

School Improvement Plan

School:	Wendell MS
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<p>7th Grade AIG had 100% proficient in Reading for 2012-2013</p> <p>2012-2013 Science; All students- 68% proficient; Level 1 and 2- 38% proficient (26% for WCPSS)</p> <p>2012-2013 Reading EOG scores were higher than Math EOG scores for the first time in 4 years.</p> <p>2012-2013 Reading EOG 8th Grade Hispanic/Latino scored higher for WMS compared to Eastern Wake and equal to WCPSS scores.</p> <p>2013-2014 Met growth in 7th and 8th grade reading and exceeded growth in 8th grade science.</p> <p>2014-2015 School met overall growth. Exceeded growth in 7th and 8th grade math. Met growth in 7th grade reading, 8th grade science, and CC Math I.</p>	<p>2012-2013 All EOG/EOC and Alternate Assessments were at 34% proficient.</p> <p>2012-2013 there were no subgroups that made their AMO targets in math.</p> <p>2013-2014 All math tested areas did not meet growth.</p> <p>2014-2015 6th grade reading, 6th grade math, and 8th grade reading did not make growth.</p>

School:	Wendell MS
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Instructional Practices/Strategies	<ol style="list-style-type: none"> 1. We have been able to have a full time RTI coach for two years (2012-2013 and 2013-2014) to support students and teachers. 2. CMAPP is readily available and heavily utilized 3. 2014-2015 school year: Quarterly Literacy strategies to be used in all classes (core and elective) 4. All Language Arts and Social Studies teachers implemented the school-wide Literacy Strategies. 5. A tech facilitator has enabled an increase in staff collaboration, technology use, and overall feeling of having support. 6. Smartboards in 100% of core classrooms 7. Teachers within PLT's are collaborating to create instructional material and tests that reflect the rigor of benchmark and end of year testing. 	<ol style="list-style-type: none"> 1. There is a need for a data collection tool to monitor instruction practices/strategies. 2. Lack of consistency with implementation of literacy strategies across all content areas. 3. Current instructional practices are not maintaining student engagement. 4. Current instructional practices are not making connections to show relevance of curriculum to student lives. 5. Current instructional practices are not making or maintaining connections with students' prior knowledge or establishing background knowledge when prior knowledge does not exist. 6. Current instructional practices need to support a variety of learning styles and skill levels through differentiation.

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Staff and Student Demographics	<ol style="list-style-type: none"> 1. Neighborhood/community-focused (students live in the area) 2. Community/WCPSS Demographics: Wake County Demographics, according to US Census Bureau (2013) Total Population- 929,214 White- 61.8%, Black- 20.5%, Hispanic- 9.8%, Asian- 5.6%, Two or More Races- 1.8%, Some Other Race- 0.3%, American Indian/Alaskan Native- 0.2%, and Native/Hawaiian/Other Pacific Islander- 0% 3. Three Year Student Demographic trends for Wendell Middle: Total student population has decreased from 984 students to 937 students. Percentage of White students has decreased from 30% to 26.5% Percentage of African American students has decreased from 38.2% to 33.1% Percentage of Hispanic students has increased from 26.7% to 33.3% Percentage of Other/multi races has increased from 5% to 7% 4. 98.6% of teachers at Wendell are certified teachers 5. Staff Demographics - 82% White, 15% African American, 3% Hispanic/Asian 6. Wake County Schools student population of free and reduced lunch as of October 2015 is 37%. 7. Wendell Middle School suspension rate has decreased from 22.8% (13-14) to 16% (14-15) 8. Attendance rate exceeds 95% over the last three years. 	<ol style="list-style-type: none"> 1. 21/65 teachers have less than 5 years experience 2. 24.3% of faculty are beginning teachers 3. Student population of free/reduced lunch for Wendell Middle as of October 2015 is 66.84%. This is an increase from 61.4% during the 2014-2015 school year. Our F&R population is 29.84 percentage points higher than the county. 4. Wendell Middle suspension rate is well above the Wake County average of 4.5% (from 2013-2014). Our African American males represent our subgroup with the highest suspension rate. 5. 7th Grade Referrals (70 students w/ 5 or more referrals) 6. 124 students in 7th grade failing at least one core class

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Perception	<p>1. New website improves school visibility/information dissemination - over 1500 unique visitors daily</p> <p>2. A climate committee was formed with a focus on staff morale and responding to the BT and staff surveys</p>	<p>1. No data on: % of students who rated Wendell "good" or "excellent" % of students who "like school" % of students who "feel safe at school"</p> <p>2. 53.8% of faculty during '12-'13 school year believed WMS has an effective process for making group decisions to solve problems</p> <p>3. 34% of faculty during '12-'13 school year believed WMS had an atmosphere of trust and mutual respect in this school</p> <p>4. 47% of faculty during the '12-'13 school year believed WMS "is a good place to work"</p> <p>5. 34% of staff felt that there was an atmosphere of trust and respect at WMS on the 2012-2013 TWC survey.</p>
Program	<p>The RTI coach and tech facilitator are available to support teachers throughout the school day. Students receive a common 30 minutes intervention/enrichment time daily. Tech facilitator has observed nearly all classes and supports teachers in both technology integration and best practices.</p> <p>The RTI coach is able to meet with teachers during their planning/PLT time to provide teachers with instructional interventions and strategies for struggling students. She is also able to meet with parents and other school staff to support struggling students</p>	<p>Lack of common planning for CIA teams. School allotment support for the 2014-15 school year. Maintaining and improving technology infrastructure</p>

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Priority Concerns	Root Causes (with evidence)	Solutions
19.5 % below AMO targets for math	<ul style="list-style-type: none"> - class sizes too large - gaps in student learning - teacher input with grouping/scheduling - classroom setting <p>-During the 2013-14 school year, allotments for staff supporting children (ESL, AiG, intervention teachers) were decreased while student numbers increased.</p>	<ul style="list-style-type: none"> - Cap classroom sizes - Creative ideas to build foundations for basic math skills through manipulatives, IXL (gamification programs), peer tutoring across grade levels. Having 5th grade scores early in the first semester to map planning. Classroom assessments need to be as rigorous as EOG questions - Address individual needs in math classes. Second tier of plus classes in levels more suitable to student needs with smaller class size. Homogenous grouping by skill level. Less cross-teaming. - Center-based tables instead of desks Better access to technology/internet, team-based iPad sets. Updated desktops and laptops.

School:	Wendell MS
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Priority Concerns	Root Causes (with evidence)	Solutions
<p>11.2 % below AMO targets for reading</p>	<p>Students do not read text closely based on Case 21 data. Students are not reading for multiple purposes, they tend to glide over text. Lack of constructed responses in instruction. Lack of rigorous questioning related to common core standards. Lack of complex text within instruction. Lack of a collaborative approach to creating formative and summative assessments. Part-time IRT does not have enough time to help teachers due to teaching classes; full time IRT is desperately needed</p> <p>During the 2013-14 school year, allotments for staff supporting children (ESL, AiG, intervention teachers) were decreased while student numbers increased.</p>	<p>Close reading strategies focusing on key ideas and details, craft and structure, and integration of knowledge and ideas. Incorporate reading and writing assessments with rubrics to use with the text. Use question stems that correlate with the common core standards. Collaboratively create assessments Full-time IRT to support beginning and veteran teachers in the classroom</p>

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Priority Concerns	Root Causes (with evidence)	Solutions
Staff Turnover (lack of stable WMS staff culture)	Interrupted planning time. Lack of instructional and behavioral strategies. Lack of protected planning time. Low staff morale	Explore ways to free teachers up quarterly to allow for 1/2 days for planning in order for teachers to use backward design model to map out upcoming quarters. Video strategies to assist with instruction and classroom management. Protect planning time for teachers planning professional development and kid talk. Designate montly meetings as curriculum share time and professional development. Implement quarterly surveys to ascertain teacher morale. Explore flexible use of allotments and conversions to meet the needs of our school.
Lack of buy in for CIA/lack of planning time	Not a set curriculum Teachers not having adequate planning time Lack of knowledge of materials available for CIA lessons No set goals for CIA (everyone on a different page)	Hire a full-time or half-time literacy coach Literacy coach can assist with planning and providing lessons Showcase available materials and allow experts to talk about each Monthly reading focus (September - vocabulary, October - inferencing, etc...).

Data Summary

Describe your conclusions

The vision of improvement to impact our **growth** and **school performance grade** is to provide targeted instructional strategies/interventions for all students that are performing below grade level as measured by current assessment data. These strategies/intervention are reflected in goals, key processes and action steps. We will continue to focus on closing the achievement gaps between our subgroups.

We have chosen high yield literacy strategies to focus on for the coming school year which will be taught across all curriculum areas. Our students have many gaps in math skills. We are piloting iReady in math and reading to support students who have been identified with gaps in their math and/or reading skills. We will continue to use progress monitoring tools such as Pathdriver to assist in targeting and monitoring progress. Our intervention team will work closely with classroom teachers and PLTs to implement academic care plans.

School Improvement Plan
Membership of School Improvement Team

School:	Wendell MS
Plan Year	2014-2016
Principal:	Robert Morrison
Date:	Aug - 2015

SIP Team Members

Name	School Based Job Title
1 Bryan Testa	Teacher
2 Catherine Pattereson	Teacher
3 Elizabeth Dillingham	Teacher
4 Gilda Wall	Parent
5 Jennifer Palmer	Assistant Principal
6 Kelli Hicks	School Improvement Chair
7 Linda Dextre	Instructional Support Personnel
8 Lindsay Mann	Teacher
9 Lindsay Spears	Teacher
10 Lorrie Hetzell	Instructional Support Personnel
11 Michael West	Instructional Support Personnel
12 Robert Morrison	Principal
13 ShaRhonda Smith	Assistant Principal
14 Tammy Johnson	Teacher
15 Tracy Moseley	School Improvement Chair

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

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Plan Year	2014-2016
Date:	Aug - 2015

Mission Statement:

Wendell Middle School will empower students to be productive citizens in an ever-changing global society.

Vision Statement:

Wendell Middle School collaborates with staff, students and families to foster a supportive, respectful, and organized environment. Students are instilled with a desire to learn, to achieve, and to be a caring, contributing citizen in an ever-changing global society.

Value Statement:

We will be respectful in our interactions with students, colleagues and parents.
We will take responsibility for our actions.
We will teach all children.
We will focus on learning and teaching for all.
We will use data to drive our decision making.
We will create a safe, orderly environment where all stakeholders are valued and expectations are clear.

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LEA:	Wake County (920)

School Goal	All Wendell Middle School students will meet or exceed Expected Growth as reported via EVAAS and all AMO targets as demonstrated by the appropriate End-of-Grade or End-of-Course test in all tested subjects.	
Goal Manager	Robert Morrison	
Strategic Objective	Learning and Teaching	
State Board of Education Goal	Globally Competitive Students	
Data Justification for Goal Based on Comprehensive Needs Assessment	NEEDs	
1 Key Process	All subject areas will use subject-specific literacy strategies (written response to reading) within their classroom to increase vocabulary and comprehension.	
Process Manager	Kelli Hicks and Lindsay Mann	
Completion Date	Jun - 2016	
Restrainers	Protected staff development, protected common planning, gaps in student learning, teacher mindset	
Resources	Staff Development plan, common lesson plans, CMAPP, Assessments, Resource links, Literacy Committee, Effective Literacy Strategies, EVAAS	
Measurable Process Check(s)	<p>Literacy team will review and analyze lesson plans and student work samples quarterly in order to determine effectiveness of literacy strategies on vocabulary and comprehension.</p> <p>Literacy team will analyze data from the following categories monthly and will have results available for review by department chairs, SIT members, and administration: literacy walk through data, feedback from literacy strategies PD, assessment data, lesson plans, and student work.</p>	
1 Action Step	Staff development will be provided on early release days and hall meetings on literacy strategies by the Literacy and various other WMS Committees based on staff input and needs.	
Timeline	From 8/2014 To 6/2016	
2 Action Step	Literacy Committee will develop calendar of roll-out strategies.	
Timeline	From 8/2014 To 6/2016	
3 Action Step	Quarterly collection of student samples/lesson plans to be shared at quarterly Early Release dates.	
Timeline	From 8/2014 To 6/2016	
4 Action Step	Literacy Committee & Dept Chairs will work with Administration create a scheduled timeline to use a WMS walkthrough instrument.	
Timeline	From 8/2014 To 6/2014	

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	5 Action Step	Subject area departments will review county-wide assessment data to measure instructional effectiveness and to inform planning.
	Timeline	From 8/2014 To 6/2014
	6 Action Step	Designate D.E.A.R. time school-wide schedule.
	Timeline	From 9/2014 To 6/2016
2 Key Process	Implementation of effective Professional Learning Teams to enhance student learning.	
Process Manager	Jennifer Palmer	
Completion Date	Jun - 2016	
Restrainers	Helping all stakeholders see the value of PLTs Establishing effective teams, work protocols, norms, trust	
Resources	Middle School Team, Eastern Area Team, Learning by Doing, Professional Learning Communities at Work, The Practice of Authentic PLC's, National School Reform Protocols, designated meeting dates, and calendar of work requirements.	
Measurable Process Check(s)	<p>PLT leaders will keep a record of meeting agendas/minutes for review by department chairs, SIT members, and administration to evaluate the effectiveness of PLTs.</p> <p>PLT's will analyze data from the following categories at least twice a month and will have results available for review by department chairs, SIT members, and administration: common assessments, classroom grades, literacy and math strategies being used in all subject areas, and walk-through data.</p>	
	1 Action Step	Develop acceptable formats and required items for meeting agendas/minutes and create designated location to store them.
	Timeline	From 10/2014 To 11/2014
	2 Action Step	Create PLT calendar and train staff on what makes a PLT effective and what the school expects from PLT's.
	Timeline	From 10/2014 To 6/2016
	3 Action Step	Develop (or confirm one to use) walk-through data collection tool for committees
	Timeline	From 10/2014 To 6/2015
	4 Action Step	Share walk-through data collection tool with all staff and train those who will be conducting the walk-throughs in the use of the tool.
	Timeline	From 11/2014 To 6/2016

School:	Wendell MS
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5 Action Step	Develop Common Formative Assessments and Common Summative Assessments
Timeline	From 10/2014 To 6/2016
6 Action Step	Discuss results of Benchmark Tests, EOG's, EOC's, PLT-created Common Formative Assessments, PLT-created Common Summative Assessments, PathDriver assessments, and student course grades; use the results to make decisions concerning instructional practices including pacing, retesting, and particular instructional strategies to include in order to improve student learning.
Timeline	From 11/2014 To 6/2016
7 Action Step	Each PLT will post completed meeting minutes to the Google Site Weekly.
Timeline	From 11/2014 To 6/2016
8 Action Step	PLTs will complete two (mid year and end of year) PLT surveys based on DuFour's Rubrics for Critical Elements of a PLT.
Timeline	From 12/2014 To 6/2016

3 Key Process	Teachers will utilize research-based math strategies to strengthen core instruction.
Process Manager	ShaRhonda Smith and Catherine Patterson
Completion Date	Jun - 2016
Restrainers	Protected staff development, protected common planning, gaps in student learning, teacher mindset
Resources	Khan Academy, BrainPop, V-math, CMAPP, Math manipulatives, iPads math apps, Math Dept Chair, Score 21
Measurable Process Check(s)	Math teachers will review and analyze student assessment data bi-weekly to determine the effectiveness of the instruction in their classrooms. The math committee will analyze data from the following categories monthly: student assessment data, walk through data, and implementation of PD strategies.

1 Action Step	Teachers will meet during department planning to identify standards that will be taught and a pacing guide to ensure coverage of all standards.
Timeline	From 8/2014 To 6/2016
2 Action Step	Central Services staff will facilitate vertical alignment and planning during early release and math department meetings.
Timeline	From 8/2014 To 6/2016

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3 Action Step	CORE math teachers will review assessment information and determine strengths and weaknesses within their core instructional program to determine gaps in student learning and develop strategies to fill in the gaps and form remediation and enrichment groups.
Timeline	From 6/2014 To 6/2016
4 Action Step	Teachers will ensure that units/lessons will include daily opportunities for students to participate in math talk, collaboration, group tasks, student movement and or technology as appropriate.
Timeline	From 6/2014 To 6/2016
5 Action Step	Math teachers will have students deconstruct quarterly benchmarks using the CASE 21 Benchmark Analysis template in CMAPP.
Timeline	From 8/2014 To 6/2016
6 Action Step	Begin math tutoring process as soon as the funds are available. Hire math tutors to provide support for struggling students in the Common Core Math courses, Common Core Math Plus courses, and Common Core Math I courses. This will be progress-monitored through benchmark/assessments, personal education, and lesson plans.
Timeline	From 8/2014 To 6/2016
7 Action Step	Teachers will identify common terms during vertical alignment and teach math content vocabulary for all grade levels.
Timeline	From 8/2014 To 6/2016

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School Goal		By June 2016, Wendell Middle School will have a teacher turnover rate at or less than the state average
Goal Manager		Jennifer Palmer
Strategic Objective		Achievement
State Board of Education Goal		21st Century Professionals
Data Justification for Goal Based on Comprehensive Needs Assessment		<p>Staff Turnover: 14.3% (2012-2013 School Year) Beginning Teachers: 19 (2013-2014 School Year)</p> <p>Staff perception results based on '12-'13 google survey and PLT feedback:</p> <ol style="list-style-type: none"> 1. Interrupted planning time. 2. Lack of instructional and behavioral strategies. 3. Lack of protected planning time. 4. Low staff morale.
1	Key Process	Improve faculty cohesiveness by fostering an environment of collaboration and professional support
	Process Manager	Tammy Johnson
	Completion Date	Jun - 2016
	Restrainers	<ul style="list-style-type: none"> - High teacher turnover statewide (not all limited to WCPSS or WMS) - Protected /mandatory PD as opposed to locally initiated PD
	Resources	<ul style="list-style-type: none"> - 2012-2013 NC Annual Report on Teachers Leaving the Profession - A professional faculty eager to learn and be part of a team - Climate Committee - Michael West - ITF - Tammy Johnson - RTI Coach - Linda Dextre - Media Specialist - Kelli Hicks and Karen Craig- Mentor Coordinators
	Measurable Process Check(s)	<p>The school culture committee will evaluate staff feedback quarterly to determine the effectiveness of professional development and PLT time.</p> <p>The school culture committee will analyze data from the following categories monthly and will have results available for review by department chairs, SIT members, and administration: school culture survey, working conditions surveys, PLT feedback, and PD feedback</p>

Summary of Goals, Key Processes and Action Steps

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1 Action Step	Explore ways to free up teachers quarterly to allow for at least a half day of planning so that teachers can use the backwards design model to map out the curriculum for the coming quarter
Timeline	From 9/2014 To 6/2016
2 Action Step	Video instructional and classroom management strategies (these strategies will take place: one beginning of workday, three early release or protected workdays, or designate one day of planning, staff meetings); ie youtube channel.
Timeline	From 9/2014 To 6/2016
3 Action Step	Scheduled planning time for team PLT and department PLT, professional development, parent/student conferences, and hall meetings.
Timeline	From 9/2014 To 6/2016
4 Action Step	Administration will explore flexible use of allotments and conversions to meet the needs of our school based on comprehensive needs assessment.
Timeline	From 9/2014 To 6/2016
5 Action Step	SIP team will develop quarterly surveys of working conditions.
Timeline	From 9/2014 To 6/2016
6 Action Step	Designate monthly meetings for curriculum instruction
Timeline	From 9/2014 To 6/2016

Date	Aug - 2015
Waiver Requested	
No Waivers requested.	
How will this waiver impact school improvement?	
No Waivers requested.	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	None

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School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Backward Design Lesson Planning	All Faculty	Goals 1, 2 & 3	Based on 2012-2013 Data: <ul style="list-style-type: none"> - WMS students were 19.5% below their AMO target for MATH - WMS students were 11.2% below their AMO target for READING - Reading AMO targets for: <ul style="list-style-type: none"> - White: -8.9% - LEP: -7.1% - Math AMO targets for all subgroups were -7.5% or greater
Literacy Strategies: embedded in all content areas	All faculty	Goals 1, 2, & 3	- WMS students were 19.5% below their AMO target for MATH - WMS students were 11.2% below their AMO target for READING - Reading AMO targets for: <ul style="list-style-type: none"> - White: -8.9% - LEP: -7.1% - Math AMO targets for all subgroups were -7.5% or greater
Technology Integration related to backward design and literacy strategies	All faculty	Goals 1 & 2	- WMS students were 19.5% below their AMO target for MATH - WMS students were 11.2% below their AMO target for READING - Reading AMO targets for: <ul style="list-style-type: none"> - White: -8.9% - LEP: -7.1% - Math AMO targets for all subgroups were -7.5% or greater
PLT Refresh	All teachers	Academics	New staff need to be trained in PLT work, teams need to gel as some teachers have moved subject area or grade level.
Math staff development	All math teachers	Academics	AMO targets, and EOG data

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School:	Wendell MS
Plan Year	2014-2016
School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Literacy Strategies: embedded in all content areas	All instructional staff	Goals 1 & 2	WMS students were 25.5% below their AMO target for MATH - WMS students were 23.7% below their AMO target for READING - Reading AMO targets for all all subgroups were -14.1% or greater - Math AMO targets for all subgroups were -6.6% or greater
Technology Integration related to backward design and literacy strategies	All faculty	Goals 1 & 2	WMS students were 25.5% below their AMO target for MATH - WMS students were 23.7% below their AMO target for READING - Reading AMO targets for all all subgroups were -14.1% or greater - Math AMO targets for all subgroups were -6.6% or greater
Deconstructing Power Standards	All instructional staff	Goals 1 & 2	This staff development will teach teachers how to identify the standards that have the most relevance and leverage. All content area teachers will examine their curriculum and participate in protocol that will help them develop a deeper understanding of their content, create best practices, and implement those practices as instructional strategies.
Effective Professional Learning Teams including Lesson Planning, Common Assessments, and Data Analysis	All certified staff	Goals 1 & 2	Certified staff will receive training to assist them in developing effective professional learning teams. Specific topics will include planning effective lessons, developing common assessments, ways to more effectively analyze data, and how to utilize the data in making decisions regarding student learning.

School Improvement Plan

Intervention Planning Matrix

School:	Wendell MS
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	Compiling Data		
Intervention Structure	Compiling Data		
Instruction	Compiling Data		
Assessment and Progress Monitoring	Compiling Data		
Curriculum/Resources	Compiling Data		

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	Reading	Math	Behavior
Data Decision Process for Entry and Exit	<p>Strategic:</p> <ul style="list-style-type: none"> • Path Driver Maze considered medium risk. • History of Level 2 on previous reading EOGs. • EVAAS probability of proficiency between 30% and 45%. • Below 69% on major common assessments. • Must show need in at least two of these stated data points. <p>Intensive:</p> <ul style="list-style-type: none"> • Path Driver Maze considered high risk. • History of Level 1 on most or all previous <ul style="list-style-type: none"> ◦ reading EOGs. ◦ EVAAS data probability of proficiency below 30%. ◦ Below 50% on major common assessments. ◦ Must show need in at least two of these stated data points. <p>New Students:</p> <ul style="list-style-type: none"> • If Path Driver screening window is still open, a new student will be given the screening within two weeks of arrival by Mike West (Path Driver coordinator). • Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. • The same criteria as above will be used to determine the placement in intervention. • Additional data points can be used for new students such as another state's CC testing data. <p>Exiting:</p> <p>Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points from Path Driver, progress monitoring unique to the intervention program, and formative assessment data from the ELA core classroom teacher as well as mutual agreement of all stakeholders, including teachers, administrators, and parents.</p> <p>Review Schedule:</p> <ul style="list-style-type: none"> • Students in strategic intervention will be progress monitored every 3 weeks. • Intervention Team and/or core teachers will review data at least once per quarter. • Students in intensive intervention will be progress monitored every 3 weeks. • Intervention Team and/or core teachers will review data at least once every 4 weeks. 	<p>Strategic:</p> <ul style="list-style-type: none"> • Path Driver Math considered medium risk. • History of Level 2 on previous math EOGs. • EVAAS probability of proficiency between 40% and 50%. • Below 69% on major common assessments. • Must show need in at least two of these stated data points. <p>Intensive:</p> <ul style="list-style-type: none"> • Path Driver Math considered high risk. • History of Level 1 on most or all previous <ul style="list-style-type: none"> ◦ math EOGs. ◦ EVAAS probability of proficiency below 40%. ◦ Below 50% on major common assessments. ◦ Must show need in at least 2 of these data points. <p>New Students:</p> <ul style="list-style-type: none"> • If Path Driver screening window is still open, a new student will be given the screening within two weeks of arrival by Mike West (Path Driver coordinator). • Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. • The same criteria as above will be used to determine the placement in intervention. • Additional data points can be used for new students such as another state's CC testing data. <p>Exiting:</p> <p>Students will exit intervention when benchmark is achieved and maintained as evidenced by progress monitoring data points from Path Driver, progress monitoring unique to the intervention program, and formative assessment data from the math core classroom teacher as well as mutual agreement of all stakeholders, including teachers, administrators, and parents.</p> <p>Review Schedule:</p> <ul style="list-style-type: none"> • Students in strategic intervention will be progress monitored every 3 weeks. • Intervention Team and/or core teachers will review data at least once per quarter. • Students in intensive intervention will be progress monitored every 3 weeks. • Intervention Team and/or core teachers will review data at least once every 4 weeks. 	<p>SIRS discipline data: Minor and Major-Both will be collected and entered into the system on a consistent basis and grade level. Our school has a common understanding and common language about what major and minor data is entered.</p> <p>Attendance Data:</p> <ul style="list-style-type: none"> • Red (Significant Risk): 4 or more consecutive unexcused absences for current quarter • Yellow (Concern): 3 consecutive unexcused absences for current quarter • Green (On Track): 2 or fewer consecutive unexcused absences for current quarter • Red (Significant Risk): 10% or more unexcused absences/membership days current year • Yellow (Concern): 7-<10% unexcused absences/membership days current year • Green (On Track): <7% or less unexcused absences/membership days current year <p>Behavior Data:</p> <ul style="list-style-type: none"> • Red (Significant Risk): 3 majors and/or 5 minors for current quarter • Yellow (Concern): 1-2 majors and/or 3-4 minors for current quarter • Green (On Track): 0 majors and/or 1-2 minors for current quarter <p>Entering Strategic Intervention: Yellow in either the attendance or behavior data.</p> <p>Intensive Intervention: Red in either the attendance or behavior data.</p> <p>Fading Intervention: Students show decrease in frequency of behavioral incidences and/or absences.</p> <p>Exiting: Intervention Team and/or core teachers and student services team will make exiting decision based upon individualized student mastery of attendance and/or behavior goals.</p> <p>Review Schedule:</p> <ul style="list-style-type: none"> • Individualized student attendance and/or behavior goals will be reviewed by Intervention Team, core teachers, and/or student services team as noted on student contract.

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School Year:	2015-2016

	Reading	Math	Behavior
Intervention Structure	<p>Strategic: Daily intervention instruction during CIA time (30 minutes) No more than 15 students per teacher.</p> <p>Intensive: Daily instruction during elective time with reading intervention teacher (45 minutes) No more than 15 students per teacher</p>	<p>Strategic: Daily intervention instruction during CIA time (30 minutes) No more than 15 students per teacher.</p> <p>Intensive: Daily instruction during elective time with reading intervention teacher (45 minutes) No more than 15 students per teacher</p>	<p>Strategic and intensive interventions can be delivered through core. Classroom-based interventions will be delivered throughout the day by core teachers. More intense interventions, like Social Skills instruction, will be delivered during the day outside of core during a time such as CIA by our counselors. An intervention will be chosen and the frequency and duration will be determined during the TIPS process by the Intervention Team and/or core teachers and counselors. The frequency and duration will be contingent upon the progress made toward the individualized student goals. Example: A student has been identified for Check-In/Check-Out. Student progress will be monitored every two weeks. At the 4th week the team will decide whether to begin fade off, continue, or modify intervention.</p>
Instruction	<p>Strategic: CIA Reading Intervention teachers will use Read Up! strategies with high interest reading materials, AMP, and/or Fast Track.</p> <p>Intensive: Reading Intervention teacher will use i-Ready with fidelity. Intervention Team will meet monthly to review intensive intervention data and plans to adjust instruction as needed. **Any changes in instruction format will be approved by administration prior to changes.</p>	<p>Strategic: CIA Math Intervention teachers will use Quantile Framework resources, Number Worlds, and/or V-Math to pre-teach and/or re-teach math standards.</p> <p>Intensive: Math Intervention teacher will use i-Ready with fidelity. Intervention Team will meet monthly to review intensive intervention data and plans to adjust instruction as needed. **Any changes in instruction format will be approved by administration prior to changes.</p>	<p>School-wide expectations developed and taught. Once a month during PLTs, teams use their TIPS guiding document to help conduct Kid talk. Once a quarter PBIS team will share grade level data with the whole school. Examples for Social Skills: Second Step Lessons exist to teach school wide expectations and reteach them. This can fluidly be used with individual students. Stakeholders involved in the planning of interventions and identified staff to carry out instruction. The intervention team will consistently monitor how effective intervention is and how structures should modify as related to data. Grade levels and support staff may serve the role of monitoring.</p>

School:	Wendell MS
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Assessment and Progress Monitoring	<p>All students will be screened using the Path Driver tool (Maze only). Any student that is receiving intensive or strategic intervention will be progress monitored using Path Driver Maze and/or progress monitoring tools unique to the research based intervention being used. In addition, i-Ready students will adhere to assessment time frame as prescribed by the program. Intervention Team and/or core teachers will meet and review data and adjust intervention as needed. PLT teams will meet to review progress monitoring results and plan accordingly.</p>	<p>All students will be screened using the Path Driver math tool. Any student that is receiving intensive or strategic intervention will be progress monitored using Path Driver Maze and/or progress monitoring tools unique to the research based intervention being used. In addition, i-Ready students will adhere to assessment time frame as prescribed by the program. Intervention Team and/or core teachers will meet and review data and adjust intervention as needed. PLT teams will meet to review progress monitoring results and plan accordingly.</p>	<p>SIRS discipline data: Minor and Major Attendance data Based on the data reviewed the frequency and duration of the intervention will be increased, faded, or modified. Progress monitoring will occur at least monthly, with the possibility of occurring more frequently based on the action plan step in the TIPS process.</p>
Curriculum/Resources	<p>Resources</p> <ul style="list-style-type: none"> • Path Driver for student identification and progress monitoring • i-Ready (Tier 3) • MCI-Intensive reading support (Tier 2) • Read Up! (Tier 2) • AMP (Tier 2) • Fast Track (Tier 2) • Scope Magazine (Tier 2) • High Wire (Tier 2) • TweenTribune.com (Tier 2) • ReadWorks.org (Tier 2) 	<p>Resources</p> <ul style="list-style-type: none"> • Path Driver for student identification and progress monitoring • i-Ready (Tier 3) • Quantile Framework (Tier 1 and 2) • V-Math (Tier 2 and 3) • Number Worlds (Tier 2) 	<p>PBIS</p> <ul style="list-style-type: none"> • PBIS.org • PBIS School Based Team • PBIS District Coach <p>Discipline/Social Skills (Resources below are located in media center, BST, and/or student services department)</p> <ul style="list-style-type: none"> • Second Step Curriculum • Teaching Social Skills to Youth • The Incredible 5 Point Scale • Room 28-A Social Language Program • The Owning Up Curriculum • Kids' Guide to Working Out Conflicts • Motivation guide (Identifying strengths, interests, abilities, hopes, and dreams)