WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

School:	Olds ES
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	**AMO DATA** Reading • From 2012/13 to 2014/15 our EDS students improved in reading proficiency by 11%. Although they have not met target, they have made growth and showed a consistent increase. • Our AG students exceed target proficiency in reading by 7% for the 2014-2015 school year. • Black students met or exceeded proficiency in 2012/13 and 2013/14.. • The subgroups ALL, White, and AG met or exceeded proficiency each year since 2012. Math • Black students progressed by about 5% from 2012/13 to 2014/15 **End of Grade Test Data** The school met growth in Reading and Math in grades 3-5 each year from 2012/13 to 2014/15. English Language Arts (ELA) • From 2013-2015 Olds Reading scores were above WCPSS. • 83 % of students were proficient at a level 3,4, or 5 from 2013/14 to 2014/15. • 4th grade had 2% growth from 2013/14-2014/15 • From 2013/14 to 2014/15, 5th grade maintained proficiency at 81%. Mathematics • From 2013/14 to 2014/15, overall math scores were above WCPSS: Grade 3 at 85% proficiency: Grade 4 at 82% proficiency :Grade 5 at 81% proficiency. • In 2014-2015, 3rd Grade met expectations with 79% proficiency (WCPSS at 71%). • From 2013/14 to 2014/15 3rd Grade made a 6% increase in proficiency • 2014-2015 4th Grade met expectations with 70% proficiency (WCPSS at 67%) • 2014-2015 5th Grade met expectations with 69% proficiency (WCPSS at 69%) Science: • 5th Grade Science exceeded expectations with 84% proficiency and was higher than WCPSS proficiency in 2013-2014. **Report Card Data** ELA: • In 2014-2015, the school averages for percent proficient in ELA were at or above 86% in Quarters 1 through 4. • In 2014-2015, Grades K, 1st, 2nd and 4th were at or above 90% proficiency in each quarter. Math: • In 2014-2015, the school averages for percent proficient in Math were at or above 86% in Quarters 1 through 4. • In 2014-2015, Grades K, 1st, 2nd, 4th, and 5th were at or above 80% in each quarter. **Benchmark Assessment Data Grades 2-5** ELA: • In 2014-2015, 4th grade was at or above 88% on Q2 and Q3 Benchmark assessments. • In 2014-2015, 5th grade proficiency increased by 4%from Q2 to Q3 . • In 2014/15, 2nd grade averaged 85% proficiency in Q2-Q4, • In 2014/15, 3rd Grade Case 21 Proficiency was consistent with EOG data. Math: • In 2014-2015, SSA students in grades 2-5 had 100% proficiency in Quarters 1-4. • In 2014-2015, 4th grade students had an average score of 80% in Quarters 1-3. **mCLASS Data 2014-2015** • Over 80% of students K-5 show proficiency on fluency measures on BOY, MOY, and EOY benchmarks in 2014-2015. • There was a 8% increase from BOY to EOY on DIBELS measures. • At the EOY, 89% of K-5 students were at or above Benchmark goals in DIBELS with an increase of 8% at the BOY. • TRC (comprehension) levels increased from BOY to EOY in Kindergarten by 21%. In 2nd grade TRCs increased by 11%.	**AMO DATA** Reading • EDS students did not meet proficiency for three consecutive years from 2012/13 to 2014/15 • Black students did not meet AMO goals in 2014-2105.. Math • Black students and EDS students did not met proficiency from 2012/13 to 2014/15. • EDS students missed the AMO proficiency target proficiency by 26.3% in 2014-2015. **End of Grade Test Data** English Language Arts (ELA) • In 2014-2015, Grades 3-5 had a 72% overall average dropping by 4% from 2013-2014. • From 2013-2014 to 2014-2015, black students dropped 6% in proficiency. • From 2013-2014 to 2014-2015, white students dropped 6% in proficiency. • In 2014-2015, 3rd grade students were at 75% proficiency. • When following the same cohort of students from 3rd (2013/14) to 4th grade (2014/15) there was an approximate 1% drop in proficiency. • When following the same cohort of students from 4th (2013/14) to 5th grade (2014/15) there was a 1.3% drop in proficiency. • In 2014/15, students with a level 4 and 5 proficiency level dropped by 11%. Mathematics: • When following the same cohort of students from 3rd (2013/14) to 4th grade (2014/15) there was a 3% drop in proficiency. • When following the same cohort of students from 4th (2013/14) to 5th grade (2014/15) there was a 3% drop in proficiency. • In 2014-2015, only 73% of students were proficient on the EOG scoring at a level 3,4, and 5. • Only 67% of students scored a level 4 or 5 in 2014-2015. Science: • 2014-15 was the first year Science growth was not met. • The percentage of fifth grade students passing the EOG Science test in 2014-2015 was 71%. • Only 65% of students were at a level 4 or level 5 proficiency in 2014-2015. **Report Card Data** ELA: • In 2014-2015, an average of 26 % of students were not proficient on ELA standards in 5th grade. Math: • In 2014-2015, an average of 27 % of students were not proficient on Math standards in 3rd grade. **Benchmark Assessment Data Grades 2-5** ELA: • In 2014-2015, there was a 6% drop in 2nd Grade scores between the 2nd and 3rd quarters. • In 2014/15, there was a 3% drop in 3rd Grade scores between the 2nd and 3rd quarters. • In 2014/15, there was a 4% drop in 4th Grade scores between the 2nd and 3rd quarters. • In 2014/15, 3rd Graders were at 78% proficiency in Q2 and Q3. • In 2014/15, 5h Graders were at 73% proficiency in Q2 and Q3. Math: • In 2014/15, 72% of 2-5 students were proficient in Quarter 1-3. • In 2014/15, 72% of 3rd graders were proficient in Quarters 1-3. • In 2014/15, 64% of 5th graders were proficient in Quarters 1-3. • In 2014/15, 65% of 2-5 students were proficient in Q3 dropping 13% from 78% in Q2. Science: • In 2014/15, 65% of 5th grade students were proficient in Quarters 1-3. • Only 55% of students were proficient in Q2 and 60% of students were proficient in Q3 in 2014/15. **mCLASS Data 2014-2015** • TRC (comprehension) results show that approximately 34% of our students were not at benchmark at the BOY. • 31% of students were not meeting benchmark goals of comprehension at the MOY. • 28% of students were not at EOY benchmark goals. • TRC (comprehension) levels dropped from BOY to MOY in grades 1 & 3 for 2014-2015 school year. • Only 54% of K students students were on benchmark at the EOY. • Only 62% of 1st grade students were on benchmark at the EOY. • 15% of first grade students who were on benchmark at the BOY(77%) were not at benchmark at the EOY(62%).

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Data Components	Areas of Strengths	Areas of Concern
Instructional Practices/Strategies	**Math Walkthrough Internal Data:** • 100% instruction is aligned with CCSS. • In 2014/15 44% more students are focused on conceptual understanding as compared to 2012-2013. • There was a 32% increase in technology use from 2012/13 to 2014/15.. • In 2014/15, 75% of students were solving appropriate math tasks that allow for various solutions as compared to 2012/13 and 2013/14.. **mClass Fidelity Data:** • 4 out of 6 grade levels (1st, 2nd, 3rd, 4th) were progress monitoring students in red and yellow with at least 80% fidelity in DIBELS in 2014/15. • 1st Grade increased the percentage of TRC progress monitoring for students in red by 73% from 2013/14 to 2014/15. • From 2013/14 to 2104/15, 1st Grade increased the percentage of DIBELS progress monitoring by 63% of students in red and 100% of students in yellow. • From 2013/14 to 2104/15, 3rd Grade increased the percentage of DIBELS progress monitoring by 50% of students in red. • From 2013/14 to 2104/15, 5th Grade increased the percentage of DIBELS progress monitoring by 80% of students in red and 50% of students in yellow. **EOG Data:** • In 2014/15, overall Reading percent proficient on the EOG is 80% which is 13% higher than the WCPSS average. • In 2014/15, overall Math percent proficient on EOG is 73% which is 4% higher than the WCPSS average. **Teacher Working Conditions Survey:** • In 2014-2015, 88% of teachers feel that the faculty and staff have a shared vision.	**Math Walkthrough Internal Data:** • In 2015-2016, only 8 walkthroughs have been completed so far. • In 2014-2015 63% of instruction was teacher driven. • In 2015-2016, 88 % of math instruction has been teacher driven. • There was a 5% decrease in the number of students reasoning, thinking, and providing answers from 2013/14 to 2015/16. • In 2015/16, 0% of students were engaged in math discourse and student led math discussions. • In 2015/16, 0% of students were using mathematical models as evidence of problem solutions (drawings, manipulative, symbols, gestures) **mClass Fidelity Data:** • Kindergarten had a decrease of 20% in the number of students being progress monitored in red, and an 11% decrease of students being progress monitored in yellow from 2013/2014, (DIBELS) • In 2014/15, 9% of students needing intensive interventions (red)in DIBELS did not receive progress monitoring. • In 2014/15, 19% of students needing interventions (yellow) in DIBELS did not receive progress monitoring. • In 2014/15, 20% of K-3 students well below benchmark (red) in TRC did not receive progress monitoring. • In 2014/2015, 3 out 4 grade levels decreased (K:25%, 2nd:40%,3rd: 3%) the percentage of students being progress monitored on TRC. • In 2013/14, 0% of 5th graders in red or yellow in DIBELS measured did not receive any progress monitoring. • In 2013/14, only 20% of students in red received progress monitoring for DIBELS and 0% of students in yellow received progress monitoring, • In 2013/14, only 27% of 1st graders in red in TRC measures received progress monitoring. • In 2014/15, 25% of Kindergarten students in red TRC measures did not receive progress monitoring. • In 2014/15, 40% of 2nd graders in red TRC measures did not receive progress monitoring. • In 2014/15, 24% of 3rd graders in red TRC did not receive progress monitoring **Data Monitoring** • Overall, 2014/15 report card data shows that students are at a higher level of proficiency than benchmark,mCLASS, and EOG data in both ELA and Math.
Staff and Student Demographics	**Demographic Data** • Our percentage of special ed students decreased by 3% from 2013/14 to 2014/15. • No new nodes of students have been added since 2012. • In 2014/15 26% of students are in special education. • In 2012/13 - 2014/15 100% of teachers are highly qualified. • In 2014/15 Teachers with Master's degrees stayed consistent at 44%. • In 2014/15 the number of National Board Certified teachers increased to 21%. • In 2014/15, 20% of staff are Beginning Teachers. • Every BT has a mentor and is involved in 3 Cycles of Assistance. • In 2014/15, 20% of our student population is African American. • In 2014/15 16% of staff members are African American, 1% of staff is Hispanic, and 1% of our staff is Asian. • In 2014/15 there was an average of 23 students per class. • From 2012/13 - 2014/15 100% of K-1 Teaches have teacher assistants. • In 2014/15, the average class size was smaller than 2013/14.. • In 20144/15, 61% of staff had 10 or more years of teaching.	**Demographic Data** • Our percentage of special ed students increased (at least 7%) from 2012/13 to 2014/15 school year. • Enrollment increased from 300 in 2013/14 to 350 in 2014/15 but the number of teachers did not increase. • Free and reduced lunch rates have increased From 2013/14 to 2014/15 by 9%. • Teacher turnover rates have increased 7% from 2012/13 to 2014/15. • From 2013/14 to 2014/15 our staff does not include African American males. • In 2014/15, 7% of students are Hispanic and 1% students are Asian which means we lack diversity. • In 2014/15, the average class size was 23 which is higher than Wake County and the state of North Carolina averages. • From 2012/13- 21014/15 there has been a teacher turnover rates have increased. • From 2012/13 - 2014/15, there has been a low percentage of male staff.
Perception	**Teacher Working Conditions Survey:** • Between 2013/14 and 2014/15 TWC surveys, despite staff turnover,100% of Teachers feel that overall, our school is a good place to work and learn. • Between 2013/14 and 2014/15 TWC surveys, despite staff turnover,100% of Teachers feel that overall, our school is safe. • Between 2013/14 and 2014/15 TWC surveys, despite staff turnover,100% of teachers agree that school leadership supports data-based decision-making. **Student Survey:** • In both the 2012/13 and 2013/14 surveys, an average of 99% of students respectively felt that their teachers encouraged them. • Between 2012/13-2013/14, student enjoyment of all core subjects increased by 18% from 48% to 66%. • From 2012/13 to 2013/14, the percentage of students who feel classwork is interesting increased 6% from 89% to 95%. • In all surveys from 2012/13 to 2014/15, an average of 89% of students stated that they could "talk to their teacher/adult at my school when they have a problem".	**Teacher Working Conditions:** • In 2013/14 , 77% of teachers who stated they spent a lot of time addressing discipline. • In 2014/15 , 34% of teachers who stated they spent a lot of time addressing discipline. **Student Surveys:** • From 2012/13 47% of students respectively felt that bullying is a problem at school. • From 2013/14 56% of students respectively felt that bullying is a problem at school. • From 2013/14 to 2014/15, the same cohort of students had a 32% drop in rating the school good or excellent. (From 77% in 2013/14 to 45% in 2014/15). • From 2013/14 to 2014/15, the same cohort of students had a 27% drop in stating that they "feel safe" at school. (From 93% in 2013/14 to 70% in 2014/15).

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Data Components	Areas of Strengths	Areas of Concern
Program	**PBIS:** • All (13) major incidents were documented in 2014-2015. • In 2014-2015, the 2nd grade and 3rd grade percentages on the conduct portion of the report cards increased over the course of the year from 94% to 99% for 2nd grade and 77% to 79% for 3rd grade. • The school average for conduct on the report cards was over 80% for each quarter in 2014-2015.	**PBIS:** • There are 200 undocumented minor incidents in Easi and 1 documented minor incidents in Easi for 2014-2015 school year. • In 2014-2015, report card conduct grades show 3rd and 5th grades with percentages between 60%-70% in all four quarters. • November, January and April have the highest daily averages of incidents for 2014-2015. • The classroom, cafeteria, and playground are locations with the highest incident rates in 2014-2015. • From 2013-2014 to 2014-2015 the number of documented incidents increased from 2 to 14.

Priority Concerns	Root Causes (with evidence)	Solutions
• The on-going, pervasive low achievement among our minority, FRL students.	• Current schedules do not include a standardized intervention period for low achieving minority students. • Not all low achieving minority students receive research-based interventions like Great Leaps or Direct Instruction.	• SIP Goal 1/Key Process 2: ◦ Response to Intervention (Rti): Concentrate on PD and manageable and effective strategies pertaining to mClass assessments and interventions (e.g., understanding of required processes, scheduling adaptations, support for interventions, ways to provided effective interventions). • Alter the school schedule to include a second, additional Reading and/or Mathematics instructional period for low achieving minority students.
• Overall student performance in English Language Arts and Mathematics dropped anywhere from 24% to 49% on end of year standardized tests. • The dips in student achievement in ELA EOG results and mClass data indicating a need for student improvement in reading skills,	• Change to common core curriculum instruction and assessment. • See CNA Student Achievment data. • Lack of focused Common Core ELA professional development in understanding instructional shifts.	• See Goal 1/Key Process 1 of 2014-2016 SI • Reading Comprehension Focus: Concentrate on professional development (PD) and teaching strategies for improving reading comprehension, tied to ELA Common Core Standards and content area related methodologies (e.g., 8 Mathematical practices that pertain to ELA standards, Read Alouds, Daily Café, Science Note booking reading and writing).
100% of staff and students do not feel supported, safe, and healthy.	• Perception and Program CNA Data. • PBIS program needs to be modified and improved.	Lead the Positive Behavior Intervention System (PBIS) team in modifying and creating an action plan to improve and develop the PBIS implementation program. (Goal 2 in the 2014-2016 SIP)

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Data Summary
Describe your conclusions
The Olds Elementary 2014-2016 SIP is based upon the data found and comprehensively analyzed within the CNA. The data indicates that our priority concerns are to focus on improving at-risk sub group student achievment, strengthen and ensure fidelity with Response to Intervention (RTI) processes, increase K-5 student reading comprehension, and to improve Positive Behavior Intervention Systems within the school. To address the priority concerns we plan to improve student achievement focusing on research based reading comprehension professional development and reading comprehension, focus on understanding Response to Intervention (RTI) practices and implementation strategies, and create an action plan to improve and develop the PBIS program.

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School:	Olds ES
Plan Year	2014-2016
Principal:	Dr. Mary Anne Wheeler
Date:	Aug - 2012

SIP Team Members

	Name	School Based Job Title
1	Ashley Bunn	Teacher
2	Carroll Lowell	Instructional Support Personnel
3	Danielle Hill	Teacher
4	Erica Condry	Assistant Principal
5	Jennifer Fine	School Improvement Chair
6	Jessie Ammons	Instructional Support Personnel
7	Lauren Ruiz	Instructional Support Personnel
8	Lauren Sailsbury	Instructional Support Personnel
9	Leanne Stradling	Teacher
10	Mary Anne Wheeler	Principal
11	Melissa Ellisen	Instructional Support Personnel
12	Michelle Vaughn	Teacher
13	Mrs. Bebee	Parent

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Mission, Vision and Value Statements

School:	Olds ES
Plan Year	2014-2016
Date:	Apr - 2012

Mission Statement:
As a collaborative and diverse learning community, we continuously work to ensure a 21st Century quality education for every child through data-based practices, project based challenges, University Connections, community partnerships, and positive behavior interventions.

Vision Statement:
We will educate, nurture, and challenge every child to be a responsible and productive student who is prepared for the future.

Value Statement:
•

- ◦ Expect and promote excellence using data driven practices.
- ◦ Teach the Common Core State Standards and North Carolina Essential Standards in interactive, project-based learning environments.
- ◦ Teach 21st century communication, collaboration, critical thinking,problem-solving, and project management skills.
- ◦ Teach and follow the Positive Behavior Intervention Support (PBIS) program.
- ◦ Foster global student learning and awareness of diversity.
- ◦ Use stake holder feedback and Plan-Do-Study-Act (PDSA)methodology to improve school systems.

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School Goal	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.
Goal Manager	Dr. Wheeler
Strategic Objective	Learning and Teaching
State Board of Education Goal	Healthy Responsible Students
Data Justification for Goal Based on Comprehensive Needs Assessment	• **Student Achievement Data** (EOG, Report Card, EVASS, AMO, Benchmark, and mCLASS Data) • **Instructional Practices Data** (Teacher Survey ELA data and mCLASS fidelity check data)

1	**Key Process**	Improve K-5 reading comprehension of all students by focusing on research based reading comprehension professional development and K-5 reading plan to include comprehension strategies that are aligned with the ELA Common Core State Standards.
	Process Manager	K-5 Teacher
	Completion Date	Jun - 2016
	Restrainers	Time Small school without Intervention Staff Technology Funds
	Resources	Research and professsional studies on Teaching Reading Comprehension, Professional Devlopment Calendar, Walkthrough Tool Based on Reading Comprehension Strategies, Reading Walkthrough Schedule, ELA Common Core State Standards, PLT notes and data, Coaching/Modeling research and tools, Student Text, Benchmark Assessments, mCLASS devices and resources, DPI Flexibility in Financial Transfers
	Measurable Process Check(s)	1. Case 21, mCLASS data, and Report Card data will be tracked to determine instructional effectiveness of reading comprehension strategies. 2. Every quarter, the administrative team will report walkthrough data using the in-house walkthrough tool in order to track use of reading comprehension strategies.

	1	**Action Step**	Identify research based reading comprehension strategies for professional development sessions. (Administrative Team)
		Timeline	From 6/2014 To 8/2014

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2	Action Step	A Professional development calendar with dates for in-services on "Reading Comprehension Strategies" will be created and published for teachers. Professional Development will focus on two ELA reading comprehension anchor standards per quarter. (Administrative Team)
	Timeline	From 6/2014 To 8/2014
3	Action Step	Create a walkthrough instrument that captures information focused on targeted reading comprehension strategies (Administrative Team)
	Timeline	From 6/2014 To 6/2016
4	Action Step	Create a schedule to complete reading comprehension strategy walkthroughs at least once per quarter. (Administrative Team)
	Timeline	From 6/2014 To 6/2016
5	Action Step	Implement professional development plan on reading comprehension strategies that will provide teacher understanding on two standards and aligned reading comprehension strategies per quarter. (IRT)
	Timeline	From 8/2014 To 6/2014
6	Action Step	Teachers use literacy strategies to increase student achievement in reading comprehension. (Teachers)
	Timeline	From 8/2014 To 6/2016
7	Action Step	At least once/month, PLTs discuss students' reading comprehension progress (Teachers)
	Timeline	From 8/2014 To 6/2016
8	Action Step	Conduct Walkthroughs using the in-house reading comprehension strategy tool once per quarter. (Administrative Team)
	Timeline	From 9/2014 To 6/2016
9	Action Step	Plan and implement a Coaching Model/Program with deliberate practice and feedback focused on teaching and learning reading comprehension strategies. (Administrative Team, Teachers)
	Timeline	From 8/2014 To 6/2016
10	Action Step	Reflect on the effectiveness (successes/concerns) of the reading comprehension strategy planning, implementation, and data during staff in-service once per quarter. (Staff)
	Timeline	From 8/2014 To 6/2016

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School Improvement Plan

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

2	Key Process	Improve reading comprehension of K-5 students by focusing on understanding of Response to Intervention (RTI) practices and ensuring fidelity with implementation strategies.
Process Manager		K-5 Teacher
Completion Date		Jun - 2016
Restrainers		Time Leveled Text
Resources		mCLASS devices and resources, mCLASS fidelity checks/data, PLT notes, RTI tools/resources, School Calendar, Benchmark Assessments
Measurable Process Check(s)		1. mCLASS assessment/progress monitoring data and fidelity checks will be tracked to determine instructional effectiveness of reading comprehension interventions. 2. PLT notes will be tracked to determine how Teachers are analyzing student work for RTI purposes.
	1 **Action Step**	Create a school wide schedule with daily uninterrupted English Language Arts (ELA) Response to Intervention (RTI) periods. (Administrative Team)
	Timeline	From 6/2014 To 8/2014
	2 **Action Step**	Create a schedule to complete RTI professional development (Administrative Team)
	Timeline	From 6/2014 To 9/2016
	3 **Action Step**	Create an mCLASS intervention and progress monitoring school wide calendar. (mCLASS Leaders, Administration)
	Timeline	From 8/2014 To 6/2016
	4 **Action Step**	During professional development sessions, staff will review and study RTI and mCLASS assessments and intervention components, processes, and expectations to increase understanding and fidelity. (Administrative Team, Teachers)
	Timeline	From 8/2014 To 6/2016
	5 **Action Step**	Create a professional development schedule for learning and implementing the Tuning Protocol as a method to enhance teacher effectiveness. (Dr. Wheeler)
	Timeline	From 6/2014 To 8/2014
	6 **Action Step**	At least once a month, PLTs discuss students' RTI assessments and interventions. (PLT Team Leaders)
	Timeline	From 8/2014 To 6/2016

School Improvement Plan

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

7	**Action Step**	Teachers will implement mCLASS benchmark assessments, interventions, and progress monitoring assessments on time and with fidelity. (Teachers)
	Timeline	From 8/2014 To 6/2016
8	**Action Step**	Track beginning of year (BOY), middle of year (MOY), and end of year (EOY) Teacher mCLASS RTI reports to ensure fidelity. (Administrative Team, mCLASS Leaders, Teachers)
	Timeline	From 9/2014 To 6/2016

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

School Goal	By June 2016, the overall health and safety and general climate of Olds Elementary will be at or above 90% satisfaction level as measured by Climate (student and teacher) Surveys and Positive Behavior Intervention System (PBIS) Referral Data.
Goal Manager	Chris Liles
Strategic Objective	Balanced Assessment System
State Board of Education Goal	Healthy Responsible Students
Data Justification for Goal Based on Comprehensive Needs Assessment	• Perception Data (Student Survey Results, TWCS 2012, 2013 PLC Results) found on CNA • Program Data (PBIS Survey Data) found on CNA

1	**Key Process**	Lead the Positive Behavior Intervention System (PBIS) team in modifying and creating an action plan to improve and develop the PBIS implementation program.
Process Manager		K-5 Teacher
Completion Date		Jun - 2016
Restrainers		Time
Resources		PBIS Self Assessment Survey, Implementation Inventory, School Wide Evaluation data, PBIS Referral Data and Student/Parent/Teacher Climate Survey Data, School Bullying Survey, CMAPP, WCPSS Teaching Character Education Expectations, PBIS Team, Counselor, Psychologist, Social Worker, Teachers), Healthy Active Children Policy (K-8), Safe and Orderly Schools Plan, Duty Free Lunch and Planning
Measurable Process Check(s)		**Measurable Process Check:** 1. PBIS Self Assessment Survey, Implementation Inventory, and School Wide Evaluation data will be tracked to determine effectiveness and needs for improvement. 2. Every quarter, the PBIS team will monitor and report PBIS Referral Data and Student/Parent/Teacher Climate Survey Data. 3. School Bullying Survey will be administered to students twice a year.

	1	**Action Step**	Review and analyze current PBIS data to determine strengths and weaknesses. (PBIS Team)
		Timeline	From 6/2014 To 8/2014

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2	**Action Step**	Use the School-wide Evaluation Tool and Implementation Inventory to assess areas for improvement on the current PBIS Plan and to guide the PBIS Team in the process of PBIS program revisions. (PBIS Team)
	Timeline	From 8/2014 To 8/2014
3	**Action Step**	Plan for and incorporate a K-5 Character Education Program into the PBIS Program using CMAPP Resources and the WCPSS Teaching Character Education Expectations found on Blackboard. (PBIS Team)
	Timeline	From 8/2014 To 6/2016
4	**Action Step**	Create and teach educational sessions on bullying prevention to K- 5 Students using the WCPSS PBIS Resources. (PBIS Team, Counselor, Psychologist, Social Worker, Teachers)
	Timeline	From 8/2014 To 9/2016
5	**Action Step**	Staff implements PBIS improvements. (Staff)
	Timeline	From 8/2014 To 6/2016

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Date	Jun - 2014
Waiver Requested	
N/A	
How will this waiver impact school improvement?	
N/A	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	N/A

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Reading Comprehension Research	K-5 Teachers, Administrators, Specialsist	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.	Case 21, mCLASS data, Report Card data, EVAAS, AMO data, EOG scores, Walkthrough Data
Reading Comprehension Quarterly Reflections	K-5 Teachers, Administrators, Specialists	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.	Case 21, mCLASS data, Report Card data, EVAAS, AMO data, EOG scores, Walkthrough Data
K-5 Character Education Training	K-5 Teachers, Administrators, Specialists	By June 2016, the overall health and safety and general climate of Olds Elementary will be at or above 90% satisfaction level as measured by Climate (student and teacher) Surveys and Positive Behavior Intervention System (PBIS) Referral Data.	1. PBIS Self Assessment Survey, Implementation Inventory, aSchool Wide Evaluation data, PBIS Referral Data, Student/Parent/Teacher Climate Survey Data, School Bullying Survey data
Professional Learning Team Tuning Protocol Training	K-5 Teachers, Administrators, Specialists	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.	PLT notes
Response to Intervention (RTI) Components, Processes, and Expectations	K-5 Teachers, Administrators, Specialists	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.	mCLASS assessment/progress monitoring data, mCLASS fidelity reports, PLT notes

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School Improvement Plan

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

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Deeper Understanding the ELA Common Core State Standards: Reading Anchor Standard	K-5 Teachers, Administrators, Specialist	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.	Case 21, mCLASS data, Report Card data, EVAAS, AMO data, EOG scores, Walkthrough Data
Reading Comprehension Strategies for Literature	K-5 Teachers, Administrators, Specilaists	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.	Case 21, mCLASS data, Report Card data, EVAAS, AMO data, EOG scores, Walkthrough Data
Reading Comprehension Strategies for Informational Text	Teachers, Administrators, Specialists	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.	Case 21, mCLASS data, Report Card data, EVAAS, AMO data, EOG scores, Walkthrough Data

School Improvement Plan

WAKE COUNTY
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Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Reading Comprehension Strategies in the Classroom	K-5 Teachers, Specialists, Instructional Support Staff, and Administration	By June 2016, Olds Elementary students will meet or exceed growth in reading as measured by the Education Value Added Assessment System (EVAAS) and meet their English Language Arts (ELA) Annual Measurable Objectives (AMO) targets as measured by EOG scores and mCLASS data.	mCLASS Data Olds Elementary Instructional Walk-Through Observation Feedback Form EOG Results
Mindsets in the Classroom	K-5 Teachers, Specialists, Instructional Support Staff, and Administration	Goal 2: By June 2016, the overall health and safety and general climate of Olds Elementary will be at or above 90% satisfaction level as measured by Climate (student and teacher) Surveys and Positive Behavior Intervention System (PBIS) Referral Data	Teacher and Student Climate Surveys

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	Reading	Math	Behavior
Data Decision Process for Entry and Exit	mCLASS Data Report Card Data EOG Data Benchmark Assessment Data **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	Benchmark Assessment Data EOG Data K-1 Quarterly Assessment Data **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	PBIS Referral Data **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**
Intervention Structure	Scheduled Intervention Flexible Grouping mCLASS Progress Monitoring Reasearch Based Interventions **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	Scheduled Intervention Flexible Grouping Progress Monitoring Reasearch Based Interventions **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	Small Group Interventions Independent Interventions Whole Class Interventions **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**
Instruction	Flexible Groupins Guided Reading Groups on Instructional Levels Reaseach Based Comprehension Strategy Focus **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	Flexible Grouping Research Based Strategies and Interventions Direct Instruction Eight Mathematical Practice Implmentation **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	School- Wide, Whole Class, Small Group, and Independent Instruction **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**
Assessment and Progress Monitoring	Benchmark Assessment mCLASS Assessments EOG Assessments **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	Benchmark Assessments EOG Assessment Unit Tests, Quick Quizes **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	Student/Parent/Teacher School Climate Survwey PBIS Referral Data School Bullying Survey **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**

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	Reading	Math	Behavior
Curriculum/Resources	Reasearch Based Reading Comprehension Strategies ELA Common Core State Standards NCDPI and WCPSS Resourse Materials mCLASS Resources **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	Mathematics Common Core State Standards Mathematical Common Core State Standards Eight Practices NCDPI and WCPSS Math Resourse Materials **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**	School Wide Implementation Evaluation Implementation Tool District Resources (Character Education, WCPSS Bullying Prevention) PBIS Resources **Matrix is due and will be completed by the first student day of the 2014-2015 school year.**

School Improvement Plan

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	Once a student has been identified as below benchmark through the triangulation of data points such as mCLASS, EOG, KIA/KEA, BOG, Report Card Data, and/or Case 21 a meeting will be scheduled to discuss a plan of action. • **What is the threshold at which students will enter and/or exit strategic (a need/PLT discussion) and/or intensive (a greater, more foundational need, more intensive staff) interventions for academics or behavior?** ENTRANCE LEVEL A **Strategic Plan** will be created when: K: A student who has yellow and/or red composite score on DIBELS; and yellow score in TRC on mCLASS at the MOY Benchmark. A level 2 on report cards in ELA. 1st: A student who has yellow and/or red composite score on DIBELS; and yellow score in TRC on mCLASS at any Benchmark. A level 2 on Report Cards in ELA. 2nd: A student who has yellow and/or red composite score on DIBELS; and yellow score in TRC on mCLASS at any Benchmark. A level 2 on Report Cards in ELA. 3rd: A student who has yellow and/or red composite score on DIBELS; and yellow score in TRC on mCLASS during any Benchmark period. A student who does not meet proficiency on the BOG, Case 21, and a level 2 on Report Cards in ELA. 4th: A student who has yellow composite score on DIBELS on mCLASS during any Benchmark period. A student who does not meet proficiency at level 2 on the 3rd Grade EOG, and level 2 on Report Cards in ELA. 5th: A student who has yellow composite score on DIBELS on mCLASS during any Benchmark period. A student who does not meet proficiency at level 2 on the 4th Grade EOG, and level 2 on Report Cards in ELA. A More **Intensive Plan** will be created when: K: A student who has a red DIBELS composite score and red TRC mCLASS measure at the MOY Benchmark for mCLASS. A level 1 on report cards in ELA. 1st: A student who has yellow and/or red composite score on DIBELS; and yellow score in TRC on mCLASS at any Benchmark. A level 1 on Report Cards in ELA. 2nd: A student who has yellow and/or red composite score on DIBELS; and yellow score in TRC on mCLASS at any Benchmark. A level 1 on Report Cards in ELA. 3rd: A student who has red composite score on DIBELS; and/or red score in TRC on mCLASS during any Benchmark period. A student who does not meet proficiency on the BOG, and a level 1 on Report Cards in ELA. 4th: A student who has red composite score on DIBELS on mCLASS during any Benchmark period. A student who does not meet proficiency at level 1 on the 3rd Grade EOG, and level 1 on Report Cards in ELA. 5th: A student who has yellow composite score on DIBELS on mCLASS during any Benchmark period. A student who does not meet proficiency at level 1 on the 4th Grade EOG, and level 1 on Report Cards in ELA. EXIT CRITERIA LEVEL: A student will exit the intervention plan after maintaining benchmark proficiency as demonstrated by meeting at least three grade level progress monitoring points, as well as, mutual agreement among stakeholders. • **What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?** Ongoing PLT's will review current data and their response to instruction and make decisions to update/modify the plan at least twice a month. Collaboration will occur Quarterly to review school-wide data. Any student new to the school will have a record review within two school days of arrival by the data manager, and any red flags will be communicated to the teacher. • **How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on the rate of improvement and/or transitioning towards Core benchmarks?** Each month, student data (EOG, DEF Report, Report Card Quarterly Review) will be used to evaluate the effectiveness of the Intervention Matrix Plan by the SRC (Student Review Committee) .		
Intervention Structure	• **What will be the strategic and intensive structures for delivering services to students who are not meeting benchmark or universal behavior expectation?** **Strategic Services:** 2-3 days a week for 10-15 minutes with no more than six students **Intensive Services:** 3- 5 days a week for 10 - 15 minutes with no more than three students • **How does your master schedule allow for delivery of strategic and intensive intervention in addition to Core?** The literacy block allows for Core Teachers to provide small group intervention and conferencing by providing each class with a certified teacher. Each teacher is responsible for providing intervention in small groups during the ELA block.		
Instruction	• **What structures are in place to ensure that instructional decisions and planning are aligned to core?** Digging deeper assessments will be administered, as outlines by WCPSS Universal Screening & Diagnostic Assessment Flowchart. Focus of intervention lessons will be discussed at grade level PLT's ensuring skills are generalized across settings and address grade level expectations on students' level. • **What is the intervention lesson format(s) for academics or behavior?** All intervention formats will be research/evidence based. The intervention lessons will be direct and explicitly taught and based on student need. Instruction will be guided by assessment data and teacher collaboration. • **How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?** Each Quarter, teachers will provide the SRC a list of students receiving strategic/intense interventions. At the BOY, Kindergarten teachers will submit a list of students that were not on benchmark at KIA. The SRC will then use mCLASS fidelity checks to ensure systematic application of the plan.		
Assessment and Progress Monitoring	• **What data will be used to assess the student's responsiveness to intervention?** ~mCLASS Progress Monitoring following WCPSS Steps to Effective Progress Monitoring with DIBELS Next ~Common Assessments ~Formative Assessments ~Benchmark Assessments ~Letterland Assessments • **How does data guide your instruction?** Data helps teachers to identify, continue, and update target learning focus. • **How often will you progress monitor?** Students that have strategic plans will be progress monitored at least every 20 days. Students that have intensive plans will be progress monitored at least every 5- 10 days. Students will be progress monitored by the teacher providing the most intensive intervention. • **What is the process for analyzing the data and making data based decisions?** After 3 data points, stakeholders will collaboratively discuss students progress toward goals and consider adjustment of duration, frequency, intensity, group size, and delivery.		

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	Reading	Math	Behavior
Curriculum/Resources	• **What evidence based materials and resources will be used to support the academic or behavior strategic intervention?** mCLASS "What Now" tools Florida Center For Reading Research (FCRR) Letterland Intervention Strand Small Group guided reading with leveled text Great Leaps C-MAPP Resources Read to Achieve Instructional Passages HELPS		