166	
1	Bowman--54		Jhanko	4-ESL	ESL	167	183	1
1	Johnson--52		Carlos	4-ESL	ESL	174	194	1
1	Haltiwanger--44		Emily	4-ESL/RTA	ESL	175	192	1
1	Johnson--52		Daniel	4-ESL	ESL	179	208	1
1	Haltiwanger--44		Unyque	4-ESL/RTA	ESL	181	193	1
1	Haltiwanger--44		Fabian	4-ESL/RTA/T3R	ESL	181	197	1
1	Bowman--54		Kevin	4-EC/ESL	ESL	185	195	1
1	Johnson--52		Jurley	4-ESL	ESL	186	196	1
1	Joines--42		Judith	4-ESL/RTA	ESL	187	203	1
1	Joines--42		Vanessa	4-ESL	ESL	188	204	1
1	Joines--42		Kimberly	4-ESL	ESL	188	196	2
1	Bowman--54		Ian	4-EC/ESL	ESL	190	200	1
1	Johnson--52		Gabriel	4-ESL	ESL	191	210	1
1	Bowman--54		Kianna	4-ESL	ESL	193	199	1
1	Haltiwanger--44		Melvin	4-ESL/RTA	ESL	195	197	2
1	Bowman--54		Edwin	4-ESL	ESL	198	207	1
1	Haltiwanger--44		Cristian	4-ESL/RTA	ESL	200	193	1
1	Joines--42		Jose	4-ESL	ESL	201	202	2
1	Bowman--54		Raul	4-EC/ESL	ESL	204	209	2
2	Joines--42		Nahshon	RTA/T2R	CHILES	159	183	1
2	Johnson--52		Emma	X4-EC	CHILES	162	171	1
2	Johnson--52		Anna	X4-EC	CHILES	164	165	1
2	Haltiwanger--44		Ty	RTA/T3R	CHILES	168	187	1
2	Johnson--52		Mauressa	X4-EC	CHILES	186	203	1
2	Johnson--52		Isaiah	X4-EC	CHILES	188	205	2
2	Haltiwanger--44		Madison	RTA	CHILES	190	188	1
3	Joines--42		Jamian	T3R	SMITH	156	180	1
3	Johnson--52		Melanie		SMITH	161	188	2
3	Haltiwanger--44		Nathan		SMITH	167	175	1
3	Joines--42		Julian	X4-ESL	SMITH	176	196	2
3	Haltiwanger--44		Sarela		SMITH	177	193	1
3	Bowman--54		Kaitlin	T3RMB	SMITH	179	185	1
3	Icenhour--53		Tymarion		SMITH	180	196	3
3	Joines--42		Cesar	X4-ESL	SMITH	181	197	1
4	Joines--42		Kevin		BOWMAN	182	203	2
4	Joines--42		Dzare		BOWMAN	182	186	1
4	Joines--42		Ryan		BOWMAN	183	207	4
4	Haltiwanger--44		Ariel		BOWMAN	187	194	2
4	Bowman--54		Valeria		BOWMAN	189	202	2
4	Bowman--54		Lord		BOWMAN	190	205	1
4	Bowman--54		Robert		BOWMAN	190	207	1
5	Joines--42		Maurice		FRYE	189	206	2

5	Haltiwanger--44	Telisa		FRYE	191	190	2
5	Joines--42	Darlene		FRYE	192	189	2
5	Joines--42	Jasmya		FRYE	194	191	1
5	Joines--42	MaKayla	T2R	FRYE	195	203	2
5	Haltiwanger--44	Jonathan		FRYE	196	206	1
5	Johnson--52	Dane		FRYE	198	211	1
5	Johnson--52	Ivan		FRYE	198	214	1
6	Haltiwanger--44	David		HALTI	196	200	3
6	Haltiwanger--44	Kylie		HALTI	198	207	3
6	Haltiwanger--44	Ivan		HALTI	199	194	3
6	Haltiwanger--44	Mikyla		HALTI	200	179	2
6	Joines--42	Daniella		HALTI	201	198	2
6	Joines--42	Tifa		HALTI	201	201	3
6	Bowman--54	William		HALTI	210	213	1
6	Johnson--52	Dayana		HALTI	210	206	2
7	Joines--42	Kandace		WITTENBURG	193	196	4
7	Haltiwanger--44	Richard		WITTENBURG	200	202	4
7	Johnson--52	Avery	X4-EC	WITTENBURG	207	216	3
7	Joines--42	Jorge		WITTENBURG	207	203	3
7	Bowman--54	Cameron		WITTENBURG	208	213	2
7	Bowman--54	Parvenae		WITTENBURG	209	209	2
7	Bowman--54	Alivia		WITTENBURG	209	220	2
7	Bowman--54	Joe		WITTENBURG	209	213	2
7	Haltiwanger--44	Tyler		WITTENBURG	210	204	3
7	Bowman--54	Chance		WITTENBURG	212	209	3
8	Joines--42	Ethan	T3RM	JOINES	198	192	3
8	Bowman--54	Heaven		JOINES	203	187	2
8	Joines--42	Hannah		JOINES	203	195	2
8	Haltiwanger--44	Daniela		JOINES	204	200	4
8	Johnson--52	Lizbeth		JOINES	207	209	2
8	Bowman--54	Samuel		JOINES	209	207	2
8	Joines--42	Caitlyn		JOINES	209	198	4
8	Bowman--54	Chelsea		JOINES	210	217	3
8	Bowman--54	Samantha		JOINES	217	208	4
9	Johnson--52	Sean		JOHNSON	207	215	3
9	Joines--42	Timmy		JOHNSON	208	206	4
9	Johnson--52	Seth		JOHNSON	209	215	4
9	Joines--42	Bradley		JOHNSON	209	214	4
9	Johnson--52	Roderick		JOHNSON	210	221	3
9	Joines--42	Aaron		JOHNSON	210	202	4
9	Haltiwanger--44	Hayden		JOHNSON	211	200	4
9	Johnson--52	Justin	T2B	JOHNSON	212	219	4
9	Bowman--54	Madilyn		JOHNSON	213	210	4
9	Bowman--54	Kayla		JOHNSON	214	215	4
9	Johnson--52	Alina		JOHNSON	214	216	4
9	Johnson--52	Eliseo		JOHNSON	214	226	3
9	Johnson--52	Katelyn		JOHNSON	214	211	3

9	Bowman--54	Jayleen		JOHNSON	215	220	4
9	Johnson--52	Justin		JOHNSON	215	224	4
9	Haltiwanger--44	Jordan		JOHNSON	217	206	5
9	Johnson--52	Jenica		JOHNSON	218	218	4
9	Haltiwanger--44	Matthew		JOHNSON	219	213	4
9	Haltiwanger--44	Payton		JOHNSON	219	208	5
9	Bowman--54	Kasen		JOHNSON	223	227	1
9	Joines--42	Karma		JOHNSON	223	223	4
9	Joines--42	Daniel		JOHNSON	224	214	4
9	Haltiwanger--44	Kenneth		JOHNSON	225	222	5
9	Haltiwanger--44	Caleb		JOHNSON	230	207	4
9	Johnson--52	Courtney		JOHNSON	231	227	4

Reading EOG	MATH EOG LEVEL	Math EOG	STAR TIME	SESSION NOTES
			ACADEMIC	ESL ROOMS
0	1	437	ACADEMIC	ESL ROOMS
427	2	445	ACADEMIC	ESL ROOMS
425	1	438	ACADEMIC	ESL ROOMS
420	2	445	ACADEMIC	ESL ROOMS
421	1	438	ACADEMIC	ESL ROOMS
421	2	445	ACADEMIC	ESL ROOMS
431	1	433	ACADEMIC	ESL ROOMS
427	1	438	ACADEMIC	ESL ROOMS
431	2	442	ACADEMIC	ESL ROOMS
430	3	449	21 C E	ESL ROOMS
433	2	447	21 C E	ESL ROOMS
426	1	434	ACADEMIC	ESL ROOMS
438	2	446	ACADEMIC	ESL ROOMS
428	2	444	ACADEMIC	ESL ROOMS
437	2	443	21 C E	ESL ROOMS
436	2	443	21 C E	ESL ROOMS
425	1	434	21 C E	ESL ROOMS
433	3	448	21 C E	ESL ROOMS
442	2	442	21 C E	ESL ROOMS
419	1	435	ACADEMIC	CHILE'S ROOM
420	2	444	ACADEMIC	CHILE'S ROOM
429	1	430	ACADEMIC	CHILE'S ROOM
415	1	434	ACADEMIC	CHILE'S ROOM
431	1	435	ACADEMIC	CHILE'S ROOM
439	1	440	ACADEMIC	CHILE'S ROOM
427	1	429	ACADEMIC	CHILE'S ROOM
424	1	431	ACADEMIC	SMITH'S ROOM
441	1	437	ACADEMIC	SMITH'S ROOM
424	1	434	ACADEMIC	SMITH'S ROOM
434	2	444	ACADEMIC	SMITH'S ROOM
431	1	436	ACADEMIC	SMITH'S ROOM
420	1	429	ACADEMIC	SMITH'S ROOM
446	1	431	ACADEMIC	SMITH'S ROOM
431	1	429	ACADEMIC	SMITH'S ROOM
438	3	448	ACADEMIC	BOWMAN'S ROOM
428	1	437	ACADEMIC	BOWMAN'S ROOM
444	4	456	ACADEMIC	BOWMAN'S ROOM
435	2	444	ACADEMIC	BOWMAN'S ROOM
444	1	439	ACADEMIC	BOWMAN'S ROOM
436	2	445	ACADEMIC	BOWMAN'S ROOM
435	2	443	ACADEMIC	BOWMAN'S ROOM
437	4	453	21 C E	KITCHEN

434	2	441	ACADEMIC	KITCHEN
432	1	439	ACADEMIC	KITCHEN
427	1	428	ACADEMIC	KITCHEN
435	2	445	21 C E	KITCHEN
429	2	444	21 C E	KITCHEN
438	3	449	21 C E	KITCHEN
438	2	448	21 C E	KITCHEN
439	3	449	21 C E	HALTI'S ROOM
441	4	459	21 C E	HALTI'S ROOM
441	3	449	21 C E	HALTI'S ROOM
438	2	440	ACADEMIC	HALTI'S ROOM
432	2	443	21 C E	HALTI'S ROOM
439	2	445	21 C E	HALTI'S ROOM
438	2	448	21 C E	HALTI'S ROOM
442	3	449	21 C E	HALTI'S ROOM
442	2	442	ACADEMIC	ART ROOM
444	4	452	21 C E	ART ROOM
446	4	451	21 C E	ART ROOM
440	3	448	21 C E	ART ROOM
443	2	448	21 C E	ART ROOM
439	2	443	21 C E	ART ROOM
444	3	449	21 C E	ART ROOM
444	3	449	21 C E	ART ROOM
441	3	450	21 C E	ART ROOM
447	3	449	21 C E	ART ROOM
439	1	439	ACADEMIC	JOINES' ROOM
441	1	437	ACADEMIC	JOINES' ROOM
436	3	449	21 C E	JOINES' ROOM
445	2	446	21 C E	JOINES' ROOM
439	2	445	21 C E	JOINES' ROOM
443	2	447	21 C E	JOINES' ROOM
451	3	450	21 C E	JOINES' ROOM
447	2	448	21 C E	JOINES' ROOM
449	2	447	21 C E	JOINES' ROOM
446	4	451	21 C E	JOHNSON'S ROOM
445	4	452	21 C E	JOHNSON'S ROOM
450	2	444	21 C E	JOHNSON'S ROOM
442	4	456	21 C E	JOHNSON'S ROOM
446	4	455	21 C E	JOHNSON'S ROOM
445	4	454	21 C E	JOHNSON'S ROOM
451	4	453	21 C E	JOHNSON'S ROOM
450	4	455	21 C E	JOHNSON'S ROOM
450	3	449	21 C E	JOHNSON'S ROOM
457	4	455	21 C E	JOHNSON'S ROOM
458	4	455	21 C E	JOHNSON'S ROOM
446	5	461	21 C E	JOHNSON'S ROOM
445	4	452	21 C E	JOHNSON'S ROOM

450	4	455	21 C E	JOHNSON'S ROOM
448	4	451	21 C E	JOHNSON'S ROOM
454	5	462	21 C E	JOHNSON'S ROOM
456	4	458	21 C E	JOHNSON'S ROOM
449	4	456	21 C E	JOHNSON'S ROOM
454	4	451	21 C E	JOHNSON'S ROOM
458	4	458	21 C E	JOHNSON'S ROOM
451	5	466	21 C E	JOHNSON'S ROOM
451	4	459	21 C E	JOHNSON'S ROOM
454	5	465	21 C E	JOHNSON'S ROOM
451	3	450	21 C E	JOHNSON'S ROOM
459	5	462	21 C E	JOHNSON'S ROOM

Interventi on Group	#/HR		FIRST NAME	TIER/ SUPPORT	GROUP	READING MAP RIT	MATH MAP RIT	READING EOG LEVEL
1	Pyatte--62		Damaris	4-EC/ESL	BOHALL	179	185	1
1	Cadle--64		Jaquavious	4-EC	BOHALL	183	193	1
1	Cadle--64		Marnet	4-EC	BOHALL	197	194	1
2	Pyatte--62		Israel	4-EC/ESL	LITTLE	172	191	1
2	Southers		Eric Camer	4-EC	LITTLE	205	207	4
3	Cadle--64		Abdiel Ant	4-ESL	ESL	167	183	1
3	Pinkney--63		Kimberly	4-ESL	ESL	201	194	1
3	Cadle--64		Lizzet	4-ESL	ESL	198	198	1
3	Pyatte--62		Aline	4-ESL	ESL	196	198	1
3	Southers		Yanira	4-ESL	ESL	197	200	1
3	Southers		Karen	4-ESL	ESL	188	200	1
3	Pinkney--63		Edson	4-ESL	ESL	201	201	1
3	Pinkney--63		Jovhana	4-ESL	ESL	199	201	1
3	Pinkney--63		Derek	4-ESL	ESL	210	207	1
3	Cadle--64		Shelly	4-ESL	ESL	191	210	1
4	Pinkney--63		Ashlyn	T2RM	SMITH	150	172	1
4	Southers		Oscar		SMITH	186	182	1
4	Southers		William		SMITH	185	187	1
4	Pyatte--62		Kendrall	T2	SMITH	190	199	1
4	Pyatte--62		Alicia	T2	SMITH	185	202	1
5	Southers		Emily	X4-EC/ESL	PYATTE	174	201	1
5	Cadle--64		Ethan		PYATTE	171	204	1
5	Cadle--64		Zymerhia	T2RM	PYATTE	192	188	1
5	Pyatte--62		Jeovion		PYATTE	195	193	1
5	Southers		Zachary		PYATTE	190	200	1
6	Cadle--64		Zachary	T3RM	FRYE	202	175	1
6	Pyatte--62		Brian		FRYE	206	194	2
6	Pyatte--62		A'shariay		FRYE	208	199	2
6	Pinkney--63		Paulina		FRYE	202	200	2
6	Cadle--64		Evan		FRYE	202	201	2
6	Southers		Jas'Shon		FRYE	201	204	2
6	Pinkney--63		Sherijah		FRYE	207	204	2
6	Cadle--64		Rolando		FRYE	201	206	1
6	Southers		Sequoyah		FRYE	201	206	1
6	Southers		Ariana		FRYE	207	223	2
7	Pinkney--63		Juan		CHILES	210	188	1
7	Southers		Brianna		CHILES	210	205	1
7	Pinkney--63		Logan		CHILES	203	209	3
7	Cadle--64		Kaleb		CHILES	202	209	3
7	Cadle--64		Sarah		CHILES	201	210	2
7	Pinkney--63		Nathan		CHILES	206	211	1
7	Pyatte--62		Shoua		CHILES	209	211	2
7	Pyatte--62		Citlalli		CHILES	212	213	1

7	Southers		Jaribeth		CHILES	213	215	2
7	Pinkney--63		Rachel		CHILES	211	218	2
7	Cadle--64		Jai Tavial		CHILES	210	222	1
8	Pinkney--63		Xitlaly		SOUTHERS	209	200	2
8	Pinkney--63		Eleos		SOUTHERS	212	207	2
8	Southers		Paris		SOUTHERS	209	209	3
8	Pinkney--63		Shiasia		SOUTHERS	221	209	2
8	Cadle--64		Caleb		SOUTHERS	211	210	2
8	Pinkney--63		Charly		SOUTHERS	224	217	2
8	Pyatte--62		Evangelina		SOUTHERS	221	223	3
8	Pyatte--62		Adan		SOUTHERS	218	223	2
8	Cadle--64		Lindsay		SOUTHERS	222	225	2
8	Cadle--64		Andrea		SOUTHERS	212	228	2
8	Southers		Pablo		SOUTHERS	217	228	3
9	Pyatte--62		Elisabeth		CADLE	221	213	3
9	Southers		Riley		CADLE	220	213	3
9	Pyatte--62		Oma		CADLE	222	216	4
9	Pyatte--62		Victoria		CADLE	222	218	3
9	Pinkney--63		Abigail		CADLE	213	218	4
9	Southers		Emily		CADLE	216	218	4
9	Southers		Derek		CADLE	223	219	4
9	Cadle--64		Caleb		CADLE	223	220	4
9	Cadle--64		Kevin		CADLE	209	221	3
9	Pyatte--62		Justin		CADLE	221	222	4
9	Cadle--64		Jakob		CADLE	231	223	4
10	Pyatte--62		Devarshi		PINKNEY	213	220	4
10	Cadle--64		Janelly		PINKNEY	219	218	4
10	Cadle--64		Jalyce		PINKNEY	223	219	2
10	Pinkney--63		Sha'Marr		PINKNEY	213	220	4
10	Southers		Leonardo		PINKNEY	212	221	2
10	Pinkney--63		Nathan		PINKNEY	221	222	4
10	Southers		Aaliyah		PINKNEY	222	225	5
10	Pyatte--62		Judy		PINKNEY	210	225	4
10	Pyatte--62		Donny		PINKNEY	223	227	4
10	Southers		Melanie		PINKNEY	221	228	4
10	Cadle--64		Jazmin		PINKNEY	230	228	4
10	Pinkney--63		Catalino		PINKNEY	213	230	4
10	Pinkney--63		Sydney		PINKNEY	228	230	4
10	Pinkney--63		Angela		PINKNEY	219	230	5
10	Pinkney--63		Andrew		PINKNEY	229	232	5
10	Cadle--64		Gisel		PINKNEY	229	236	5
10	Pyatte--62		Lauren		PINKNEY	232	238	4
10	Southers		Hazael		PINKNEY	230	238	4
10	Pyatte--62		Nicholas		PINKNEY	236	240	5
10	Pyatte--62		James		PINKNEY	223	240	4
10	Pinkney--63		Travarion	T3B?	PINKNEY	198	216	4

Reading EOG	MATH EOG LEVEL	Math EOG	STAR TIME	SESSION NOTES
437	1	433	ACADEMIC	
433	1	436	ACADEMIC	
434	1	431	ACADEMIC	
431	1	435	ACADEMIC	
454	1	433	ACADEMIC	
429	1	439	ACADEMIC	
442	1	439	ACADEMIC	
431	1	434	ACADEMIC	
440	2	442	ACADEMIC	
434	1	434	ACADEMIC	
434	1	440	ACADEMIC	
440	1	535	ACADEMIC	
433	1	436	ACADEMIC	
440	2	442	21 CEA	
434	2	441	ACADEMIC	
428	1	436	ACADEMIC	SMITH'S ROOM
433	2	444	ACADEMIC	SMITH'S ROOM
431	1	435	ACADEMIC	SMITH'S ROOM
437	1	437	ACADEMIC	SMITH'S ROOM
431	1	435	ACADEMIC	SMITH'S ROOM
431	1	436	ACADEMIC	PYATTE'S ROOM
426	1	440	ACADEMIC	PYATTE'S ROOM
433	1	434	ACADEMIC	PYATTE'S ROOM
439	1	440	ACADEMIC	PYATTE'S ROOM
441	1	432	ACADEMIC	PYATTE'S ROOM
437	1	433	ACADEMIC	
443	1	431	ACADEMIC	
446	2	447	ACADEMIC	
443	1	431	ACADEMIC	
443	1	437	ACADEMIC	
444	2	445	ACADEMIC	
448	1	437	ACADEMIC	
438	1	429	ACADEMIC	
431	1	438	ACADEMIC	
449	2	444	21 CEA	
440	1	435	ACADEMIC	
441	2	447	ACADEMIC	
450	1	435	21 CEA	
451	2	447	21 CEA	
443	2	441	21 CEA	
437	2	443	21 CEA	
446	1	436	21 CEA	
438	2	443	21 CEA	

444	1	436	21 CEA	
444	2	442	21 CEA	
442	2	445	21 CEA	
447	1	436	ACADEMIC	SOUTHER'S ROOM
449	1	435	21 CEA	SOUTHER'S ROOM
452	3	449	21 CEA	SOUTHER'S ROOM
447	2	444	21 CEA	SOUTHER'S ROOM
445	2	446	21 CEA	SOUTHER'S ROOM
448	2	444	21 CEA	SOUTHER'S ROOM
451	3	449	21 CEA	SOUTHER'S ROOM
449	3	449	21 CEA	SOUTHER'S ROOM
449	4	451	21 CEA	SOUTHER'S ROOM
446	5	460	21 CEA	SOUTHER'S ROOM
451	4	454	21 CEA	SOUTHER'S ROOM
452	2	441	21 CEA	CADLE'S ROOM
452	2	444	21 CEA	CADLE'S ROOM
454	2	441	21 CEA	CADLE'S ROOM
452	1	440	21 CEA	CADLE'S ROOM
457	2	441	21 CEA	CADLE'S ROOM
454	2	444	21 CEA	CADLE'S ROOM
454	2	446	21 CEA	CADLE'S ROOM
454	1	436	21 CEA	CADLE'S ROOM
452	2	448	21 CEA	CADLE'S ROOM
456	3	449	21 CEA	CADLE'S ROOM
460	2	444	21 CEA	CADLE'S ROOM
459	3	449	21 CEA	PINKNEY'S ROOM
454	4	451	21 CEA	PINKNEY'S ROOM
449	4	456	21 CEA	PINKNEY'S ROOM
454	4	455	21 CEA	PINKNEY'S ROOM
446	2	446	21 CEA	PINKNEY'S ROOM
456	4	452	21 CEA	PINKNEY'S ROOM
464	4	456	21 CEA	PINKNEY'S ROOM
453	4	455	21 CEA	PINKNEY'S ROOM
460	4	459	21 CEA	PINKNEY'S ROOM
457	4	457	21 CEA	PINKNEY'S ROOM
457	4	453	21 CEA	PINKNEY'S ROOM
456	5	461	21 CEA	PINKNEY'S ROOM
462	4	455	21 CEA	PINKNEY'S ROOM
460	5	468	21 CEA	PINKNEY'S ROOM
467	4	457	21 CEA	PINKNEY'S ROOM
467	5	466	21 CEA	PINKNEY'S ROOM
457	4	459	21 CEA	PINKNEY'S ROOM
459	5	461	21 CEA	PINKNEY'S ROOM
475	5	461	21 CEA	PINKNEY'S ROOM
456	5	466	21 CEA	PINKNEY'S ROOM
454	4	451	ACADEMIC	PINKNEY'S ROOM



Master Schedule

<p>Everyone will have 40 minutes of planning</p> <p>PEMA Classes Include: PE, Music, Art, Physical Conditioning.</p> <p>PEMA & Intervention will not occur back-to-back.</p> <p>Grade level times have changed</p> <p>The academic intervention plans will be separated into Session 1 (Fall to Winter) and Session 2 (Winter to Spring)</p> <p>Student behavior will be evaluated within quarters, and interventions will be projected for 9 weeks.</p>



Rank In

Order Sheet

Benchmark results will be compiled into a spreadsheet and sorted in order of need. (By grade level.)

EC and ESL services will be separated for service time.

Remaining students will be sorted based on composite scores.

Reading=Heart Attack (major)

Math=Broken Leg (serious)

Behavior=Diabetes (underlying & ongoing)

Writing=silly sniffles

Administrative team will create the RIO Sheet.

Streamlined
Paperwork

Paperwork will not be written until groups are formed and intervention plans are in place.

Paperwork will be written for the group and printed. Teachers will then write names for members of group on separate forms.

Scores presented on Tier forms will reflect the grade level, and not the specific student.

County requirements will still need to be met, the timing may be different.

Analyzing Data

(including interventionists routinely)

Group charts will be analyzed every 3 weeks

Interventionists will cancel intervention every 6/3 weeks to join with data meetings.

Decisions will be made to change students or change group plans based on data.

MDT referrals will be made based on data.

Remember: The focus this year will be to “fix the core”. Although we will meet more frequently, that will not change the pacing of MDT process.

School-Wide Scheduling

Weekly

Data Meetings

Data meetings will occur weekly on Thursdays.

This will allow the early part of the week for preparation, and less cancellations

These meetings will alternate between Academic Review, Behavior Review, & Thumbs Up/Thumbs Down

An Agenda will be provided in advance to determine the meeting focus each week

Criteria

For Tiers

Reading (MClass Composite)

Tier 1: Green

Tier 2: Yellow (not required)

Tier 3: Red (Required)

Math (AIMS Web)

Tier 1: 36th percentile and above

Tier 2: 35th percentile or below

Tier 3: 10th percentile or below

Behavior

Tier 1: Classroom Management

Tier 2: 2 ODR w/in quarter or Admin placement

Tier 3: 6 ODRs or Admin Placement

2015-2016 MTSS “How”

Tier Requirements

CCS
Requirements

Replace CCS Referral Form with SSE Benchmark Results letter.

Parent signature will still need to be obtained for documentation purposes.

Other requirements will remain the same: Health screening, Observations, Speech Language Screenings

2015-2016 MTSS “How”

Problem Solving Team Responsibilities

Thumbs Up/
Thumbs Down

TU/TD will take place every 3 weeks.

TU/TD will not start until after benchmarking and interventions have been started.

Excel sheet will be completed by a scribe during meeting.

Staff will use a hard copy for ongoing documentation.



BOY, MOY, EOY Benchmark Schedule

<p>Teachers and interventionist will work together to complete benchmarks each session.</p> <p>interventionist will attend data meetings on <u>Thursday</u> during benchmarking period to participate in planning interventions for the session.</p> <p>Other days of the week they will be assessing during benchmark period.</p> <p>Results of benchmarks will determine tiers and intervention groupings.</p> <p>Dates: BOY , MOY, EOY,</p>



Intervention Plans & Documentation

Grade Level Responses

A small intervention bank will be designated by grade level for each area of concern. (Phonemic Awareness, Decoding, Fluency, Comprehension, Numbers & Operations, and Math Application (Measurement, Algebraic Thinking, Geometry))

Approved Plans

Intervention plans will be determined by team (teachers & interv.) at
These plans will be documented and audited by administration.

Progress
Monitoring

Group leaders will be responsible for progress monitoring students.
Group leader will also log data on spreadsheet.

Chart Data for the group chart, not individual

PM=Accountability for group leader, Evidence to change group plans,
Evidence for students to move groups.

PM Schedule

Tier 1: 30 days

Tier 2: 20 days

Tier 3: 1 x week/5 days

ESL-PM

EC-PM By EC Teacher

Behavior Case Management
& Staffing

Behavior:

Tier 1: coaching begins

Tier 2: 2 ODRs w/in 9 wks

Tier 3: 6 ODRs

Exit: 9 weeks of success

Behavior Cases will be reviewed every 3 weeks

Staffing:

Student services and administration will meet to analyze the high risk
Team will invite teachers as needed.

If data is not there, risk will not be evident.

SSE FALL BENCHMARK RESULTS as of 10-14

READING (DIBELS Composite)

Only includes data for students assessed.	K	1	2	3
<i>Total number of students</i>	103	112	125	93
On or Above Grade Level (Goal 80%)	38	43	75	39
Slightly At-Risk (Goal 15%)	27	10	9	10
Significantly At-Risk (Goal 5%)	38	59	41	44
	65	69	50	54

READING (TRC Compsite)

Only includes data for students assessed.	K	1	2	3
<i>Total number of students</i>	103	112	125	93
On or Above Grade Level (Goal 80%)	14	41	24	21
Slightly At-Risk (Goal 15%)	5	12	29	17
Significantly At-Risk (Goal 5%)	84	59	72	55
	89	71	101	72

READING (MAP)

Only includes data for students assessed.	K	1	2	3
<i>Total number of students</i>				
On or Above Grade Level (Goal 80%)				
Slightly At-Risk (Goal 15%)				
Significantly At-Risk (Goal 5%)				

MATH (MAP)

Only includes data for students assessed.	K	1	2	3
<i>Total number of students</i>	100	110	124	89
On or Above Grade Level (Goal 80%)	30	33	61	22
Slightly At-Risk (Goal 15%)	18	23	22	31
Significantly At-Risk (Goal 5%)	52	54	41	36
	70	77	63	67

					61%	Population At-Risk
4	5	6	Total	%		
			433			
			195	45%		Tiered Students
			56	13%		K
			182	42%	55%	1
			238			2
						3
4	5	6	Total	%		4 & 5
			433			6
						Total
			100	23%		
			63	15%		% On Tiers
			270	62%	77%	46%
			333			(332/726)
4	5	6	Total	%		
107	92	89	288			
38	48	50	136	47%		
33	13	17	63	22%		
36	31	22	89	31%	53%	
69	44	39	152			
4	5	6	Total			
108	92	89	712			
55	45	39	285	40%		
26	23	16	159	22%		
27	24	34	268	38%	60%	
53	47	50	427			

