

<b>School Goal</b>		
<p>By June 2018, 80% of 3-5 students at Banks Road Elementary School will demonstrate Grade Level Proficiency (GLP) and exceed growth as measured by EVAAS. All subgroups will meet targets set by the state.</p> <p>By June 2018, 72% of K-2 students at Banks Road Elementary School will be proficient according to end-of-year (EOY) mCLASS Text Reading and Comprehension measure (TRC).</p>		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Brett Smith	Learning and Teaching	21st Century Students
<b>Resources</b>		
<p><u>Vocabulary Strategies That Work</u>, L. Wilfong  <u>Learning in the Fast Lane</u>, Suzy Pepper Rollins  <u>Classroom Instruction That Works</u>, Dean, Hubbell, Pitler, &amp; Stone</p> <p>Effective Teacher Framework resources, Walkthrough data, Parental Engagement, duty free lunch and planning, DPI flexibility in financial transfer, K-3 Read to Achieve Plan, CMAPP, Character Education Plan, Healthy Active Children Policy, Collaborative planning time, John Hattie Effect Size</p>		

<b>Key Process</b>
<p><b>1.</b> We will create and implement a strategic vocabulary plan to expose students both directly and indirectly to new vocabulary through speaking, writing, reading and listening(SWRL).</p>
<b>Tier</b>
Tier 1 / Core Instruction
<b>Process Manager</b>
Diane Bone
<b>Measurable Process Check(s)</b>
<p>The Vocabulary Committee and Administrators will conduct walkthroughs quarterly and review PLT minutes to assess progress towards implementing vocabulary instruction. The grade level PLTs, Intervention Team, and Vocabulary Committee will utilize the Team Initiated Problem Solving model (TIPS) to analyze assessment data and monitor the impact on student achievement (mClass, Case, grade level assessments, report cards, EOGs).</p>

<b>Action Step(s)</b>
<p><b>1.</b> The Vocabulary Committee will read several research based resources on effective vocabulary instruction.</p>
<b>Timeline</b>
From 7/2016 To 7/2016
<p><b>2.</b> The Vocabulary Committee will create a walkthrough instrument to determine current teacher use of research-based best practices for vocabulary instruction.</p>
<b>Timeline</b>
From 7/2016 To 8/2016

3. The Vocabulary Committee will conduct walkthroughs to measure current practices in vocabulary instruction.

**Timeline** From 8/2016 To 9/2016

4. The Vocabulary Committee will analyze the walkthrough data to determine needed professional development on vocabulary instruction.

**Timeline** From 9/2016 To 10/2016

5. The Vocabulary Committee will create a professional development plan to build staff capacity for vocabulary instruction and assessment. This plan should include:

- Modeling and expecting students to use rich language daily (SWRL)
- Indirect and direct vocabulary opportunities
- Teacher use of a wide variety of engagement strategies reflective of 4Cs
- Use of tier II words for instruction across all content areas
- Embedding vocabulary in content area assessments
- Exposure to a variety of texts and genres
- Digital Learning/Technology
- Various learning opportunities by teacher choice- Learner Agency

**Timeline** From 10/2016 To 11/2016

6. The Vocabulary Committee, in collaboration with the Instructional Strategies Committee, will implement professional development to build staff capacity for vocabulary instruction and assessment.

**Timeline** From 1/2017 To 6/2018

7. Teachers, with the support of instructional support staff, will utilize research-based best practices for vocabulary instruction and assessments.

**Timeline** From 1/2017 To 6/2018

8. The grade level PLTs will utilize the Team Initiated Problem Solving model (TIPS - not the TIPS visual vocabulary) and the Banks Road PLT Agenda form to analyze common assessments and EOY assessments in order to determine the impact of vocabulary instruction and next steps for student success.

**Timeline** From 2/2017 To 6/2018

### Key Process

2. We will utilize a variety of research-based highly effective instructional practices in Tier I to increase the academic proficiency of all students. We will utilize a variety of research-based highly effective instructional practices in Tier I to increase the academic proficiency of all students.

### Tier

Tier 1 / Core Instruction

**Process Manager**

Katherine Walton

**Measurable Process Check(s)**

The Instructional Strategies Committee will conduct quarterly walkthroughs to assess progress in implementing research-based highly effective instructional practices. The grade level PLTs, Intervention Team, and Instructional Strategies Committee will utilize the Team Initiated Problem Solving model (TIPS) to analyze assessment data and monitor the impact on student achievement (mClass, Case, grade level assessments, report cards, EOGs).

**Action Step(s)**

1. The Instructional Strategies Committee will read several resources on research-based highly effective instructional practices.  
  
**Timeline** From 7/2016 To 7/2016
2. The Instructional Strategies Committee will create a walkthrough instrument to determine current teacher use of research-based highly effective instructional practices.  
  
**Timeline** From 7/2016 To 8/2016
3. The Instructional Strategies Committee will conduct walkthroughs to measure current practices in research-based highly effective instructional practices.  
  
**Timeline** From 8/2016 To 9/2016
4. The Instructional Strategies Committee will analyze the walkthrough data to determine needed professional development on research-based highly effective instructional practices.  
  
**Timeline** From 9/2016 To 10/2016
5. The Instructional Strategies Committee will create a professional development plan to build staff capacity for research-based highly effective instructional practices. We will focus on 2 or 3 research-based effective instructional practices
  - Speaking, Writing, Reading, Listening (SWRL)
  - Creation of engaging tasks designed to increase student motivation
  - Creation of tasks that are highly relevant and have practical application
  - Creation of tasks that cultivate the 4 Cs
  - Conferring and Goal Setting
  - Pre-teaching
  - Success Starters
  - Digital Learning/Technology
 This plan should include:
  - Teacher use of a wide variety of engagement strategies reflective of 4 Cs
  - Exposure to a variety of texts and genres
  - Digital Learning/Technology
  - Various learning opportunities by teacher choice- Learner Agency

**Timeline** From 10/2016 To 11/2016

6. The Instructional Strategies Committee, in collaboration with the Vocabulary Committee, will implement professional development to build staff capacity with research-based highly effective instructional practices.

**Timeline** From 1/2017 To 6/2018

7. Teachers, with the support of instructional support staff, will utilize research-based, highly effective instructional practices.

**Timeline** From 1/2017 To 6/2018

8. The grade level PLTs will utilize the (TIPS - not the TIPS visual vocabulary) and the Banks Road PLT format to analyze common assessments and EOY assessments in order to determine the impact of research-based, highly effective instructional practices and next steps for student success.

**Timeline** From 2/2017 To 6/2018

**Key Process**

3. We will use a behavior flow chart and EASi so that staff can intervene, identify areas of school-wide need, and provide scaffolded support to improve the learning environment.

**Tier**

Tier 1 / Core Instruction

**Process Manager**

William Day

**Measurable Process Check(s)**

The PBIS Committee will conduct quarterly reviews of the behavior flow chart and SIRS data to determine fidelity and areas of need. The PBIS Committee, Intervention Team, and SILT committee will utilize TIPS to analyze EASi reports and the intervention matrix on a quarterly basis to determine the impact of the systems on student behavior.

**Action Step(s)**

1. The PBIS Committee will conduct an analysis of behavior referrals from the previous school year.

**Timeline** From 7/2016 To 7/2016

2. The PBIS Committee will present the behavior flowchart and provide PD on the use of SIRS for documenting minor and major behavior referrals.

**Timeline** From 7/2016 To 7/2016

3. The PBIS Committee will analyze the the system data quarterly to determine professional development needs with Tier I behavior intervention and support.

**Timeline** From 8/2016 To 9/2016

4. The PBIS Committee will create and implement a professional development plan to build staff capacity for behavior intervention and support at all Tiers.

**Timeline** From 10/2016 To 11/2016

5. PLTs will collaborate monthly with PBIS committee members to problem solve using TIPs to determine behavior interventions specific to students with Tier II supports.

**Timeline** From 11/2016 To 6/2018

#### Key Process

4. We provide support for our stakeholders (outside community, families, staff, and students) to promote positive relationships within the school and community.

#### Tier

Tier 1 / Core Instruction

#### Process Manager

Jessica Burroughs

#### Measurable Process Check(s)

Social Emotional Committee will create and conduct a survey of all stakeholders based on specific areas of need revealed in the surveys listed above.

#### Action Step(s)

1. The Social Emotional Learning Committee will read several resources on social emotional learning.

**Timeline** From 7/2017 To 8/2017

2. The Social Emotional Committee will review all survey data (TWC 2015 - 2016, Staff Survey 2016 - 2017, 4th and 5th grade student survey 2016 - 2017, MTSS Beliefs Survey etc.) as well as anecdotal data (interviews, feedback, observations).

**Timeline** From 8/2017 To 9/2017

3. Social Emotional Committee will create and conduct a survey of all stakeholders based on specific areas of need revealed in the surveys listed above.

**Timeline** From 9/2017 To 10/2017

**School:** Banks Road ES  
**Plan Year** 2016-2018  
**LEA:** Wake County (920)

- 4.** The Social Emotional Committee will use TIPS and ICEL to analyze survey data and determine the root causes and areas of need.

**Timeline** From 9/2017 To 10/2017
- 5.** The Social Emotional Committee will research best practices to meet the determined areas of need.

**Timeline** From 10/2017 To 11/2017
- 6.** The Social Emotional Committee will create and implement a plan to meet the areas of need. (Plan should include action steps for each stakeholder group including professional development).

**Timeline** From 11/2017 To 6/2018
- 7.** The Social Emotional Committee will conduct an end of year stakeholder survey to determine areas of success and additional or on-going areas of need.

**Timeline** From 1/2018 To 6/2018