NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	
Superintendent Signature:	James G Merrill JCC
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ❒ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	Bugg Elementary School
School Code (6 digits):	920352
Mailing Address:	825 Cooper Road Raleigh, NC 27610
School Website:	www.wcpss.net/bugges
Current Principal:	Becky Foote
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: ***Provide attachment as necessary.***

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:

- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

NC Department of Public Instruction
Restart School Application

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** F	**School Performance Growth Score:** 36
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 44
School Year: 2013-14	**School Performance Grade:** D	**School Performance Growth Score:** 52

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school years 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** November 15, 2016
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** November 2016
Attach School Improvement Plan.	*Attach Plan for Improvement.*
Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.**	

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
• To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
• To allow the conversion of positions, including teacher assistants;
• To improve the facilitation of our approved Plan for Improving Low- Performing School;
• To provide necessary resources to support teacher professional development and student learning;
• To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
• To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

Bugg Elementary - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	30.2%	40.2%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	32.6%	45.8%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	27.7%	34.1%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	*
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	*	*
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	28.7%	38.3%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	21.3%	28.8%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	29.4%	38.1%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	82.6%	83.8%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	90.5%	91.7%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	23.1%	29.9%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	<5%	11.1%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	9.3%	16.8%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

Data Components	Strengths (data trend statements)	Concerns (data trend statements)

Student Achievement

Strengths (data trend statements)

Revised on January 7, 2016, per DPI feedback.

- In comparison of the 2013-2014 and 2014-2015 school years, the math grade 5 cohort data shows a 3.7% increase in proficiency.
- In reading, grade 3 college ready scores increased 2.8%
- In reading, in all grades combined the scores increased by 3.5% (college ready)

Concerns (data trend statements)

		Overall	Black	ED	SWD	AG
READING	10-11	60.3	52.7	50.0		
	11-12	63.5	59.7	54.5		
	12-13	45.9	43.7	22.8	26.1	95.2
	13-14	44.5	41.7	20.3	24.3	100
	14-15	42.7	40.1	20.9	20	100
MATH	10-11	73.7	68.7	65.7		
	11-12	84.0	81.9	80.7		
	12-13	46.6	42.5	28.0	30.4	100
	13-14	46.7	44.0	30.5	27.0	100
	14-15	37.6	36.5	19.8	10.0	100

For the past five years Bugg Elementary student performance on the End of Grade test has decreased by approximately 10 % points away from the Annual Measurable Objective targets. During the 2011 through 2013 school years, the black students tested exceeded the AMO targets by as much as 6 percent points. However, from 2013 through 2015 there was an annual decrease of 9 percent points away from the AMO targets. There has been a steady decrease in the Students with Disabilities population as it pertains to the content area of math and meeting the AMO target; the range includes a 3 to 17 percent point decline. The Economic Disadvantaged subgroup of students has not increased with the AMO target.

CASE 21 Local Assessment		Overall	Black	SWD
Reading	12-13	59.6%	58.5%	47.9%
	13-14	59.4%	58%	47.8%
	14-15	48.8%	47.8%	29.8%
Math	12-13	61.6%	61.3%	53.4%
	13-14	51.1%	49.5%	34%
	14-15	55.4%	54.6%	36.4%

The local Case 21 data projected a higher percent proficient than the actual state data.

Process Data

Strengths (data trend statements)

- Based upon team reflections, we have seen consistent Professional Learning Teams being implemented, and collaborative planning being done with fidelity. PL teams meet once a week. According to the 2015 WCPSS teacher survey, 77% of Bugg staff agreed that they are better teachers because of the work that takes place within PLT's.
- Teachers are provided daily with planning time, professional development (including technology integration), and PLT meetings. According to the 2015 WCPSS teacher survey, 73% of Bugg staff agreed that teachers have time available to collaborate with colleagues.

Concerns (data trend statements)

- Based upon team reflections, there is a need for more focused Kid Talk to quickly identify needs and interventions for struggling students. Information provided during kid talk should include data that correlate with the intervention strategies that are provided.
- A large percentage of students need intervention in Tier II
- Based on the 2015 WCPSS teacher survey, 42% of teachers are allowed to focus on educating students with minimal interruptions.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	**Student Demographic Data** **F/R Average** The district Free and Reduced Average is 37%. Bugg Elementary Free and Reduced Average is 72.4%. **Demographics**, according to US Census Bureau (2013) Wake County Total Population- 929,214 Bugg Elementary Total Population - 569 Wake County White- 61.8% Bugg Elementary White - 6% Wake County Black- 20.5% Bugg Elementary Black - 75% Wake County Hispanic- 9.8% Bugg Elementary Hispanic - 15% Wake County Asian- 5.6% Bugg Elementary Asian - 1% Wake County Two or More Races- 1.8% Bugg Elementary - 3% Wake County Some Other Race- 0.3% Wake County American Indian/Alaskan Native- 0.2% Wake County Native/Hawaiian/Other Pacific Islander- 0% **Bugg Elementary Staff Demographic Data 2014-2015** Higher than 4-yr degree - 15% National Board Certification - 3% 25 years or more experience - 5%	• Tardies and early dismissals are a concern. • 92% of the overall student population missed one or more days of school. • 80% of the overall student population absences were unexcused. • Our FRL percentage has increased. At this point, we are at 74.2% FRL according to powerschools. • less than 1% of the student population received out of school suspension. However, there was a total of 16 days suspension. ***This year the school implemented a motivational behavioral monitoring system (class dojo), this system is used to monitor positive behavior and behavior that requires correction. Students are aware of daily "point totals" and are rewarded at the end of the day and week based on their numbers. Parents are also invited to join the system. Parents are provided with immediate feedback based on how the children are behaving throughout the day. Teachers and administrators are provided with reports to view and analyze trends in student behavior. All staff members are connected and were trained on the use of this system. Since this is the first year of the implementation of this multi layered system to follow along with PBIS, data will show a decrease in the number of major/minor behaviors over time. In addition, a bell system is in place (throughout the day) to remind staff to award positive points. as well*** ***2014 to 2015 = 28 (referrals) 15 Majors and 11 Minors*** ***2015 to 2016 = 86 (referrals)19 Majors and 67 Minors*** ***The increase is due to the consistent manner in which behavioral referral forms are completed and recorded. Teachers/staff are more aware of the process and are implementing strategies to correct problem behaviors.***

Year	Teacher Turnover Percentage
2006	26%
2007	24%
2008	15%
2009	10%
2010	20%
2011	11%
2012	12%
2013	9%
2014	10%
2015	19%

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	2015 Bugg Student Survey: 82% of students feel that adults teach student fairly 76% of students feel that the adults at the school listen to studnets 87% of students feel that teachers care about them 82% of students feel that the teachers are there when they need them 70% of students feel that the school rules are fair 82% of students feel that teachers are honest and open with them 76% of students agree that they enjoy talking to teachers 82% of students feel safe at school 64% of students feel that their teachers are interested in them as individuals add title 1 parents survey information	• Clear communication between parents and teachers. Streamline communication by using newsletters and emails. • According to the 2015 WCPSS teacher survey, when the statement *parents/guardians support teachers, contributing to their success with students,* 38% of staff agreed with this statement.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
• Students in grades 3, 4, and 5 are 41.6% proficient in reading. The benchmark for this school year is 60.7%. • Students in grades 3, 4, and 5 are 37.6% proficient in math. The benchmark for this school year is 59.7%	• Lack of exposure for students to more oral language, background knowledge, and vocabulary. The percent proficient in literacy was 41.6. • Math: the structire of the math block varied across grade levels with no set intervention time imbdedded in the block.	• In literacy: Professional Development on how to collect literacy data (anecdotal notes/ running records).Professional Development on how to analyze and interpret data to drive instruction. • Math: Teachers will meet with math coach to discuss structure of the math block during PLT time.Grade levels will create lesson plans that are inclusive of core math content and interventions
Students in grade 5 are 40.7% proficient in science. The benchmark for science is 40.7%	• Science was treated as a stand alone unit of study and the content was not consistently integrated.	• Science: Administrators will provide Professional Development from the Arts Integration Consultant.Administrators will determine a time and a method for MI and classroom teachers to collaborate.Administrations will find professional development on the most effective co-teaching model.

Data Summary Describe your conclusions
An indepth look at our data indicates that our strengths include the use of common planning, use of intervention staff, and PLT meetings. Concerns are noted across all grade levels as it relates to literacy and math scores. Professional development, intervention time, and staff PLT meetings will address our school's literacy and math needs. Please see our goals, key process and action steps to see our vision of improvement to impact growth and our school performance grade.

SIP Team Members

	Name	School Based Job Title
1	Andre	Teacher
2	Derek Edmisten	Teacher
3	Greg Rutheny	Teacher
4	Jenna Schaefer	Teacher
5	Johneka Williams	Principal
6	Karen Fraley	Teacher
7	Khalilah Badger	School Improvement Chair
8	Kim Brown	Teacher
9	Melody Johnson	Instructional Support Personnel
10	Nerissa Gilchrist	Teacher
11	Ninethia Hood-Rouse	Teacher
12	Ruth Ann Freeman	Assistant Principal
13	Sonya Mitchiner	Teacher
14	Tanika Burrell	Teacher
15	Yivecka Hines	Teacher

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Mission, Vision and Value Statements

School:	Bugg ES
Plan Year	2016-2018
Date:	Oct - 2014

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

Our school envisions a safe and caring family of parents, staff, and community members who will work together effectively to provide a creative and inviting learning environment. By assessing and monitoring each student's progress, we will identify and implement strategies for improving student achievement, which will prepare them for the challenges of the 21st century.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

1. Differentiation through the arts
2. Commitment to A+ model
3. Disaggregation of data
4. Assessment of the curriculum
5. Professional development
6. Collaboration with teams
7. Communication with all stake holders

School Goal		
By 2016, 80% of families will be present at school wide events as measured by parent survey and attendance to these events and this information will be reviewed quarterly.		
Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Mrs. Johneka Williams	Community Engagement	Healthy Responsible Students
Resources		

Key Process

1. Bugg Elementary will provide opportunities for the parents and the community to attend school events. ***We will fund family involvement with available Title One funds.***

Tier

None

Process Manager

Mrs. Ruthann Freeman

Measurable Process Check(s)

Administrators will use a check in system to track attendance during informances and in school events in order to improve communication with families and increase attendance.

Action Step(s)

1. Teachers will provide an opportunity for students to express integrated learning for their families. (informances)

Timeline From 8/2015 To 6/2016

2. Each year, Bugg will provide an opportunity for students to gain a pathway to college by interacting with college students and parents

Timeline From 8/2015 To 6/2016

Key Process

2. Bugg Elementary will form partnerships within the community

Tier

None

Process Manager

Mrs. Johneka Williams

Measurable Process Check(s)

Administration will track the number of partnerships and affiliations.

Action Step(s)

1. Increase interactions with local businesses and organizations by sharing Bugg's mission with the community.

   Timeline From 8/2015 To 6/2016

2. Involve community partnerships in school wide events to enhance and support our magnet theme, mission, and values.

   Timeline From 8/2015 To 6/2016

DRAFT

School Goal
By 2016, as it relates to the implementation of PBIS in our school, office referrals will decrease by 25% as measure by the information entered into EASI.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
PBIS Chair	Achievement	Healthy Responsible Students

Resources

Key Process

1. Bugg's staff and students will participate in the universal implementation of PBIS. ***In 2016, the SIP team will analyze student discipline data and achievement data to identify trends.***

   2014 to 2015 = 28 (referrals) 15 Majors and 11 Minors
   2015 to 2016 = 86 (referrals)19 Majors and 67 Minors

   The increase is due to the consistent manner in which behavioral referral forms are completed and recorded. Teachers/staff are more aware of the process and are implementing strategies to correct problem behaviors.

Tier

None

Process Manager

Ms. Ruthann Freeman

Measurable Process Check(s)

The PBIS team will review and analyze the number office referral data monthly in order to determine to the effectiveness of the universal implementation of PBIS.

Action Step(s)

1. Bugg will participate in Professional Development on the implementation of PBIS.

   Timeline From 8/2015 To 6/2016

2. All staff will Implement PBIS expectations school wide.

   Timeline From 8/2015 To 6/2016

School Goal

By 2016, student proficiency in all grades combined will reflect a 10 percentage point increase (39.7%-49.7%)EOY EOG data.

For the 2016-2018 SIP Rewrite, the SIP team will ensure that all goals include details of execution.

Goal Manager	Strategic Objective	State Board of Education Goal
Mrs. Johneka Williams and Ms. Freeman	Achievement	21st Century Students

Resources

Key Process

1. Administrators will create a schedule that provides an opportunity for school wide impact time (remediation and/or enrichment) for 30 minutes each day.

Tier

None

Process Manager

Mrs. Williams and Ms. Freeman

Measurable Process Check(s)

Teachers will turn in data to the data team monthly that reflects the percentage of students who are making progress in order to determine the effectiveness of impact time.

Action Step(s)

1. During PLT's, Grade level teams will identify the students who need intervention.

   Timeline From 8/2015 To 6/2016

2. Teachers will work with intervention coach to determine appropriate interventions.

   Timeline From 8/2015 To 6/2016

3. During PLT's grade level teams will determine the appropriate progress monitoring tool to use and to determine the frequency of the monitoring.

   Timeline From 8/2015 To 6/2016

4. Administration meets monthly with the Area Superintendents Instructional Coordination Team to evaluate Instructional Excellence, Data Analysis, Instructional Planning, and Professional Capacity.

   Timeline From 8/2015 To 7/2015

5. The School Improvement Team meets quarterly to review progress towards goals.

Timeline From 8/2015 To 6/2015

School Goal

By 2016, student proficiency in math will increase by 10 percentage points, from 37.6% to 47.6%, as measured by EOG math scores.

Goal Manager	Strategic Objective	State Board of Education Goal
Mrs. Johneka Williams	Achievement	Globally Competitive Students

Resources

Key Process

1. The math coach will provide professional development and collaborate with teachers to implement research based instructional practices that support the needs of all students.

   Teachers of mathematics use district provided pacing and resources. Teacher differentiate to meet individual students needs.

Tier

None

Process Manager

Ms. Melinda Thumm

Measurable Process Check(s)

Grade level PLTs will analyze common assessment data every other week in order to determine the effectiveness of instruction.

Action Step(s)

1. Grade level teachers will meet with the math coach to participate in professional development and to plan collaboratively.

   Timeline From 8/2015 To 6/2016

2. Grade level teachers will use structures in their math blocks that support rigorous core instruction and re-teaching.

   Timeline From 8/2015 To 6/2016

3. Grade level teachers will collaboratively plan for core instruction, re-teaching, and interventions.

   Timeline From 8/2015 To 6/2016

School Goal

By 2016, students will have a 10 percentage point increase in literacy from 41.6% to 51.6% as measured by EOY Mclass data.

Goal Manager	Strategic Objective	State Board of Education Goal
Mrs. Williams and Ms. Freeman	Learning and Teaching	21st Century Students

Resources

Key Process

1. Teachers and the literacy coach will create procedures for collecting and tracking student data and growth to make informed decisions about instruction.

Students will participate in writing instruction on a daily basis and student performance will be monitored through rubrics and/or work samples.

Tier

None

Process Manager

Mrs. Ninethia Hood-Rouse

Measurable Process Check(s)

The literacy coach will conduct literacy walkthroughs a minimum of once a month to measure the implementation of core literacy instruction.
Students will participate in writing instruction on a daily basis and student performance will be monitored through rubrics and/or work samples.

Action Step(s)

1. Professional Development on how to collect literacy data (anecdotal notes/ running records).

Timeline From 8/2015 To 6/2016

2. Professional Development on how to analyze and interpret data to drive instruction.

Timeline From 8/2015 To 6/2016

School Goal

By 2016, students will have a 10 percentage point increase in science from 40.7% to 50.7% as measured by CMAPP unit assessments.

Goal Manager	Strategic Objective	State Board of Education Goal
Mrs. Johneka Williams and Ms. Ruthann Freeman	Learning and Teaching	21st Century Students

Resources

Key Process

1. MI team and classroom teachers will collaborate to create a co-teaching model to differentiate instruction and integrate the arts and the core science curriculum.

Science is going to be assessed by formative assessments, summative assessments and teacher made assessments.

Tier

None

Process Manager

Mr. Greg Rutheny

Measurable Process Check(s)

Teachers will provide evidence of the integration of science and the arts integration by giving students the opportunities to demonstrate their knowledge through project based assessment in order to determine the effectiveness of the co teaching model.

Science is going to be assessed by formative assessments, summative assessments and teacher made assessments.

Action Step(s)

1. Administrators will provide Professional Development from the Arts Integration Consultant.

Timeline From 8/2015 To 6/2016

2. Administrators will determine a time and a method for MI and classroom teachers to collaborate.

Timeline From 8/2015 To 6/2016

3. Administrations will find professional development on the most effective co-teaching model.

Timeline From 8/2015 To 6/2016

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Bugg ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Bugg ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

School Improvement Plan

Intervention Planning Matrix

School:	Bugg ES
Plan Year	2016-2018
School Year:	2016-2017

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

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Bugg ES
Plan Year	2016-2018
School Year:	2017-2018

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

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 04, 2016

Bugg Elementary NCES - na

Wake County Public School System

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment			
Curriculum and instructional alignment			
Indicator	**A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have clearly defined learning standards for all grade levels and subjects. We have firm structures and practicing procedures for completing math walkthroughs and disseminating the walkthrough data with staff. We are beginning to implement consistent practices for instructional plans in all grade levels and subjects. We are developing instructional frameworks for our grade levels that are aligned to county and state standards. We have implemented and established morning meetings for all classrooms to consistently meet social and emotional students' needs.We currently use mCLASS data to make data-driven decisions concerning the academic needs of our students. We use NKT to collect K-1 math data and utilize Case 21 benchmark assessments for math and science in Grades 2-5.	
Plan	Assigned to:	Melinda Thumm	
	How it will look when fully met:	Workday 1x per month for collaborative Longer time for kidtalk(before/after-school) more impact time, scheduled in the morning transition times bathroom schedule (taking away from instructional time). built in time to look at data (data dig day) Schedule ER time for parent conferences (or on a workday). time for social/emotional instruction/assessment. separate planning for MI flex and teachers. protected core instruction specials MI's on a regular schedule. time for individual coaching or time with admin. We will provide evidence through: School Calendar (collaborative planning/data days) Master Schedule Coaching plans	
	Target Date:	06/30/2018	

	Tasks:			
		1. The school leadership team will identify a time to have extended collaborative planning.		
			Assigned to:	Rebecca Foote
			Added date:	11/04/2016
			Target Completion Date:	12/12/2016
			Frequency:	monthly
			Comments:	
		2. Implement specific protocols for extended collaborative planning days.		
			Assigned to:	Sherri Hollis
			Added date:	11/04/2016
			Target Completion Date:	12/22/2016
			Frequency:	three times a year
			Comments:	
		3. Grade levels will create and update existing standard-aligned unit plans.		
			Assigned to:	Freeman
			Added date:	11/04/2016
			Target Completion Date:	06/30/2017
			Frequency:	weekly
			Comments:	
		4. Grade levels will establish a dedicated "Kid Talk" time and provide documentation.		
			Assigned to:	Grade level chairs
			Added date:	11/04/2016
			Target Completion Date:	06/30/2017
			Frequency:	weekly
			Comments:	
Implement	Percent Task Complete:			0%

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator	**A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We have the frameworks and practices in place for Tier 1 instruction. We have determined that the framework for Tier 2 and 3 need to be developed and implemented with fidelity.
Plan	Assigned to:	Ursula Knight
	How it will look when fully met:	PM data will be consistently collected. Interventions will be implemented with fidelity and appropriate frequency. Interventions will be adjusted based on PM data. Grade levels will use Team Initiated Problem solving process to determine interventions. Tier II/III intervention documentation will be consistently communicated to parents/guardians. Intervention and PM Documentation will be collected consistently with validity. We will provide: Intervention plans PM data from mCLASS and other data sources Minutes/Agendas from kidtalk Parent communication logs
	Target Date:	06/30/2017
	Tasks:	
	1. Student achievement data for math and ELA will be collected and analyzed quarterly for all grade levels. (Report card, mClass, Case, common assessments, etc.)	
	Assigned to:	Pamala Roberts
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	four times a year
	Comments:	
	2. Kid Talk documentation will include students not meeting benchmarks, interventions being provided, and a plan for progress monitoring.	
	Assigned to:	Melinda Thumm
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	0%

Indicator	**A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)**		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/03/2016	
		Will include in plan	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Bugg Elementary is in the beginning stages of identifying and implementing a research based social-emotional curriculum that will address and meet the needs of students' emotional and behavioral health. We have determined that Professional Development will be needed to support the implementation of the curriculum.
Plan	Assigned to:	Ruth Heath
	How it will look when fully met:	Fewer office referrals Less testing anxiety among students Rise in Academics Improvement in school culture Attract magnet families and increase enrollment Greater parent engagement and active participation in school events and initiatives. We will provide evidence via: SIRS report Observational notes/data from Testing Coordinator Schoolwide benchmark assessment data WCPSS Teacher retention data Student Enrollment data Parent Sign-In Sheets
	Target Date:	06/30/2018
	Tasks:	
	1. The PBIS team will collect and analyze discipline data quarterly.	
	Assigned to:	Darryl Thompson
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	four times a year
	Comments:	
	2. The school will create a plan to attract magnet families and increase magnet enrollment.	
	Assigned to:	Bridget Cowan
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	twice a year
	Comments:	
	3. Determine and select a social/emotional curriculum to implement school-wide.	
	Assigned to:	Ruth Heath
	Added date:	11/04/2016
	Target Completion Date:	12/02/2016
	Comments:	Our Guidance Counselor Fraley is researching the components of Second step(only k-2), Mind up Curriculum is another option that is geared for k-12.Central services ask about other programs that may be good to use and have available. Chair/Co-chair reaching out to Climate family members to look at the programs.
	4. Purchase social/emotional curriculum	
	Assigned to:	Rebecca Foote
	Added date:	11/04/2016
	Target Completion Date:	01/18/2016
	Comments:	

	5. Plan and provide Professional Development to train staff on school-wide social/emotional curriculum.			
		Assigned to:	Ruth Heath	
		Added date:	11/04/2016	
		Target Completion Date:	01/29/2016	
		Frequency:	monthly	
		Comments:		
Implement	Percent Task Complete:		0%	

Dimension B - Leadership Capacity			
Strategic planning, mission, and vision			
Indicator	**B1.01 - The LEA has an LEA Support & Improvement Team.(5135)**		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our district is working on the documentation to evidence this indicator	
Plan	Assigned to:	Rebecca Foote	
	How it will look when fully met:	The school administrator will be provided updates detailing the work of the Support & Improvement team.	
	Target Date:	06/30/2017	
	Tasks:		

	1. Staff members from the ESM Area Superintendents office will meet with Title 1, Academic Language, Behavior & Intervention Services, Special Education, Parent Involvement, ESL, and Academics department leads each week to discuss successes and challenges within the ESM schools, problem-solve, and develop plans for support and improvement.		
		Assigned to:	Kelly Swartzel
		Added date:	11/03/2016
		Target Completion Date:	06/30/2017
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		0%

Indicator	**B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)**	
Status	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: Limited Development 11/03/2016

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district is collecting the necessary evidence for this indicator.	
Plan	Assigned to:	Sherri Hollis	
	How it will look when fully met:	The school will be provided documentation to detail the process for selecting and hiring principals.	
	Target Date:	12/23/2016	
	Tasks:		
	1. A document will be made available that details the hiring process for school principals within the Elementary Support Model Area.		
	Assigned to:	Tasha Davis	
	Added date:	11/03/2016	
	Target Completion Date:	06/30/2017	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	**B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/03/2016	
		Will include in plan	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Bugg Elementary School has a MTSS/SIP Team that meets twice a month to make decisions for implementation of effective practices within our school.	
Plan	Assigned to:	Sherri Hollis	
	How it will look when fully met:	Bugg MTSS team will have completed county mandated professional Development for MTSS implementation. Principal will be involved in MTSS meetings and practices. MTSS team will develop a PD plan for our school based on specific grade level and teacher needs for addressing strong tier I instruction. SIP is a live and breathing document that will be continually updated to meet the needs of our students and staff. MTSS team will utilize the TIPS model to make decisions that are appropriate and needs based for the purpose of continuous school improvement. We will provide: MTSS agendas/minutes PD plan SIP	

	Target Date:	06/30/2017
	Tasks:	
	1. The Bugg MTSS/SIP will attend 4-days of district provided MTSS training.	
	Assigned to:	Sherri Hollis
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	once a year
	Comments:	
	2. Administration will be an active participant on the MTSS team.	
	Assigned to:	Sherri Hollis
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	twice monthly
	Comments:	
	3. The school administration will meet with coaches and support personnel weekly to identify staff support and monitor progress.	
	Assigned to:	Rebecca Foote
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	weekly
	Comments:	
	4. All staff members will take part in creating the tasks for school improvement.	
	Assigned to:	Sherri Hollis
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	monthly
	Comments:	
	5. Staff members will be trained and supported in implementing the TIPS model.	
	Assigned to:	Melinda Thumm
	Added date:	11/04/2016
	Target Completion Date:	06/30/2017
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	0%

Dimension B - Leadership Capacity

Distributed leadership and collaboration

Indicator	**B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**

Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/03/2016	
		Will include in plan	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Bugg Elementary is currently making changes in our master schedule to provide time for instructional planning for all teams. Teams are currently developing structures to maximize their collaborative planning time.	
Plan	Assigned to:	Ninethia Hood-Rouse	
	How it will look when fully met:	Teachers are well aware of PD dates. Instruction will be data-driven. Workday 1x per month for collaborative Longer time for kidtalk(before/after-school) More impact time, scheduled in the morning Transition times Bathroom schedule (taking away from instructional time Time to look at data (data dig day) Schedule ER time for parent conferences (or on a workday). Time for social/emotional instruction/assessment. Separate planning for MI flex and teachers. Protected core instruction Specials MI's on a regular schedule. Time for individual coaching or time with admin. We will provide: Master Calendar Master Schedule Coaching Plan PD Calendar Kid Talk agenda/Minutes	
	Target Date:	06/30/2018	
	Tasks:		
	1. Bugg will maintain a school-wide calendar that includes important dates for all to view.		
	Assigned to:	Andre Collard	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	monthly	
	Comments:		
	2. The school leadership will analyze daily schedules to ensure instructional time is protected.		
	Assigned to:	Rebecca Foote	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	once a year	
	Comments:		
	3. Create and plan Professional Development calendar		
	Assigned to:	Ninethia Hood-Rouse	
	Added date:	11/04/2016	
	Target Completion Date:	01/29/2016	
	Comments:		

Implement	Percent Task Complete:	0%	
Dimension B - Leadership Capacity			
Monitoring instruction in school			
Indicator	**B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)**		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/03/2016	
		Will include in plan	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Bugg Elementary school does not currently have extended learning time programs or strategies to implement. We currently use data sources which indicate to us that we desire to implement extended learning programs in the near future.	
Plan	Assigned to:	Pamala Roberts	
	How it will look when fully met:	Quarterly data reviews with adjustments to programs as needed. Intervention meetings that will determine next steps MTSS team reflects on the implementation of critical elements of MTSS that impacts student outcome. Resources are allocated to support extended learning time programs. MTSS team will use protocols to monitor data consistency and accuracy. We will Provide: Student Achievement data Intervention agenda/minutes MTSS agenda/minutes Budget report	
	Target Date:	06/30/2017	
	Tasks:		
	1. Collect and analyze data to determine the need to implement extended learning programs at Bugg Elementary this school year.		
	Assigned to:	Pamala Roberts	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	**B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/03/2016	
		Will include in plan	

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Administration is currently carrying out formal observations for all certified staff. Administration has also been involved in walkthroughs for math and reading for all grade levels. Administration has provided time for instructional staff to analyze and reflect on walkthrough data.	
Plan	Assigned to:	Rebecca Foote	
	How it will look when fully met:	Principal supports MTSS process related to curriculum and classroom instruction. Principal is highly visible during classroom instruction. Principal provides post conference feedback and or brief notes following informal observations/walkthroughs. We will provide evidence via: SIP plan PD plan Staff/Student Handbook Teacher Evaluations Informal observations/walkthrough data	
	Target Date:	06/30/2017	
	Tasks:		
	1. The school administrators will meet with ESM staff monthly and provide documentation of observation schedule as required by the NCEES system.		
	Assigned to:	Rebecca Foote	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	monthly	
	Comments:		
	2. Principal will participate in collecting walkthrough data and provide opportunities for teachers to analyze and reflect on the data.		
	Assigned to:	Rebecca Foote	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension C - Professional Capacity

Quality of professional development

Indicator	**C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/03/2016	
		Will include in plan	

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Bugg Elementary school currently uses achievement and walkthrough data to make decisions about school improvement. We are beginning to use data to determine our Professional Development needs.	
Plan	Assigned to:	Jennifer Joyner	
	How it will look when fully met:	School will create an accessible data wall to be utilized for making decisions about SIP and PD. SIP will be updated as new data is available. PD plan will be created with opportunities for differentiation; specifically for teacher voice and choice. We will provide evidence through: A professional development calendar that is accessible to all staff members. MTSS agenda/minutes PD evaluation	
	Target Date:	06/30/2017	
	Tasks:		
	1. The school will collect and analyze student academic data quarterly to make school improvement and professional development decisions.		
	Assigned to:	Sherri Hollis	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	four times a year	
	Comments:		
	2. The assessment section of NCStar will be updated quarterly to reflect most current data.		
	Assigned to:	Sherri Hollis	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator	**C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/03/2016	
		Will include in plan	
	Index:	4	(Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Bugg Elementary school has coaching and job embedded PD opportunities. We have utilized Early Release days for professional development and data analysis. We have implemented kid talk to twice a month to provide time for PLT's to analyze data related to multi-tiered instruction intervention.	
Plan	Assigned to:	Sierra Wooden	
	How it will look when fully met:	Critical Elements of MTSS are defined and communicated to school staff. Staff members are able to communicate the elements to others. Ongoing PD related to MTSS with a goal of continuous improvement. MTSS team consistently uses data to improve professional development. We will provide evidence via: MTSS agenda/minutes PD plan/calendar Coaching documentation SIP WCPSS Teacher Working Conditions Survey	
	Target Date:	06/30/2018	
	Tasks:		
	1. Update the staff handbook to include Critical Elements of MTSS.		
	Assigned to:	Sherri Hollis	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Comments:		
	2. MTSS training will be provided for staff		
	Assigned to:	Jennifer Joyner	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	twice a year	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension E - Families and Community

Family Engagement

Indicator	**E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/03/2016	
		Will include in plan	
	Index:	6	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Bugg currently provides opportunities for parents to engage in curriculum informational sessions each quarter. The current Literacy Coach and IRT developed a Parent seminar to address specific strategies parents may use at home to support their child's literacy development. All 3rd grade parents are invited to a RTA information session. Teachers communicate curriculum expectations through report card comments. Parents are invited to Parent/Teacher conferences twice a year (more often if deemed necessary).	
Plan	Assigned to:	Khalilah Gilmore	
	How it will look when fully met:	Report Card Comments are specifically related to the students' mastery of the curriculum standards. Oral and written protocols exist for communicating with parents. School will engage families when student needs additional support. Provide intensive outreach for unresponsive families. We will provide evidence via: PTA agenda/minutes Report card comments Parent communication logs Tier 2/3 documentation reflecting parent attendance. Documentation of home visits	
	Target Date:	06/30/2018	
	Tasks:		
	1. A grading timeline will be created and Report Card comments will be reviewed by administration and coaches to ensure communication of students' mastery of the curriculum standards.		
	Assigned to:	Ruth Ann Freeman	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	four times a year	
	Comments:		
	2. Teachers will maintain parent contact logs/documentation.		
	Assigned to:	Grade Level Chairs	
	Added date:	11/04/2016	
	Target Completion Date:	06/30/2016	
	Comments:		
	3. MTSS Climate Family group will determine the frequency and structure in which teachers will make positive phone calls to parents.		
	Assigned to:	Ruth Heath	
	Added date:	11/04/2016	
	Target Completion Date:	12/05/2016	
	Comments:		
Implement	Percent Task Complete:	0%	

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	
Superintendent Signature:	James G Merrill JCC
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	Carroll Magnet Middle School
School Code (6 digits):	920360
Mailing Address:	4520 Six Forks Road Raleigh, NC 27609
School Website:	www.wcpss.net/carrollms
Current Principal:	Elizabeth MacWilliams
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: ***Provide attachment as necessary.***

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:
• To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989); • To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools); • To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ; • To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs; • To provide necessary resources to support teacher professional development and student learning. • To address high teacher turnover. • To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) Will the school be operated by an EMO?	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

NC Department of Public Instruction
Restart School Application

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** C	**School Performance Growth Score:** 56
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 46
School Year: 2013-14	**School Performance Grade:** D	**School Performance Growth Score:** 52

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** Not Applicable
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** Not Applicable
Attach School Improvement Plan.	*Not applicable: Carroll Middle was not a low performing school for the 2015-2016 year and this plan was not required.*
Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.**	

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
• To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
• To allow the conversion of positions, including teacher assistants;
• To improve the facilitation of our approved Plan for Improving Low- Performing School;
• To provide necessary resources to support teacher professional development and student learning;
• To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
• To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

Carroll Middle - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	52.9%	43.1%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	54.3%	46.9%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	51.8%	40.0%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	*
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	53.4%	36.5%
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	34.7%	28.6%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	31.6%	29.1%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	61.1%	54.0%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	75.7%	65.8%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	>95%	87.5%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	32.4%	28.3%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	5.5%	7.2%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	20.8%	15.6%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Carroll MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	**2014-2015** 7th grade reading, math, 8th grade reading met expected growth on a 3 year average. 8th grade math met expected growth according to EVAAS. **2013-2014** 7th grade reading, 7th grade math , 8th grade reading, 8th grade math, 8th grade science met expected growth according to EVAAS. Met expected growth for overall reading.	**2014-2015** 6th grade reading, math; 8th grade math, common core math 1, 8th grade science overall reading and overall math did not meet expected growth according to EVAAS; all subjects and also according to their performance composite were below district average proficiency by a mean of 23%. **2013-2014** All three grade levels are below the district average on the EOG performance composite in both reading AND math: 6th grade reading 29.7% vs. 55.5% district; 7th grade reading 39.7% vs 56.4% district; 8th grade reading 31.7% vs 54.1% district; 6th grade math 19.7% vs 51.0% district; 7th grade math 23.5% vs 50.4% district; 8th grade math 20,2% vs 54.3% district Overall EOG proficiency was 31.7% in reading compared to the district average of 54.1%, whereas in math 20.2% compared to the district average of 54.3%. ***NOTE: Progress Monitoring of all student assessment data as outlined by the state is accessible to all Wake County Employees and DPI; However, Wake County SIP website does not support the information in chart or graph form . The data is analyzed by CMMS regularly and instruction is modified accordingly.***
Process Data	• Professional Learning Partnerships • Accessibility of technology (one-to-one tablet initiative) • Challenge-Based Learning	• 59% average Compliance with Progress Monitoring • Student Engagement • 4 Cs • Rigor • Real-World Relevance • Standards-Based Formative Assessments • Integration of Leadership/Covey practices ***CMMS goals and initiatives reflect that of the WCPSS strategic plan.***

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	**Enrollment Data** **2015-2016** Membership = 992; LEP =21; 6th grade = 342; 7th grade = 324; 8th grade = 325; Male students =552; Female students = 439; Asian =24; Black = 295; Hispanic = 227; American Indian/Alaskan Native =3; Multi-racial = 39; Native Hawaiian/Pacific Islander = 3; White = 400 **2014-2015** **Membership = 936; LEP =25; 6th grade = 331; 7th grade = 316; 8th grade = 288; Male students =525; Female students = 410; Asian =23; Black = 325; Hispanic = 221; American Indian/Alaskan Native = 1; Multi-racial = 28; Native Hawaiian/Pacific Islander = 1; White = 336** **2013-2014** **Membership = 837; LEP = 11.7%; 6th grade = 307; 7th grade = 277; 8th grade = 253; Male students = 468; Female students = 369; Asian = 23; Black = 303; Hispanic = 210; American Indian/Alaskan Native = 2; Multi-racial = 28; Native Hawaiian/Pacific Islander = 1; White = 270** **Teacher Data** **2014-2015** 100% of Carroll teachers were Highly Qualified. *Percent of teachers who agreed with the following statements:* Time to collaborate with colleagues- 87.1% which is 14% higher than NC average The school environment is safe- 93.5% which is 1% higher than WCPSS average School leadership consistently supports teachers- 83.9% which is 6.9% higher than WCPSS average School leadership supports data-based decision-making- 96.8% which is 6.3% higher than WCPSS average Faculty and staff have a shared vision- 90.3% which is 10.9% higher than WCPSS average	**2015- 2016** Carroll Middle's F/R Lunch Rate is 51% compared to the district average of 37%. **Teacher Data** **2013-2014** **2014-2015** teacher turnover 13.3% 17.9% (increased 4.6%) teachers meeting EVAAS 63% 54.8% (decreased 8.2%) teachers exceeding EVAAS 14.8% 10.7% (decreased 4.1%) **Behavior Data** The total number of students as well as suspension has increase from the 2013-2014 to 2014-2015 school years. **2013-2014** **2014-2015** number of students 15 103 number of suspensions 69 108 **Attendance Data** Although the data demonstrates a (95%) attendance average, the data fails to consider the variables related to inaccuracy in record keeping. A functioning PLT was developed in February 2015; a critical needs assessment was performed. The following needs were identified: lack of Power School knowledge, teacher inconsistency and inaccuracy of data input. After analyzing the critical needs an action plan was developed to address/ameliorate critical attendance needs.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	During the magnet transition process (from 2012-2013 to 2013-2014), 100% of teachers opted in to the re-interview process.	According to the 2015 WCPSS teacher survey • 67.7% of teachers agree "there is an atmosphere of trust and mutual respect." • 88.5% of teachers agree "this school is a good place to work and learn." • 66.1% of teachers agree "minimal time is spent addressing discipline." According to the 2014 TWC survey • 90.2% of teachers agree "there is an atmosphere of trust and mutual respect." • 79.2% of teachers agree "this school is a good place to work and learn." • 65.2% of teachers agree "minimal time spent addressing discipline." According to the 2015 WCPSS Student Survey (of 8th graders): • 71.3% of students agree "overall, adults at my school treat students fairly." • 57.1% of students agree "most teachers at my school are interested in me as a person, not just as a student." • 58.5% of students agree "the grades in my classes do a good job of measuring what I am able to do."

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Academic: No subgroups are meeting proficiency and growth expectations in Reading, Mathematics, and Science.	Core instruction, effective PLT, and use of common aligned assessments need to improve to build a capacity among instructional staff to appropriately differentiate and scaffold to meet the diverse learning needs of students.	Implementing and supporting continuing improvement in the following: 1. Monthly learning rounds for staff to exemplify being leaders of learning in areas of increasing student engagement, rigor and discourse with integrity and fidelity. 2. Highly functional PLT meetings with priority focus on strengthening core instruction around direct alignment to common core standards and The 4 C's- communication, collaboration, critical thinking and creativity, student discourse and rigor. 3. Professional Development with a focus on literacy and mathematics , proficiency in all subject areas, and student discourse. 4. Challenge Based Learning to get students involved in their own thinking and learning by questioning and reflection. 5. Increase specific timely feedback for students and teachers.
Overall reading and math did not meet expected growth according to EVAAS for 2014-2015.	Class rosters were disproportionately allocated and overburdened with homogenous groups which promoted the mindset that some students could achieve while others struggled.	Beginning quarter 4 2016 classes within 6th and 7th grade teams were redistributed heterogeneously to shift mindset and better support all subgroups.

Data Summary Describe your conclusions
The vision of improvement to impact growth and performance is to focus on Core Instruction. Our data indicates that our priority concerns are the lack of academic growth for ALL students in Reading, Math, and Science (both in proficiency and growth). To address this concern, we plan to • build capacity to work collaboratively in highly functional PLTs • effectively progress monitor student proficiency and growth • strategically conduct learning rounds, and engage in focused professional learning opportunities. We will continue to refine our Leadership in Technology magnet theme and evaluate its effect on the student and community perception of our school. The School Improvement Team will meet monthly to monitor and review our progress towards goals.

SIP Team Members

	Name	School Based Job Title
1	Ann Lee	Teacher
2	Anne Avera	Parent
3	Carly Williams	Instructional Support Personnel
4	Carmen Taylor	Parent
5	Dentra Keith	Other
6	Donnell McLean	Assistant Principal
7	Dr. Mary Whitehouse	Other
8	Elizabeth MacWilliams	Principal
9	Erin Edwards	Teacher
10	James Aldridge	Assistant Principal
11	James Lanier	Instructional Support Personnel
12	Jennifer Iglio	Parent
13	Jessica Bryant	Teacher
14	Julie Treadwell	Teacher
15	Kimberly Junius	Teacher
16	Lauren Maloney	Other
17	Monica Osborn	School Improvement Chair
18	Shara Wolkomir	Teacher
19	Sharon Harris	Teacher

School:	Carroll MS
Plan Year	2016-2018
Date:	Apr - 2016

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

Carroll Leadership in Technology Magnet Middle School students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

We believe every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
We believe every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

School Goal

By July 2018, 100% of Carroll students will meet or exceed expected growth outcomes in Math, ELA, and Science as measured by state and local assessments, in order to achieve 80% overall proficiency, with no subgroups performing below 50% proficient.

Goal Manager	Strategic Objective	State Board of Education Goal
Elizabeth MacWilliams	Achievement	Globally Competitive Students

Resources

- DPI Flexibility in Financial Transfers
- Healthy Active Children Policy
- Duty Free Lunch / Planning
- Safe and Orderly Schools Plan
- Character Education Plan

Key Process

1. School stakeholders will build capacity for all teachers to work collaboratively in highly functional PLTs to strengthen core instruction.

Tier

Tier 1 / Core

Process Manager

Monica Osborn

Measurable Process Check(s)

All teachers will participate in weekly PLT work.
All teams/committees will maintain electronic PLT agendas & minutes weekly with expected criteria.

All teachers will maintain electronic instructional plans with expected criteria.

School Improvement Team will be responsible for redirection if the strategies are not successful and will use various methods of communication to inform all stakeholders.

Action Step(s)

1. All teachers will participate in weekly PLT work.

Timeline From 4/2016 To 6/2018

2. All teachers will maintain weekly electronic PLT agendas to build a capacity to effectively collaborate.

Timeline From 4/2016 To 6/2018

3. All teachers will maintain instructional plans to ensure student engagement and meet the needs of all learners.

Timeline From 4/2016 To 6/2018

4. All teachers will be required to participate in individualized monthly professional learning opportunities to increase student achievement.
• Monthly Carroll Edcamp (1 Tuesday per month).
• Early Release Professional Learning.
• Workday Professional Learning.
• eSchools.
• Effective Teaching Framework.
• Covey, CBL, 4 Cs, Discourse, Flexible Student Grouping, Discovery Education, etc.

Timeline From 4/2016 To 6/2018

5. All stakeholders will advocate to increase the parent volunteerism within the context of classroom instructional opportunities, mentorships, business alliance partnerships, and committee work to enhance real-world relevance within class instruction.

Timeline From 4/2016 To 6/2018

Key Process

2. School stakeholders will build capacity for all teachers to effectively progress monitor student proficiency and growth to drive instruction.

Tier

Tier 1 / Core

Process Manager

Monica Osborn

Measurable Process Check(s)

All ELA, Math, Science, and Social Studies teachers will electronically maintain common assessment data to progress monitor students.

Action Step(s)

1. All ELA, Math, Science, and Social studies teachers will record and share progress monitoring data within PLT following each unit and will be reviewed quarterly to monitor and drive best instructional planning and facilitation.
• Composite.
• By Subgroup.
• By Grade Level.
• By Subject Area.

Timeline From 4/2016 To 6/2018

2. Teachers will be supported by coaches in the process of backwards planning through weekly PLTs.

Timeline From 4/2016 To 6/2018

3. Teachers will be supported by coaches as they create and revise common assessments to use to obtain accurate and timely data about students learning needs.

Timeline From 4/2016 To 6/2018

Key Process

3. School stakeholders will build capacity for all teachers to strategically conduct learning rounds to provide feedback that will drive meaningful instruction.

Tier

Tier 1 / Core

Process Manager

Monica Osborn

Measurable Process Check(s)

All teachers will participate in monthly learning rounds, recording information on a common Google form.

Action Step(s)

1. School Improvement Team will design a structure and schedule for learning rounds that maximizes opportunities for teacher reflection and collaboration.

Timeline From 4/2016 To 6/2018

2. All teachers will participate in monthly learning rounds and TWC survey to provide specific, timely feedback to each other and drive meaningful instruction in their own classrooms.

Timeline From 4/2016 To 6/2018

Key Process

4. School stakeholders will build capacity for teachers to cultivate positive relationships to foster shared responsibility for student success by building trust, collaboration, and engagement among staff, families and community partners.

Tier

Tier 1 / Core

Process Manager

Monica Osborn

Measurable Process Check(s)

95% of our staff, students, and families will agree that "Overall, my school is a good place to work/learn" according to district, state, and school surveys.

Action Step(s)

1. PBIS team will monitor behavior data quarterly and develop programming to reinforce student behavior expectations for students that are aligned with Covey's 7 Habits.

   Timeline From 5/2016 To 6/2018

2. PBIS team and administration will recognize students and teachers who model the 7 Habits and build the school's sense of community.

   Timeline From 5/2016 To 6/2018

3. PBIS team will refine PBIS matrix and behavior expectations to ensure tighter alignment amongst all grade levels and teams.

   Timeline From 5/2016 To 6/2018

4. All teachers will participate in the MTSS Beliefs Survey, and engage in professional learning on how to promote growth mindset, build positive relationships, and maximize success for all learners.

   Timeline From 5/2016 To 6/2018

Date	Apr - 2016
Waiver Requested	
none	
How will this waiver impact school improvement?	
n/a	
Please indicate the type of waiver:	State
Please indicate the policy to be waived	n/a

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Carroll MS
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Our staff will respond to the professional development survey and will be asked to choose from the following opportunities: • Challenged Based Learning • Digital Learning/ Technology • Classroom Management/PBIS • Covey's 7 Habits/Lighthouse • MTSS (Multi Tiered Systems of Support to create a culture of learning, gives students ownership of learning, and provides multiple pathways to success) • The Positivity Project (Allows youth to see the positive character strengths in themselves and others.) • Literacy Credits	All Carroll Magnet Middle School staff members	Academic Goal

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Carroll MS
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	***ENTRY*** *(Must show need in at least 2 data points)* **Strategic:** • History of Level 2 on previous reading EOGs. • EVAAS probability of proficiency between 51% and 69%. • Common formative post-assessments between 40% and 60%. • Below 60% on core benchmark indicators. • One to two levels below grade level on iReady diagnostic. **Intensive:** • History of Level 1 on most or all previous reading EOGs. • EVAAS data probability of proficiency below 50%. • Common formative post-assessments below 39%. • Below 59% on core benchmark indicators. • More than 3 grade levels below on iReady diagnostic. **New Students:** • 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. ***EXIT*** *(Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)* ***Strategic & Intensive:*** • Student has met benchmark as evidenced by progress monitoring data points and formative assessment data from math core classroom teacher. • Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, and parents.	***ENTRY*** *(Must show need in at least 2 data points)* ***Strategic:*** • History of Level 1 and/or level 2 on previous math EOGs. • EVAAS probability of proficiency between 51% and 69%. • Common formative post-assessments between 40% and 60%. • Below 60% on core benchmark indicators. • One to two levels below grade level on iReady diagnostic. **Intensive:** • History of Level 1 on most or all previous math EOGs. • EVAAS probability of proficiency below 50%. • Common formative post-assessments below 39%. • Below 59% on core benchmark indicators. • More than 3 grade levels below on iReady diagnostic **New Students:** • 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. ***EXIT*** *(Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within* Core.) **Strategic & Intensive:** • Student has met benchmark as evidenced by progress monitoring data points and formative assessment data from math core classroom teacher. • Mutual agreement for exit has been made by all stakeholders, including teachers, administrators, and parents.	***ENTRY*** *(Must show need in at least 2 data points)* **Core:** • Safe Seat and Cross Team moves will be implemented at Tier 1 with those moves documented as minor behavior referrals. • Students who are suspended will participate in a structured re-entry protocol within 3 days of returning to school. • Discipline data: Major referrals will be consistently collected and entered into Easi; Minor referrals will be collected through a Google Form. **Strategic:** • Minor Referrals (5 referrals of the same behavior type across settings) • Major Referrals • Absences (10% of school days) • Suspensions (one or more) **Intensive:** • Minor Referrals • Major Referrals • Absences (10%+ of school days) • Suspensions • These will be the data sources used along with data from the Tier 2 plan to determine entry into Tier 3. *MTSS Explorer Early Warning System (no access 2016/17):* -Red (Likely intensive support needed): 4 or more consecutive unexcused absences for current quarter -Yellow (Likely strategic support needed): 3 consecutive unexcused absences for current quarter -Green (Likely core support only): 2 or fewer consecutive unexcused absences for current quarter -Red (Likely intensive support needed): 10% or more unexcused absences/membership days current year -Yellow (Likely strategic support needed):10% unexcused absences/membership days current year -Green (Likely core support only):9% or less unexcused absences/membership days current year ***EXIT*** *(Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)* ***Strategic:*** • Student has met goal(s) outlined in Tier II Plan. **Intensive:** • Student has met goal(s) outlined in Tier III Plan.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Carroll MS
Plan Year	2016-2018
School Year:	2016-2017

DRAFT

	Reading	Math	Behavior
Intervention Structure	**Strategic:** Options: • Acceleration course during quarterly elective period with reading intervention specialist (front-loading/pre-teaching) Structure: • Core + daily intervention instruction with intervention teacher during quarterly elective. (45 minutes) • No more than 15 students per teacher. **Intensive:** Options: • Systematic, direct instruction in an individual or small group (3-4 students) context • Additional Tier 3 interventions as listed in EASI Structure: • Within the structure of the daily elective	**Strategic:** Options: • Acceleration course during quarterly elective period (front-loading/pre-teaching) Structure: • Core + daily intervention instruction with intervention teacher during quarterly elective. (45 minutes) • No more than 15 students per teacher. **Intensive:** Options: • Systematic, direct instruction in an individual or small group (3-4 students) context • Use of technology such as Wake County Intervention videos, Khan Academy, Prodigy, etc. to facilitate instruction • Additional Tier 3 interventions as listed in EASI Structure: • Within the structure of the daily elective	**Strategic:** Options: • Check-In, Check-out (Dentra Keith - Coordinator) ◦ Assess after six weeks (approx.) ◦ Daily progress report ◦ Feedback from all teachers • Small Groups (Student Support Services - social-emotional curriculum, Brief PTR, etc., as identified by student need) • ALC Structure: • Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness. **Intensive:** Options: • Behavior Intervention Plan developed by the Intervention Team Structure: • Core + intensive interventions will vary by frequency and duration based on student need and responsiveness.
Instruction	**Strategic:** • Explicit literacy instruction + Tier 2, targeted intervention as outlined in Tier 2 plan **Intensive:** • Explicit core literacy instruction + Tier 3, targeted intervention as outlined in Tier 3 plan **Instructional modifications will be data-driven and occur at monthly Intervention Team meetings.	**Strategic:** • Explicit core math instruction + Tier 2, targeted intervention as outlined in Tier 2 plan **Intensive:** • Explicit math instruction + Tier 3, targeted intervention as outlined in Tier 3 plan **Instructional modifications will be data-driven and occur at monthly Intervention Team meetings.	**Strategic:** • Explicit core behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan **Intensive:** • Explicit core behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan **Instructional modifications will be data-driven and occur at monthly Intervention Team meetings.
Assessment and Progress Monitoring	**Strategic:** • Progress monitoring assessments will occur within 2 weeks of implementation of plan and will continue every 2 weeks until the plan is reviewed. • PLT with the case manager will meet monthly to review progress monitoring results and plan accordingly. **Intensive:** • Progress monitoring assessments will occur within 1 week of implementation of plan and will continue weekly until the plan is reviewed. • Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.	**Strategic:** • Progress monitoring assessments will occur within 2 weeks of implementation of plan and will continue every 2 weeks until the plan is reviewed. • PLT with the case manager will meet monthly to review progress monitoring results and plan accordingly. **Intensive:** • Progress monitoring assessments will occur within 1 week of implementation of plan and will continue weekly until the plan is reviewed. • Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.	**Strategic:** • Progress monitoring assessments will occur within 2 weeks of implementation of plan. • Daily progress monitoring will occur using the Daily Progress Report (DPR). Progress monitoring will be documented in EASi and targets will be outlined in Tier II Intervention Plan. • PLT with the case manager will meet to review data monthly and adjust intervention as needed. **Intensive:** • Progress monitoring assessments will occur within 1 week of implementation of plan. • Daily progress monitoring will occur using Behavior Rating Scale. Data type collected for PM will be determined by Intervention Team and/or sub-committee (frequency, duration, intensity). • Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Carroll MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Curriculum/Resources	**Strategic:** iReady, acceleration course **Intensive:** one on one or small group, iReady	**Strategic:** Peer tutoring, iReady, acceleration course **Intensive:** one on one or small group, iReady	**Strategic:** • CICO- Responding to Problem Behavior • Check-N-Connect-University of Minnesota Resources • Small Groups-Why Try • Anxiety Workbook (school counselors K-12) • CMAPP curriculum (small groups) • Homework, Organization and Planning Skill Manual (School Psychologists) **Intensive:** • PTR-Prevent, Teach, Reinforce

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Carroll MS
Plan Year	2016-2018
School Year:	2017-2018

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

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	[illegible]
Superintendent Signature:	James G Merrill JCC
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	East Garner Elementary School
School Code (6 digits):	920403
Mailing Address:	5545 Jones Sausage Road Garner, NC 27529
School Website:	www.wcpss.net/eastgarneres
Current Principal:	Carmen Graf
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: *Provide attachment as necessary.*

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:

- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

NC Department of Public Instruction
Restart School Application

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** D	**School Performance Growth Score:** 48
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 53
School Year: 2013-14	**School Performance Grade:** C	**School Performance Growth Score:** 57

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** November 15, 2016
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** November 2016
Attach School Improvement Plan.	*Attach Plan for Improvement.*

Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.**

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
• To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
• To allow the conversion of positions, including teacher assistants;
• To improve the facilitation of our approved Plan for Improving Low- Performing School;
• To provide necessary resources to support teacher professional development and student learning;
• To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
• To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

East Garner Elementary - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	40.4%	46.9%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	41.8%	48.2%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	39.1%	45.7%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	75.0%
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	*	66.7%
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	39.6%	40.1%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	33.0%	45.8%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	52.4%	61.1%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	59.2%	71.6%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	>95%	90.9%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	38.1%	44.1%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	12.4%	27.3%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	14.4%	21.7%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

Data Components: Student Achievement

Strengths (data trend statements)

REVISED 1/2016 PER DPI FEEDBACK
(ALL REVISIONS ARE IN BOLD AND ITALICS)

EVAAS: 2013 - met expected growth, 2014 Exceeded Expected Growth, 2015 Met **Expected Growth**

Reading:
Based on 2013 EOG data, 4th and 5th grade met expected growth (-0.7/2.0)
Based on 2014 EOG data 3rd and 4th grade met expected growth (0.7/-2.0) and 5th grade exceeded expected growth *(4.7)*
Based on 2015 EOG data 4th grade met expected growth (-1.6) and 5th grade exceeded expected growth (2.6)
Three year average of .2 indicates evidence that the school's students made progress similar to the Growth Standard

Math:
Based on 2013 EOG data, 5th grade exceeded growth expectations (3.4)
Based on 2014 EOG data, 4th grade met growth expectations (3.0) and 5th grade exceeded growth expectations (5.1)
Based on 2015 EOG data, 4th grade met expected growth (-0,4) and 5th grade exceeded expected growth (2.5)
Three year average of 1.0 indicates evidence that the school's students made progress similar to the Growth Standard

Science
Based on 2013 - 2015 EOG data, 5th grade exceeded expectations all three year (2.3/2.9/1.6)
Three year average of 2.3 indicates significant evidence that the school's students made more progress than the Growth Standard

From 2014 to 2015 there was a 13% increase in the number of students who were proficient on the Reading EOG. There was a 10 % increase in the the number of 4th graders who demonstrated College Readiness.
From 2014 to 2015 there was an increase in the number of 4th grade students who demonstrated College Readiness on the Math EOG.
From 2014 to 2015 there was also an increase in the number of 5th grade students who demonstrated proficiency on the Science EOG.
In 2013 the following subgroups met their AMO target in reading: Black, LEP and SWD
In 2014 the following subgroups met their AMO target in math: Black

Concerns (data trend statements)

Reading and Math Proficiency scores have remained below 50% and there has been an overall decrease in the number of students demonstrating proficiency and College Readiness on the EOG's:
2012 - 2013 percent proficient in Reading: 41.8 Math: 45.8
2013 - 2014 percent proficient in Reading: 46.3 Math: 45.9
2014 - 2015 percent proficient in Reading: 44.7 Math 41.8

There has been a decline in proficiency and college readiness from 2014 to 2015 in the area of reading in 3rd grade (13%/7%)
There has been a decline in proficiency and college readiness from 2014 to 2005 in the ares of math in 3rd grade (-8%/-8%)
There has been a steady decline for the past three years in the area of math in grade 5 from 55 to 44% proficiency and from 47 to 34% demonstrating college readiness.

Grade 5 growth score declined from 4.7 in to 2014 to 1.1 in 2015 in reading.
Grade 4 growth score declined from 3.0 in 2014 to -0.7 in 2015 in math.
Grade 5 growth score declined from 5.1 to -1.0 in 2015 in math

Only one of our subgroups (Black - math) has met AMO targets for the past 2 years. Science AMO targets were not met by Black and ALL subgroups.

Percent Proficient by Subgroup on EOG's

Year	*Total (all students)*	*Black*	*Hispanic*	*ED*	*LEP*	*SWD*
2013 R	*30.1*	*30.2*	*17.5*	*21.3*	*12.2*	*17.6*
2014 R	*34.0*	*29.8*	*26.0*	*29.2*	*14.9*	*No Data*
2015 R	*32.9*	*28.1*	*27.5*	*30.1*	*15.8*	*17.8*
2013 M	*31.4*	*31.8*	*26.3*	*20.0*	*14.6*	*5.9*
2014 M	*34.0*	*31.2*	*27.3*	*26.7*	*12.8*	*No Data*
2015 M	*33.3*	*29.5*	*31.9*	*31.1*	*18.4*	*8.9*

2014 - 2015 - Overall School mClass K- 5 Composite:
There was little change in strategic students at the end of both the 2013-14 and 2014-15 school years. Each year 66% of our students were still performing at the strategic level as measured by mclass assessments.
2014 - 2015 TRC data - overall proficiency decreased from 39% at the BOY to 28% at the EOY. Students performing at the intensive level increased from 44% to 55%. Proficiency decreased from EOY 2014 to EOY 2015 by 38% and Intensive increased 32%.
Grade 1 BOY TRC data, 64% proficient and EOY only 16% were proficient (a decrease of 48%).
Grade 2 TRC data showed a decrease in proficiency from 49% to 24%
Grade 3 TRC proficiency decreased from 85% at the end of the 2013 - 2014 school year to 61% at the end of the 2014-2015 school year.

School performance grade decreased from a C in the 2013 - 2014 to a D in he 2014 - 20145 school year.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	14-15 Walkthrough Data: Reading:14/15 of the teachers are teaching literacy durin the allotted time based on the literacy walkthrough 14/15 teachers utilized anchor charts, word walls, and strategy posters based on the literacy walkthrough 15 classrooms had objectives posted 6/8 teachers were conducting guided reading groups Math: Science: 5th Grade Teachers utilize a grade level approach to teaching science including science boot camp, interactive experiments, and use of supplemental materials. This has supported EGES is being a leader in science proficiency across subgroups of students. 2012 - 2013 Data • 14/15 teachers were teaching literacy at the allotted time based on the Literacy Walkthrough data. • 14/15 teachers had anchor charts, word walls, or UNRAAVEL charts posted based on the Literacy walkthrough data. • 15/15 classrooms had posted objectives based on the Literacy Walkthrough data. • Based on the Literacy Walkthrough data 6/8 teachers were observed conducting guided reading.	14-15 Walkthrough Data: 75% of teachers were facilitating student engagement in centers or through whole class lessons. 6 0 teachers were implementing the mini lesson. Fidelity to the framework is a concern based on teacher input. 7/15 teachers were observed facilitating higher order questioning. Student academic data as shared above indicate a need for consistent literacy structure to be implemented at EGES. Daily Cafe implementation began in the Fall of 2015. Student academic data as shared above indicates a need for a focus on academic language building in classroom instruction. An Academic Language Coach has been assigned to EGES for the 2015-2016 school year to support the need for a focus on vocabulary building and academic language. 2012 - 2013 Data: • Based on the Literacy Walkthrough data, 60% of teachers were implementing the mini lesson. • Fidelity to the framework is a concern based on grade level conversations. • 7/15 teachers were observed facilitating conversations around higher order questioning. • 75% of teachers were facilitating student engagement in centers or through whole class lessons.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	The district Free and Reduced Average is 37%. EGES is 82% Total Population- Wake County 929,214 Garner, NC Total population is 26,772 ***Wake County/Garner NC demographics (based on 2013 census):*** ***White- 61,8% /55.2%*** ***Black- 20.5%/36.8%*** ***Hispanic-9.8% 4.5%*** ***Asian- 5.6%/1.4%*** ***Two or More Races- 1.8%.6%*** ***Some Other Race- .3%/0.3*** ***American Indian/Alaskan Native-.2%/.4%*** EGES Student Demographics Asian: 7 or .9% Black: 413/711 or 41.9% Hispanic: 202/711 or 7.1% American Indian/Alaskan Native: 6/711 or .9% Multiracial: 13/711 or ..9% Native Hawaiian/Pacific Islander: 5/711 or .9% White: 65/711 or .9% ***Staff Demographics:*** ***2014 - 2015 Total classroom teachers 45*** ***31% Teachers with advanced degrees*** ***4 National Board Certified*** ***19% 0 - 3 years of experience*** ***26.1% 4 - 10 years of experience*** ***54.3% 10+years of experience*** 2012 - 2013 Data The school attendance rate is at 95%, the same as the state and 1% less than the district's performance. The students' access to library books is 20.29 books per student, exceeding the district's 17.34 but less than the state's 23.41 books per student. The students per instructional computer is 2.73 greater than the state's 2.37, but less than the district's 2.85. The school's connection to the internet is 100% compared to the district's and state's 99.7%. The 2010-11 ABC data ranks the school as High Performing. The students' growth is continuing to exceed the state goals.	Free & Reduce % Over Time: March 2015: 82.75% March 2014: 78.28% March 2013: 73.08% March 2012: 69.46% ***Behavior Data 14-15*** ***There were 284 discipline referrals.*** ***18/284 referrals resulted in out of school suspensions.*** ***Referrals by Grade:*** ***Kindergarten: 0*** ***1st: 20*** ***2nd: 38*** ***3rd: 49*** ***4th: 49*** ***5th: 68*** ***Data indicated a definite need for direct social skills instruction at all grade levels 1st-5th. Data indicated an alternative approach for high need students who received multiple short term suspensions.*** ***Data indicated consistent direct instruction for character education and lack of understanding of WCPSS character education traits.*** 2012 - 2013 The AYP Standards were not met and indicates needs for improvement in a subgroup's performance for a second year. Also emerging is the need to improve the third grade's reading and math performance. This grade has not performed at the growth level as grades 4 and 5. The transient student population impacts achievement.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	Teacher Working Conditions 2014 Increase of 20.6% of staff members believing :My school is a good place to work. Increase of 31.4% of staff members believing: Teachers are trusted to make sound judgments. Title I parent survey In house staff needs assessment data (pull from Google) Parent calendar survey 2012 - 2013 Data Frequent communication with parents, utilizing a varity of sources. Parent training and education sessions,i.e. Make and Take for kindergarten parent, ESL parent visit to the library, LEP Family Night, Title I PAC Meetins	Teacher Working Conditions 2014 Decrease of 20.6% of staff members believing: State assessment data is available in time to impact instructional practices. Decrease of 16.4% of staff members believing: School Leadership makes a sustained effort to address teacher concerns about the use of time in my school. Decrease of 21.1% of staff members believing: Teachers have sufficient instructional time to meet the needs of all students 2012 - 2013 Data There is a need to increase parent offerings and participation, and more of an organized method for collecting feedback.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
2015 A need to strengthen CORE literacy instruction A need to implement best practices for teaching that yield high impact for core classroom instruction A need to implement best practices for teaching high impact for core classroom instruction A consistent understanding of student data, analysis, protocols and instructional decision making in the classroom 2012-2013 Instructional practices/literacy framework: engagement and use of higher order thinking questions Hispanic and black subgroup reading proficiency rates K-2 TRC proficiency rates	2015 Lack of consistent ELA structure K-5 Lack of sharing of best practices; lack of knowledge about Hattie's Yield Instructional Strategies. Inconsistent understanding of purpose of PLT and use of PLT time 2012-2013 • Consistency in how to use data to respond to students needs • Time during PLTs • Consistency of implementation of PLTs • Focus is on "Kid Talk" • Training is conducted but application of the strategies takes time and coaching • Vertical conversation around implementation of initiatives • Vocabulary content and word work may not have clarity, consistent strategy implementation K-5, building background knowledge (frontloading) through thinking aloud, and mini lessons, etc. • Use the same strategies in support specialists classroom teachers • Application of staff development • Lack of whole group training • Implementing question stems • Roll out of initiatives in a timely manner • Written response-need practice and skill	2015 Implementation of Daily Cafe to provide consistency K-5 and allow for alignment and meaningful use of resources in CMAPP SIP Committees and Leadership Team focus on Hattie's High Yield Strategies to build knowledge. Implementation of specific high yield strategies with fidelity monitored by observations, SIP learning walks and Admin walkthroughs Implementation of PLT professional development with Grade Level (Leadership Team)Implementation of continued support for PLT facilitators Monthly guided collaboration meetings using data analysis protocols to build teacher capacity 2012-2013 • Higher Order questioning • Vocabulary-rigor • Writing-rigor • Student Engagement • PLTs

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
2015 A need to implement a comprehensive approach to discipline	2015 Inconsistent implementation of PBIS expectations across K-5	2015 Review of PBIS EGES Expectations More visual support and focus from Administration, Classroom Core Teachers and Specialists for positive behavior

Data Summary Describe your conclusions
2015 Student Achievement: A significant increase in student proficiency is needed in the areas of math and ELA for 3-5 grade based on NC EOG data from 14-15 and historical data. Additionally, an increase in students reaching reading benchmarks per assessment period is needed as measured with mClass. BOY composite scores indicate 52% proficient for the school K-5 overall for 2015-2016. Teachers need support and guidance in learning how to analyze the mClass and plan for targeted instructional delivery to impact more students and grow their reading skills K-5. Furthermore, consistent progress monitoring needs to be implemented so that teachers can be proactive in their instruction. Another priority concern is attendance for our students. 39 students have more than 18 absences in the 2014-2015 school year. These students need an additional layer of support and outreach to families needs to be done so that the benefits of attending school regularly are shared with families. Additionally, a progress monitoring and support network needs to be developed to decrease the number of absences for these 39 students. Consistent attendance in school will support these students in making academic gains in the classroom. Third grade instruction and current data is a third priority concern for EGES. Only 17 out of 104 3rd graders are entering 3rd grade and able to demonstrate proficiency on the BOG. This grade level will need significant support to target specific students needs through core instruction and during remediation time. Furthermore, teachers need to become specialists in content to support deep understanding of the Standards to support clarity in instruction. Finally, the fourth priority is school perception of managing student conduct and increasing parent engagement. Positive supports for students should be tightened and more pervasive so that students are more willing to demonstrate positive behaviors that are conducive to learning. An increase in parent engagement will support a deeper understanding of school expectations and show a home-school relationship and connection to students. Please see our goals, key processes, and action steps to see our vision of improvement to impact growth and school performance grade.   2012-2013 East Garner Elementary has the distinction of being a School of Progress, exhibiting High Growth. The data has consistently increased in reading for the last three years. The school is a Professional Learning Community and has a strong focus on research based practices. The schedule has been organized to allow adequate time for the teaching of reading, and the providing of interventions by the classroom teacher. The support staff meets regularly with the teachers to provide additional help for students. It is our intent to increase the overall proficiency score of 66.4%. East Garner will continue to focus on best literacy practices, as we implement the Common Core. A critical area will be that of vocabulary development. Our data shows a need to increase our understanding of vocabulary strategies for our Hispanic and Economically Disadvantaged students. We will also focus on increasing comprehension through rigor and engaging activities. Parent training sessions will be held to increase parents understandng, and on-going professional development will provide support to teachers.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	East Garner ES
Plan Year	2016-2018
Principal:	Carmen Montero Graf
Date:	Aug - 2015

SIP Team Members

	Name	School Based Job Title
1	Brittany Howell	Teacher
2	Calin Price	Teacher
3	Carmen Montero Graf	Principal
4	Emily Denning	Teacher
5	Jerica Wyant	Teacher
6	Juliet Schenk	Teacher
7	Kristie Greene	Teacher
8	Milca Lopez-Williams	Instructional Support Personnel
9	Olabisi Vincent	Teacher
10	Samantha Dinner	Teacher
11	Scott Gordon	Instructional Support Personnel
12	Shari Zirkle	Instructional Support Personnel
13	Tony Joyce	Parent
14	Vicki Chavez	Teacher Assistant
15	Wenitra Merritt	School Improvement Chair

School:	East Garner ES
Plan Year	2016-2018
Date:	Jul - 2012

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

East Garner Elementary will provide a place of excellence where stakeholders will work collaboratively through all challenges to promote high student achievement, academic growth and social responsibility in a rigorous and innovative school environment.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

At East Garner Elementary we are committed to:
• Capitalizing on the individual talents of stakeholders
• Collaborating effectively to maximize student potential
• Having high expectations for students and staff
• Partnering will all stakeholders to provide support systems for students, parents and staff
• Using data and research to monitor progress and implement best instructional practices
• Providing a nurturing school environment that celebrates successes and acknowledges failures as opportunities for growth
• Teaching, modeling and reinforcing the expected behavior throughout the total school environment (Make smart choices Always do your best Practice self control Show respect)
• **M**aximizing **A**ll of the **P**otential in our **S**tudents and staff

School Goal		
By June 2016, East Garner Elementary School will meet or exceed growth in reading, math and science as measured by the North Carolina EOG and all subgroups will meet their AMO targets.		
Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Jerica Wyant	Achievement	Globally Competitive Students
Resources		

Key Process

1. Teachers at East Garner Elementary will implement an effective instructional program using research based best practices yielding high student learning and growth.

Tier

None

Process Manager

Kristie Greene, Jami Sandowski, Emily Denning, Olabisi Vincent, Juliet Schenk

Measurable Process Check(s)

Measurable Process Checks :
ELA and Math School Improvement Committees will collect and analyze walkthrough data. Evidences of Collaboration through PLT agendas/minutes, Leadership Team agenda/minutes, SIP committee agendas/minutes.
Grade levels will Create Common Assessments
Student achievement data will be analyzed during PLT's and SIP meetings to plan for intervention and to ensure
Administrative Team will complete walkthrus and observations to ensure the fidelity of implementation of effective instructional practices and use of identified processes.
ELA SIP committee will create Tier II word lists to implement in classrooms
ELA SIP committee will create academic language vocabulary to implement in classrooms when completing daily tasks/activities
ELA SIP committee will create examples of written responses for each grade level to using RACE strategy (school-wide expectation)
ELA SIP committee will identify grade appropriate graphic organizers to use during ELA literacy block
Math SIP committee with create and implement a math walkthru tool
Staff participation in PD from Math Department and implementation of best practices and resources
Implementation of Science vocabulary lists for each science unit K-5
The School Improvement Team meets monthly to monitor progress towards goals
Personnel from Central Services attends quarterly School Improvement Reviews

Action Step(s)

1. • ELA, Math and Science Committees will research and provide direction on Tiered Vocabulary K-5 ***to enhance student understanding of academic language***
• PLT's will focus on increasing knowledge and best practices for vocabulary instruction, written response to reading and comprehension question stems including higher order thinking stems to enhance student learning of the common core standards for ELA and to provide the rigor needed to advance reading levels
• PLT's will focus on understanding how to implement mathematical practices associated with the common core standards to help our student become critical thinkers and problem solvers
• PLT's will focus on understanding how to implement best practices for science instruction aligned with the science essential standards to provide hands on activities that will yield retention concepts
• Math SIP Committee will determine a school wide math problem solving approach and focus on the implementation of mathematical practices in all K-5 classrooms to help our students become independent learners
• Science SIP committee will develop a walkthru tool to monitor best instructional practices for science instruction to ensure that effective instruction is being provided to yield high student achievement
• Teachers will differentiate daily core instruction to ensure the unique learning needs of each student are met using data obtained during quarterly reviews, ***and ongoing informal and formal assessments to ensure that we are planning and implementing strategic instruction to address diverse student needs***
• School-wide implementation of Daily 5/Cafe as a literacy framework to provide a management system to support differentiated learning
• Letterland Implementation K-3 to teach foundational literacy skills
• Discovery Time daily for 30 minutes (grades K-5) to provide remediation, extra practice, and enrichment

Timeline From 8/2014 To 6/2016

School Goal

By the end of the 2016 school year, EGES teachers will report a favorable increase of 10% in satisfaction on the NC Teacher Working Conditions Survey with a focus on elements: managing student conduct and community support and involvement.

Goal Manager	Strategic Objective	State Board of Education Goal
Scott Gordon	Learning and Teaching	Globally Competitive Students

Resources

Key Process

1. Students will learn, understand and demonstrate the WCPSS character traits.

Tier

None

Process Manager

Samantha Dinner

Measurable Process Check(s)

The Character Education committee, in conjunction with the PBIS team, will have teachers complete bi-annually a questionnaire on student behavior and the effectiveness of the compass card reward program.

Action Step(s)

1. • The PBIS Safe School Committee will organize monthly Character Education Kick Off events to teach and celebrate the character trait of the month.
• Teachers will incorporate character education into instructional activities after the Character Kick Off monthly event.
• The PBIS (Safe Schools Committee) will create lesson plans to teach behavioral expectations. The committee and staff will collaborate to teach the lessons at the beginning of the year, end of year and during the Character Kick-Off.
• Expected behavior will be reinforced with Compass Cards and rewards associated with meeting compass card goals.

Timeline From 8/2014 To 6/2016

Key Process

2. We will work to develop a growth mindset in school stakeholders (students, staff, parents, and community members) in order to support acceptance, tolerance, diversity and academic achievement.

Tier

None

Process Manager

Shari Zirkle, Milca Lopez-Williams, Brittany Howell

Measurable Process Check(s)

Teacher Survey
Parent/Community Survey
Student Survey

Action Step(s)

1. • Build a healthy school environment that supports teacher retention and recruitment.
• Teachers will involve parents in student learning activities, (i.e. Class Programs, Volunteering, Eat with Your Child Week, Winter Concert, Visit to the Public Library, Read Across America, Art Exhibition/Music Concert, etc.)
• Teachers and Staff will develop training sessions to enhance parental engagement,(i.e. Literacy Night, Intervention PAC meetings, and Kindergarten Orientation).
• Collaborate with community agencies and other organizations to provide resources to strengthen families and student learning.,(i.e. Community of Hope, Centro para Familias Hispanas, the ESL Program, Helping Hands, and the Foster Grandparent Program).

Timeline From 8/2014 To 6/2016

Key Process

3. Build a healthy environment that supports teacher retention and recruitment.Routinely review the support provided to beginning teachers,new staff, and mentor teachers.

Tier

None

Process Manager

Shari Zirkle, Milca Lopez-Williams, Brittany Howell

Measurable Process Check(s)

The Retention and Recruitment Committee will survey beginning teachers and new staff in December and June to evaluate the effectiveness of current induction program and practices.

Action Step(s)

1. • Mentor Coordinator and mentors will meet with beginning teachers once a month to discuss instructional practices, classroom management, parental engagement, and other concerns.
• Implement a new staff program,
• Administration will incorporate the staff in shared leadership by regularly meeting and communicating pertinent information to the School Improvement Team and the Leadership Team**,** as well as, giving ample time for staff concerns, comments, and input at the meetings.
• Plan events to support, celebrate, and encourage staff members.
• The Scheduling Committee and Administration will develop a schedule that will provide as much planning time and duty free lunch as possible, without compromising the safety and proper supervision of students and staff members.

Timeline From 8/2014 To 6/2016

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	East Garner ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	East Garner ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

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

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	East Garner ES
Plan Year	2016-2018
School Year:	2017-2018

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

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 07, 2016

East Garner Elementary NCES - na

Wake County Public School System

Student Success Indicators Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment			
Curriculum and instructional alignment			
Indicator	**A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/25/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Presently the instructional teams collaborate to design lessons and instructional presentation using the district resources. Teams are allowed instructional days to use for common core planning, analyzing data and making instructional decisions. Funding is provided through Title I budget.	
Plan	Assigned to:	Marissa Smith	
	How it will look when fully met:	At full implementation the teams will use their collaborative planning to time to unpack standards, discuss the design of activities and assessment to accommodate the needs of all students.	
	Target Date:	06/01/2017	
	Tasks:		
	1. Collaborate with Title I Budget to establish in the school day planning dates for team collaboration. Complete prior approvals and submit to Title I for approval.		
	Assigned to:	Marissa Smith	
	Added date:	10/25/2016	
	Target Completion Date:	11/11/2016	
	Frequency:	once a year	
	Comments:	Use Save the Dates for collaboration dates. Please be sure that supplemental service providers are included for 30 minute segments of the collaboration dates. Update 1: Update 2: Update 3: Link to Google Artifact Folder:	

	2. 3-5 grade students will create blogs and news broadcasts to showcase their knowledge of the standards.		
		Assigned to:	Tomeka Williams
		Added date:	11/03/2016
		Target Completion Date:	02/28/2017
		Frequency:	monthly
		Comments:	All students should be given the opportunity to work on the blogs and newscast.
	3. The math coach will model structures for small group math, in which students are collaborating their answers and processes.		
		Assigned to:	Rene Herrick
		Added date:	11/03/2016
		Target Completion Date:	02/28/2017
		Frequency:	weekly
		Comments:	Collect data on student proficiency using pre/post tests.
	4. The teams will create and agree on a planning protocol to guide their work during planning sessions.		
		Assigned to:	grade level chairs
		Added date:	11/03/2016
		Target Completion Date:	11/30/2016
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:		0%

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator	**A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**		
Status	Tasks completed: 0 of 10 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	East Garner teachers are at the beginning stages of implementing structures to support all tiers of learning for students.	
Plan	Assigned to:	Tomeka Williams	

How it will look when fully met:	Teachers will be given tools during professional development about how to analyze data, provide interventions for students working below grade level as well as above grade level. Students with common needs are grouped and provided strategic, targeted instruction. Students will be apart of goal setting for themselves as well as the overall class and progress monitoring will occur to ensure that goals are met. Teachers of all tiers collaborate regularly to discuss student needs. Intervention teachers and coaches will provide resources and support for all teachers and grade levels. Teachers will be given time to time to assess the support they need to be able To use the science kits to provide engaging science activities. Tools for integrating an interactive science notebook within the science program will include staff development at PLTs and a book of foldables for their use. Vocabulary interactive such as Jeopardy will also be developed. Exit tickes, pre and post Assessments will be used. A science club may be considered.
Target Date:	06/29/2018

Tasks:

1. The literacy team will create a plan for offering literacy professional development at East Garner.

Assigned to:	Tomeka Williams
Added date:	11/03/2016
Target Completion Date:	12/23/2016
Frequency:	once a year
Comments:	

2. The literacy team will collect and analyze literacy data quarterly.

Assigned to:	Tomeka Williams
Added date:	11/03/2016
Target Completion Date:	06/30/2017
Frequency:	four times a year
Comments:	

3. The literacy team will develop a plan for identifying students not meeting benchmarks, providing interventions, and monitoring growth.

Assigned to:	Tomeka Williams
Added date:	11/03/2016
Target Completion Date:	06/30/2017
Frequency:	once a year
Comments:	Intervention matrix

4. The math team will create a plan for offering math professional development at East Garner.

Assigned to:	Rene Herrick
Added date:	11/03/2016
Target Completion Date:	12/23/2016
Frequency:	once a year

			Comments:	
		5. The math team will collect and analyze math data quarterly.		
			Assigned to:	Rene Herrick
			Added date:	11/03/2016
			Target Completion Date:	06/30/2017
			Frequency:	four times a year
			Comments:	
		6. The math team will develop a plan for identifying students not meeting math benchmarks, interventions, and progress monitoring.		
			Assigned to:	Rene Herrick
			Added date:	11/03/2016
			Target Completion Date:	06/30/2017
			Frequency:	four times a year
			Comments:	Intervention Matrix
		7. The School Culture and Climate committee will create a plan for training, monitoring and supporting teachers with the strategies learned in Capturing Kids Hearts.		
			Assigned to:	Jerica Wyant
			Added date:	11/03/2016
			Target Completion Date:	06/30/2017
			Comments:	What are the essential elements that staff should use? Is there a checklist of expectations?
		8. The PBIS team will review and revise the School-wide matrix.		
			Assigned to:	Jerica Wyant
			Added date:	11/03/2016
			Target Completion Date:	12/23/2016
			Frequency:	once a year
			Comments:	
		9. The science committee will create a plan for science professional learning at East Garner.		
			Assigned to:	Valerie Alvarez
			Added date:	11/03/2016
			Target Completion Date:	12/23/2016
			Frequency:	once a year
			Comments:	
		10. The science team will create a plan to support the implementation of Interactive Science Notebooks.		
			Assigned to:	Valerie Alvarez
			Added date:	11/03/2016
			Target Completion Date:	06/30/2017
			Frequency:	once a year
			Comments:	

Implement	Percent Task Complete:	0%	
Indicator	**A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)**		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	East Garner Elementary is in the beginning stages of implementing the principals learned in Capturing Kids Hearts.	
Plan	Assigned to:	Shawn Taylor	
	How it will look when fully met:	Teachers will enbed Capturing Kids Hearts strategies into classrooms across the school. Each classroom will have a Social Contract, greet students when entering the classrooms, and use questions to redirect inappropriate behavior. There will be a matrix for schoolwide expectations in all building areas. This will be posted in all classrooms, as well as in bathrooms, the cafeteria, and other highly used areas. All classroom teachers will utilize Class Dojo as a classroom management tool. SIRS will consistently be used across the building and data will be monitored and analyzed quarterly. Staff of 2 guidance counselors to focus on classwide social-emotional instruction as well as individual and small group counseling.	
	Target Date:	06/29/2018	
	Tasks:		
	1. The PBIS team will review and make any necessary changes to the Compass Card reward system.		
	Assigned to:	Jerica Wyant	
	Added date:	11/03/2016	
	Target Completion Date:	11/30/2016	
	Frequency:	once a year	
	Comments:		
	2. The PBIS team will create a plan for next steps with Capturing Kids Hearts.		
	Assigned to:	Jerica Wyant	
	Added date:	11/03/2016	
	Target Completion Date:	01/31/2017	
	Frequency:	four times a year	
	Comments:	What are the expectations for implementing Capturing Kids Hearts? How will EG support for new staff members? How will EG monitor and support implementation?	

	3. The PBIS team will monitor staff use of Class Dojo by analyzing Teacher Frequency of use.		
	Assigned to:	Jerica Wyant	
	Added date:	11/03/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	four times a year	
	Comments:	Include this data and reflection in each quarterly review. Make links to Parent Communication Indicator.	
	4. The PBIS team will monitor SIRS use each quarter.		
	Assigned to:	Jerica Wyant	
	Added date:	11/03/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	four times a year	
	Comments:		
	5. Both guidance counselors will maintain weekly plans/schedules to reflect the classroom, small group, and one-on-one counseling to support the need for 2 full-time guidance counselor positions at East Garner.		
	Assigned to:	Shawn Taylor	
	Added date:	11/03/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension B - Leadership Capacity

Strategic planning, mission, and vision

Indicator	**B1.01 - The LEA has an LEA Support & Improvement Team.(5135)**		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our district is working on the documentation to evidence this indicator.	
Plan	Assigned to:	Carmen Graf	
	How it will look when fully met:	The school administrator will be provided updates detailing the work of the Support & Improvement team.	
	Target Date:	06/30/2017	
	Tasks:		

	1. Staff members from the ESM Area Superintendents office will meet with Title 1, Academic Language, Behavior & Intervention Services, Special Education, Parent Involvement, ESL, and Academics department leads each week to discuss successes and challenges within the ESM schools, problem-solve, and develop plans for support and improvement.			
		Assigned to:	Kelly Swartzel	
		Added date:	11/03/2016	
		Target Completion Date:	06/30/2017	
		Frequency:	weekly	
		Comments:		
Implement	Percent Task Complete:		0%	
Indicator	**B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)**			
Status	Tasks completed: 0 of 1 (0%)			
Assess	Level of Development:		Initial: Limited Development 11/03/2016	
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The district is collecting the necessary evidence for this indicator.	
Plan	Assigned to:		Marissa Smith	
	How it will look when fully met:		The school will be provided documentation to detail the process for selecting and hiring principals.	
	Target Date:		06/30/2017	
	Tasks:			
	1. A document will be made available that details the hiring process for school principals within the Elementary Support Model Area.			
		Assigned to:	Tasha Davis	
		Added date:	11/03/2016	
		Target Completion Date:	06/30/2017	
		Comments:		
Implement	Percent Task Complete:		0%	
Indicator	**B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**			
Status	Tasks completed: 0 of 2 (0%)			
Assess	Level of Development:		Initial: Limited Development 11/03/2016	
	Index:		9	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership team at East Garner is currently meeting once a month to address the needs of the school and effective practices. The team is in the beginning stages of developing monthly instructional round criteria. Brainstorming occurs to ensure that the master schedule supports uninterrupted instructional sessions. Professional development is planned to meet the needs of the staff.	
Plan	Assigned to:	Carmen Graf	
	How it will look when fully met:	The Leadership team will meet consistently to create plans for improving instructional practices. The team will analyze student data bi-monthly to gauge the effectiveness of instruction. East Garner will assess processes for intervention, progress monitoring, and human resource alignment based on student proficiency.	
	Target Date:	05/31/2017	
	Tasks:		
	1. The leadership team will create a spreadsheet of teacher's instructional coaching needs and plans to implement support.		
	Assigned to:	Marissa Smith	
	Added date:	11/03/2016	
	Target Completion Date:	11/30/2016	
	Frequency:	monthly	
	Comments:		
	2. Teacher leaders will model strategies for incorporating technology to enhance instruction.		
	Assigned to:	Laura Perez	
	Added date:	11/03/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	twice a year	
	Comments:	Solicit teachers to be a part of the spring mini-conference.	
Implement	Percent Task Complete:	0%	
Dimension B - Leadership Capacity			
Distributed leadership and collaboration			
Indicator	**B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The schedule at East Garner Elementary allows for grade level planning, data analysis,and collaboration with support personnel.	
Plan	Assigned to:	Marissa Smith	
	How it will look when fully met:	Professional Learning Teams will assign roles for completing their goals that rotate weekly. Teams will invite appropriate support personnel to assist in their planning of specific content. Meetings will include time to discuss student data and plan differentiated instruction based on students' needs.	
	Target Date:	02/28/2017	
	Tasks:		
	1. Teams will create agendas and share with all stake holders explicit needs of the team.		
	Assigned to:	Grade level chairs	
	Added date:	11/03/2016	
	Target Completion Date:	12/30/2016	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension B - Leadership Capacity

Monitoring instruction in school

Indicator	**B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)**		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	East Garner Elementary is in the process of reviewing our practices of implementation for progress monitoring of strategies being implemented with students.	
Plan	Assigned to:	Shawn Taylor	
	How it will look when fully met:	The leadership team will conduct bi-weekly meetings in which data based problem solving occurs at each grade level.	
	Target Date:	12/16/2016	
	Tasks:		
	1. The leadership team will create a plan for MTSS structures and implementation.		

	Assigned to:	Shawn Taylor	
	Added date:	11/03/2016	
	Target Completion Date:	12/15/2016	
	Frequency:	once a year	
	Comments:	Work with past MTSS committee members to develop plan.	
Implement	Percent Task Complete:	0%	
Indicator	**B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Administration conducts and walk-throughs and observations giving sustained and clear feedback. MTSS is newly established and the staff is learning the responsibilities established with their roles. While the vision of MTSS is clear, the daily responsibilities of what the work looks like is not as clear to the team.	
Plan	Assigned to:	Carmen Graf	
	How it will look when fully met:	Administration will routinely assess the teaching and learning process by being highly visible in the classroom and on campus. Observations, walk-throughs and feedback will be conducted and given to teachers by both Administration and the Leadership School Improvement Team. The Principal and the SILT will communicate the urgent desire to continue and sustain the work of MTSS. Administration and MTSS will work collaboratively to uphold the MTSS vision.	
	Target Date:	06/01/2017	
	Tasks:		
	1. Establish the MTSS and SILT members.		
	Assigned to:	Carmen Graf	
	Added date:	11/03/2016	
	Target Completion Date:	08/25/2016	
	Comments:		
	2. Attend training with the Team on the role of MTSS and the vision of MTSS for the school.		
	Assigned to:	Carmen Graf	
	Added date:	11/03/2016	
	Target Completion Date:	08/25/2016	
	Comments:		
	3. Meet bi monthly as a team to support the MTSS practices and systems.		

	Assigned to:	Carmen Graf	
	Added date:	11/03/2016	
	Target Completion Date:	01/02/2017	
	Frequency:	twice monthly	
	Comments:		
	4. The team will evaluate their effectiveness quarterly.		
	Assigned to:	Carmen Graf	
	Added date:	11/03/2016	
	Target Completion Date:	06/01/2017	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension C - Professional Capacity

Quality of professional development

Indicator	**C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	East Garner regularly uses teacher performance and observational data to plan professional development and school improvement efforts.	
Plan	Assigned to:	Carmen Graf	
	How it will look when fully met:	The MTSS and SILT Committee members meet routinely to collect, analyze and share out data. Changes to instructional programs and school wide programs are made to support the effectiveness of classroom instruction. The Team will provide direction and guidance in identifying curriculum supports, strategies and best practices to achieve an overall increase in student academic performance.	
	Target Date:	06/01/2017	
	Tasks:		
	1. The team will collect, analyze and develop a plan of action after every major formal data point, i.e. Case Benchmark, NKT, EOG.		
	Assigned to:	Carmen Graf	
	Added date:	11/03/2016	
	Target Completion Date:	06/01/2017	

			Comments:	
		2. The team will meet to collect, analyze and develop an action plan for instructional changes after every informal classroom assessment, i.e. formative/common assessments.		
			Assigned to:	Marissa Smith
			Added date:	11/03/2016
			Target Completion Date:	06/01/2017
			Frequency:	twice monthly
			Comments:	
Implement	Percent Task Complete:			0%

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator	**C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	East Garner ES has established a Recruitment and Retention Committee that will support the identification of highly effective teacher candidates to work at East Garner. This committee also is responsible for planning and implementing activities that support the working environment and culture at East Garner to retain our present staff. The staff and students are celebrated at East Garner in the form of the Lead Explorer Award (Staff), Character Awards and Principal Pals. Social media, phone calls and Class Dojo are examples of ways students and staff celebrations are shared with school and community stakeholders.	
Plan	Assigned to:	Brittany Howell	
	How it will look when fully met:	At full implementation the East Garner Staff will have full participation at monthly team building and school culture activities. Each school year East Garner will retain at least 95% of our current staff.	
	Target Date:	06/22/2018	
	Tasks:		

		1. The Recruitment/Retention team will develop a calendar of Saturday Sessions to provide tours of East Garner to prospective candidates.		
			Assigned to:	Brittany Howell
			Added date:	11/03/2016
			Target Completion Date:	05/31/2017

	Frequency:	twice a year	
	Comments:		
	2. The recruitment and retention committee will develop a question set that will be used when conducting panel interviews to assess a candidate's qualifications.		
	Assigned to:	Brittany Howell	
	Added date:	11/03/2016	
	Target Completion Date:	06/30/2017	
	Comments:		
	3. Monthly celebrations will be planned for innovative instruction, teacher leadership, and school spirit.		
	Assigned to:	Brittany Howell	
	Added date:	11/03/2016	
	Target Completion Date:	06/30/2017	
	Comments:		
Implement	Percent Task Complete:	0%	
Dimension E - Families and Community			
Family Engagement			
Indicator	**E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**		
Status	Tasks completed: 0 of 9 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	East Garner sends a weekly phone caller to inform parents of events and reminders. Students take home Friday folders with work samples, news letters, and other information. Parents are given an East Garner handbook at the beginning of the school year and several content-area workshops are offered at month to suppport student learning at home.	
Plan	Assigned to:	Marissa Smith	

How it will look when fully met:	East Garner will reach out to families through the website, newsletters, social media, and word of mouth. Families will be invited to monthly events in which they are provided strategies to help their children at home, stay informed about the improvement process of the school, and discuss their child's progress. In addition to this, parents are invited to performances and showcases of instructional products regularly. Class Dojo will be used to upload invitations and flyers about school and class events. Training will be provided to support teachers improvement of communication with parents.
Target Date:	06/30/2017
Tasks:	
1. The PBIS committee will monitor teachers use of Class Dojo in communicating school and class events quarterly.	
Assigned to:	Jerica Wyant
Added date:	11/03/2016
Target Completion Date:	06/30/2017
Frequency:	four times a year
Comments:	
2. The PBIS team will develop a plan for supporting teachers communication with parents.	
Assigned to:	Jerica Wyant
Added date:	11/03/2016
Target Completion Date:	06/30/2017
Frequency:	four times a year
Comments:	
3. The PBIS team will plan ways to increase parent attendance at events by considering multiple strategies and reflecting on effectiveness data.	
Assigned to:	Jerica Wyant
Added date:	11/03/2016
Target Completion Date:	06/30/2017
Frequency:	four times a year
Comments:	
4. The Administration team will create a process for the school messenger information to be translated and made available in English and Spanish.	
Assigned to:	Carmen Graf
Added date:	11/03/2016
Target Completion Date:	06/30/2017
Frequency:	once a year
Comments:	
5. East Garner will offer multiple opportunites to support parents with connecting to Class Dojo.	
Assigned to:	Jerica Wyant
Added date:	11/03/2016

			Target Completion Date:	06/30/2017
			Frequency:	four times a year
			Comments:	
		6. The FACE committee will create a plan to coordinate volunteers from the community to participate in Career day.		
			Assigned to:	Scott Gordon
			Added date:	11/03/2016
			Target Completion Date:	06/30/2017
			Frequency:	once a year
			Comments:	
		7. The FACE committee will invite community members to be guest speakers at the monthly Character Celebrations.		
			Assigned to:	Scott Gordon
			Added date:	11/03/2016
			Target Completion Date:	06/30/2017
			Frequency:	monthly
			Comments:	
		8. The FACE committee will create a plan for STAND UP to serve the community.		
			Assigned to:	Scott Gordon
			Added date:	11/03/2016
			Target Completion Date:	06/30/2017
			Frequency:	four times a year
			Comments:	
		9. The FACE committee will collaborate with the Math Committee to support the monthly math nights for parents.		
			Assigned to:	Scott Gordon
			Added date:	11/03/2016
			Target Completion Date:	06/30/2017
			Frequency:	monthly
			Comments:	
Implement	Percent Task Complete:			0%

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	[illegible]
Superintendent Signature:	James G. Merrill JCC
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	East Garner Magnet Middle School
School Code (6 digits):	920404
Mailing Address:	6301 Jones Sausage Road Garner, NC 27529
School Website:	www.wcpss.net/eastgarnerms
Current Principal:	Elena Ashburn
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: ***Provide attachment as necessary.***

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:
- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

NC Department of Public Instruction
Restart School Application

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** C	**School Performance Growth Score:** 59
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 50
School Year: 2013-14	**School Performance Grade:** D	**School Performance Growth Score:** 48

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** Not Applicable
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** Not Applicable
Attach School Improvement Plan.	*Not applicable: East Garner Middle was not a low performing school for the 2015-2016 year and this plan was not required.*
Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.**	

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
• To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
• To allow the conversion of positions, including teacher assistants;
• To improve the facilitation of our approved Plan for Improving Low- Performing School;
• To provide necessary resources to support teacher professional development and student learning;
• To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
• To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

- To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

East Garner Middle - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	51.5%	45.5%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	57.0%	49.3%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	45.9%	41.6%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	70.0%	52.0%
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	59.4%	67.5%
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	43.5%	36.1%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	52.1%	45.3%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	53.7%	54.5%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	70.7%	66.4%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	>95%	93.1%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	44.0%	37.6%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	11.2%	9.0%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	15.5%	16.3%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	East Garner MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	A review of our 2014-2015 end-of-grade and end-of-course NC State testing data and EVAAS growth data provides an overview of our school's areas of strengths. They are as follows: Our overall composite proficiency score has increased each year over the following three years, from 43.9% in 2012-2013; to 44.7% in 2013-2014; to 45.5% in 2014-2015. Our percentage of students considered college ready (level 4 & 5) increased by 1.1% from 34% in 2013-2014 to 35.1% in 2014-2015. Our overall reading proficiency increased by 1.9% from 45.7% in 2013-2014 to 47.6% in 2014-2015. Our overall math proficiency increased by 0.7% from 35.5% in 2013-2014 to 36.2% in 2014-2015. Our overall Common Core Math I proficiency increased by 8.7% from 64.5% in 2013-2014 to 73.2% in 2014-2015. Our percentage of students proficient on the EOG in the following subgroups increased from 2013-2014 to 2014-2015: female; male; Asian; Black; multi-racial; Asian male; Black female; Black male; Hispanic/Latino male; White female; and multi-racial female. Our EVAAS growth indicator has continued to grow positively over the past three years, from -8.19 in 2012-2013; to -3.77 in 2013-2014; to -2.76 in 2014-2015. Overall, we exceeded growth in reading. Our reading growth indicator was the second highest in the entire district. Our 6th grade math and 8th grade reading exceeded growth and our 6th grade reading, 7th grade reading, and 8th grade math met growth. ***According to our school's AMO data for 2014-2015, we met our growth target for Academically Gifted students in reading, with 94% of AG students meeting their target.*** **Update: 6/24/2016** Overall school achievement average grew 6.3% in comparison to the 2014/2015 school year. **COHORT DATA:** Graduating class of 2020 cohort exceeded growth in both math and ELA achieving a composite of 41.25, 32.6% proficient in Math and 49.9% proficient in ELA Graduating class of 2022 cohort exceeded growth in ELA achieving 54.7% proficiency. **GRADE LEVEL DATA:** When comparing grade level data to the previous year, each grade raised proficiency: 6th grade • Math- grew 3.5% • ELA- grew 1.3% 7th grade • Math- grew 11.8% • ELA- grew 10.5% 8th grade • Math- grew 2.2% • ELA- grew 4.9% • 8th grade science- grew 8.7% • Common core math I- grew 10.4%	A review of our 2014-2015 end-of-grade and end-of-course NC State testing data and EVAAS growth data provides an overview of our school's areas of concern. They are as follows: Our overall composite proficiency is lower than the Wake County Public School System district average for middle schools by 19.5%. Our overall science proficiency decreased by 2.3% from 63.2% in 2013-2014 to 60.9% in 2014-2015. Our percentage of students proficient on the EOG in the following subgroups decreased from 2013-2014 to 2014-2015: academically gifted; students with disabilities; limited english proficiency; White; Native American; and White male. Overall, we did not meet expected growth as measured by EVAAS. Our 7th grade math, 8th grade science, and Common Core Math I students did not meet expected growth. ***According to our school's AMO data for 2014-2015, we did not meet growth targets in reading or math for the following subgroups: Black students; Hispanic students; students of two or more races; economically disadvantaged students; Limited English Proficiency students; and students with disabilities. Additionally, we did not meet our growth target in math for students identified as academically gifted.*** ***Revised on 1/12/2016 per DPI feedback. All changes are in bold and italics.*** **Updated: 6/24/2016** When compared to the county, all grade levels in all subjects received lower proficiency with a school average of 51.7%, 16% lower than the county. **COHORT DATA:** Graduating class of 2021 cohort did not meet growth goal in either subject. -8.5% decline in Math -1% growth in ELA (goal was 3%) Graduating class of 2022 cohort did not meet growth in Math. -2.6% decline in Math **Discrepancies between Report card data and proficiency measured by EOG:** 6th grade: • Math- 47.9% non-proficient, but only 8.9% of students received an F. (39% gap) • ELA-45.3% non-proficient, but only 1.6% of students received an F. (43.7% gap) 7th grade: • Math- 59.9% non-proficient, but only 15.4% received an F. (44.5% gap) • ELA- 45.6% non-proficient, but only 8.1% received an F. (37.5% gap) 8th grade: • Math-67.4% non-proficient, but only 7.09% of students received an F. (60.31% gap) • ELA- 50.1% non-proficient, but only 2.9% received an F. (47.2% gap) **Science- 30.3% non-proficient, but only 7.7% received an F. (22.6% gap)**

School:	East Garner MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	Throughout the 2014-2015 school year, instructional learning rounds, formal evaluations, informal walkthroughs, and feedback sessions from the School Improvement Team were conducted to gather the following information about instructional strategies: • PLT's have common planning which allow for consistent collaboration throughout the year • Use of a variety of media and visuals • Clear expectations for students and teachers • Teachers model new material for students • Focus on high student engagement • Lessons are created with a common core inspired area of focus such as peer collaboration, use of technology, analyzing primary and secondary sources, and inquiry based learning. • Variety of materials for students to use. • Use of positive reinforcement to build positive relationships among teachers and students • Cross-curricular work • Data analysis	Throughout the 2014-2015 school year, instructional learning rounds, formal evaluations, informal walkthroughs, and feedback sessions from the School Improvement Team were conducted to gather the following information about instructional strategies: • Low expectations for student achievement • Interventions are not purposeful • Too much direct instruction from teachers • Poor instructional planning • Lack of creativity in lesson design and student output • Lack of data driven instruction • Lack of rigor • Lack of time to work within departments • Lack of fluent transition between grade levels • Teacher biases and weaknesses that affect core instruction • Lack of true mentor teachers • High teacher turnover rate • Low student engagement/ lessons that are not engaging • Poor classroom management • Lack of positive relationships between teacher and student • Lack of enthusiasm/initiative • Lack of true assessment data • Lack of structured feedback • Poor lesson design
Staff and Student Demographics	The following data show our community demographic data and individual school demographic data: **Wake County Demographics, according to US Census Bureau (2013)** Total Population- 929,214 White- 61.8% Black- 20.5% Hispanic- 9.8% Asian- 5.6% Two or More Races- 1.8% Some Other Race- 0.3% American Indian/Alaskan Native- 0.2% Native/Hawaiian/Other Pacific Islander- 0% **East Garner Magnet Middle School- Student Demographics:** Student population data as of 2013-214: Students Enrolled: 1334 Indian and Alaska Native .7 % (9) Asian 1.3% (17) African American 51.9% (692) Hispanic/Latino 20.7% (276) Hawaiian/other Pacific Islander .2% (3) Two or more races 4.1% (55) White 21.1% (282) **East Garner Magnet Middle School- Teacher Demographics:** Total: 81.5 Certified: 79.5 % of Veteran teachers: 74.2% White 65.6% Black 27.0% Hispanic 2.5% Asian 2.5% Other 2.5% Teachers with National Board: 8 Teachers with higher than 4yr degree: 19 (23.3%)	We serve a large percentage of students who live in poverty. The percentage of students at our school who participate in the federal free-and-reduced lunch program during the 2015-2016 school year is 65.19%, where the WCPSS average is 37%. We serve a large percentage of students who have an Individualized Education Plan (IEP) and qualify for special education services. 16% of our students have IEPs. Although we are a magnet school, only 16.9% of our students are magnet students.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	The following perception data were collected from a Wake County Public School System survey distributed to East Garner Magnet Middle School teachers and students in spring, 2015: Teacher Perception • 86% of teachers feel EGMMS is a good place to work and learn. • 76.6% of teachers feel there is an atmosphere of trust and mutual respect • 72.2% believe there is an effective process for making group decisions to solve problems • 79.4% of teachers feel they have enough time for collaboration with colleagues • 64.7% of teachers feel they are allowed to focus on education students with minimal interruption • 83.5% feel the school is clean and well maintained • 51.5 % feel that parents/guardians contribute to success of students by providing support to teachers • 77% of teachers feel they are a better teacher because of PLT • 79% of faculty members feel there is a commonly shared vision among staff members • 79.4% faculty members feel comfortable raising issues and concerns • 92.7% feel that administrators are supportive in their efforts to maintain discipline in the classroom Student Perception of East Garner • 69.4% of students feel EGMMS is a high quality school • Majority of students both like(83.8%) and feel safe (89.4%) at school • Most students (80.6%) feel that students work well together, despite different backgrounds or cultures • Most students(76.8%) feel like they can talk to a teacher or adult if they have a problem • Most students believe their teachers encourage them to be successful (63.1%) • 80.2% of students feel they are making global connections by learning about other cultures and countries • 90.8% of students feel that the school does a good/excellent job in teaching English Language Arts • 87.2% of students feel that they can conduct research independently • 91.7% of students feel familiar with watching a video • 86% of students feel comfortable writing a paper independently • 72.8% feel they can create a presentation independently • 65.3% feel comfortable downloading or accessing assignments online Update:6/24/2016 **TWC** **Time, Q2.1 a-g** Teacher satisfaction increased by an average of 32.6% in the category of Time, demonstrating growth in 7 out of 7 questions. **Community Support and Involvement, Q4.1 a-h** Teacher satisfaction increased by an average of 7.25% in the category of Community Support and Involvement, demonstrating growth in 6 out of 8 questions **Managing Student Conduct, Q5.1 a-g** Teacher satisfaction increased by an average of 10% in the category of Managing Student Conduct, demonstrating growth in 7 out of 7 questions. **Teacher Leadership, 6.1 a-g, 6.5, 6.6** Teacher satisfaction increased by an average of 15.38% in the category of Teacher Leadership, demonstrating growth in 9 out of 9 questions. **School Leadership, 7.1 a-j, 7.3 a-i** Teacher satisfaction increased by an average of 13.02% in the category of School Leadership, demonstrating growth in 19 out of 19 questions. **Professional Development, 8.1 a-m** Teacher satisfaction increased by an average of 2.9% in the category of Professional Development, demonstrating growth in 9 out of 13 questions. **Instructional Practice and Support, 9.1 a-j** Teacher satisfaction increased by an average of 6.15%, demonstrating growth in 5 out of 9 questions. **Overall, 10.6 and 10.7** Teacher satisfaction increased overall by an average of 5.6%.	The following perception data were collected from a Wake County Public School System survey distributed to East Garner Magnet Middle School teachers and students in spring, 2015: Teacher Perception: • 47% of teachers believe that parents are not supportive of their child's success in the classroom • 33.8% of teachers spend more than 3 hours a week addressing discipline needs • 23% of teachers do not believe they are a better teacher because of their PLT • 47.7% of teachers do not know how to request a translated document for parents of an LEP student Student Perception: • 45.1% of students believe bullying is a problem at East Garner • A high percentage of students (84%) believe that work is only challenging sometimes • A high percentage (74%) believe that work is only sometimes interesting. • 42.1% of students feel that EGMMS is fair-poor in helping them learn mathematics, meanwhile 59.6% of students are interested in a math/science/engineering/technology career • 11.4% of students do not have access to internet at home • 20.4% of students have not had the experience of being group leader when working with their peers. • Only 42% of students feel knowledgeable enough to be able to email their teacher • 48.3% of students feel that their teacher only sometimes think they are a good student. • 72.8% believe school rules are only sometimes fair, 10.1% believe they are never fair • 23.2% of student feel they cannot talk to an adult when they have a problem • 51.6% of students feel their teachers only sometimes help them set learning goals, 10.4% believe they never help set learning goals • 29% of students say teachers never ask how to improve their classroom • 50.5% of students only sometimes know how they are graded, 15.1% never know how they are graded. Update: 6/24/2016 **Facility and Resources, Q3.1 a-j Category went down by an average of -5.5, demonstrating decrease in satisfaction in 5 out of 9 questions.** **28 % of teachers feel they do not have sufficient access to technology.** *Q3.1 c. Teachers have sufficient access to instructional technology, including computers, devices, printers, software and internet access* (8.3% lower than county) **47% of teachers feel they do not have sufficient access to office equipment and supplies.** *Q3.1e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc* (29.6% lower than county) **36% of teachers feel that parents are not influential decision makers in this school**. *Q4.1a. Parents/guardians are influential decision makers in this school*. (9.7% lower than county) **33% of teachers feel parents/guardians do not support teachers, not contributing to their success with students.** *Q4.1f. Parents/guardians support teachers, contributing to their success with students.* (6.4% lower than county) **51% of teachers feel that members of the school improvement team are not elected.** *Q6.6 Members of the school improvement team are elected*. (29% lower than county)

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
East Garner Magnet Middle School continues to under perform the WCPSS district average on NC End-of-Grade (EOG) and end-of-course (EOC) testing. Also, EGMMS is not currently meeting expected growth as measured by EVAAS.	A large percentage of incoming 6th graders enter East Garner without meeting 5th grade proficiency expectations. In 2014-2015, 47% of 6th graders passed their 5th grade reading EOG and 44% had passed their 5th grade math EOG. Instructional monitoring and teacher feedback show the following gaps in instructional practices leading to low student achievement and growth: Lack of data driven planning, instruction, and intervention; Lack of true assessment of student performance; and a Lack of valuable feedback for student and teacher performance. The WCPSS staff and student surveys showed the following perception data affecting student achievement and growth**:** Lack of parental involvement/support in child's education; Students are not interested, nor challenged in their classes; Students do not feel supported in their Mathematics class; and teachers fail to provide clear expectations on grading and lack valuable feedback on student performance.	Build a community focused on Learning and Teaching: • We will strengthen core instruction so that learning is consistently rigorous and engaging; and • We will strengthen student culture so that learning is desired, valued, and attainable.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
There has been instability in the teaching force at East Garner Magnet Middle School.	A historically high teacher turnover rate (13.5%) has led to instability in the teaching force, resulting in students getting new teachers more often. The high percentage of beginning teachers (25.8% as of 2014) results in students having more inexperienced teachers. Teachers cite that discipline issues interfere with student learning and academic performance. According to the spring 2014 NC Teacher Working Conditions Survey (TWC), a low percentage of teachers agreed that: 1) There was an atmosphere of mutual trust and respect; 2) That teachers have an appropriate amount of influence in the decision making process; and 3) That they feel comfortable raising concerns with the school leadership.	Build a community focused on Learning and Teaching: • We will strengthen teacher culture to create stability.

Data Summary Describe your conclusions
Please see our goal, key processes, and action steps to see our vision of improvement to impact growth and school performance grade. Based on data collected through the School Improvement Process, our analysis showed: low student proficiency and a lack of student growth; a lack of effective interventions; and a need for stronger instructional practices. Accordingly, we have identified a need to build a stronger culture focused on learning and teaching, with an emphasis on improving instructional practices and improving student culture.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	East Garner MS
Plan Year	2016-2018
Principal:	Elena Ashburn
Date:	Jun - 2016

SIP Team Members

	Name	School Based Job Title
1	Alice Verstrat	Parent
2	Angela Garver	Teacher
3	Anna Pollard	Teacher
4	Brenda Swartz	Teacher
5	Carla Hoffman	Assistant Principal
6	Clarence Morgan	Other
7	Conswalia Chambers-Banks	Other
8	Daniel Strain	Teacher
9	Dean Wright	Other
10	Dena Nealy	Instructional Support Personnel
11	Duane Hedley	Teacher
12	Elena Ashburn	Principal
13	Elizabeth Brame	Teacher
14	Elliot Brody	Teacher
15	Jennifer Duvall	Teacher
16	Joanne Edwards	Teacher
17	Karen Ritter	Teacher
18	Kate Yuska	Parent
19	Latisha Carnes	Teacher
20	Markie Crum	School Improvement Chair
21	Melissa Hockaday	Teacher
22	Michael Clinkscales	Assistant Principal
23	Michael MacGovern	Assistant Principal
24	Michele Johnson	Teacher
25	Rob Griffin	Other
26	Stefanie Boone	Teacher
27	Toiya Dunbar	Teacher
28	Zoretta French	Teacher

School:	East Garner MS
Plan Year	2016-2018
Date:	Jun - 2016

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

A community that empowers individuals to pursue learning, growth, and success.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

We believe that the involvement of the entire community is necessary to provide students with the total educational experiences needed for life-long learning and productive citizenship.
We believe that education should be a student-centered learning process that embraces the concept that all students can learn while teachers become facilitators of learning rather than managers of instruction.
We believe that the students' learning will increase in a collaborative environment that addresses varied student abilities through differentiation of instruction.

School Goal
By the year 2020, 85% of students will be academically proficient as measured by the NC EOG and all students will meet or exceed growth as measured by EVAAS. ***2016 Goal Statement: By June 2016, we will:*** ***• Increase our performance composite by 3% to 49% as measured by the NCEOG/C;*** ***• Increase the percentage of students meeting promotion requirements by 3% to 60.6% as measured by final grades;*** ***• Increase our growth index by 1.76 points as measured by EVAAS.***

Goal Manager: Elena Ashburn
Strategic Objective: Achievement
State Board of Education Goal: 21st Century Students

Resources

• Parental engagement
• DPI Flexibility in Financial Transfers "We wish to utilize DPI flexibility with funds transfer"
• Healthy Active Children Policy
• Duty Free Lunch and Planning
• Safe and Orderly Schools Plan
• Character Education Plan
• PLT
• Research based practices
• Early release days for data analysis and professional development
• EVAAS

Key Process

1. East Garner Magnet Middle School will strengthen core instruction so that learning is consistently rigorous and engaging.

Tier

None

Process Manager

Dena Nealy

Measurable Process Check(s)

Through SIP monthly team and committee meetings, continuously monitor fidelity of implementation of the key process using the measurable process check and action steps.
Make midcourse corrections as needed to ensure progress towards attainment of goal.
Core Instruction Committee will collect learning round data monthly to analyze strategic feedback to teacher and monitor implementation of learned PD strategies.
PLTs will evaluate and reflect upon lesson plans monthly to ensure alignment to standards.
Student Culture Committee will analyze SIRS discipline data quarterly to monitor amount of instructional time missed by disciplined students.

Action Step(s)

1. ***Design and implement a set of lesson plan expectations to establish a school wide expectation.***

   Timeline From 8/2015 To 6/2016

2. ***Provide differentiated professional development on mindset and elements on the teacher evaluation to provide staff with strategies for increasing engagement and rigor in instruction.***

   Timeline From 8/2015 To 6/2017

3. ***Provide strategic, frequent instructional support and feedback for teachers to further support their professional growth.***

   Timeline From 8/2015 To 6/2017

4. ***Build specific skill-sets in our instructional leaders to build distributive leadership to further support training and coaching of teachers.***

   Timeline From 8/2016 To 6/2017

Key Process

2. We will strengthen student culture so that learning is desired, valued, and attainable.

Tier

None

Process Manager

Carla Hoffman, Michael MacGovern

Measurable Process Check(s)

Through SIP monthly team and committee meetings, continuously monitor fidelity of implementation of the key process using the measurable process check and action steps. Make midcourse corrections as needed to ensure progress towards attainment of goal.
Team Teachers will implement binder/agenda checks to monitor implementation of school wide student organizational strategies and student data tracking system.
The Intervention Team will implement quarterly student led conferences for students at risk of being retained to establish student buy-in.
The PBIS Team will review SIRS data quarterly to monitor areas of concern for student behavior.

Action Step(s)

1. ***Utilize a school-wide procedure to support student organizational skills.***

   Timeline From 8/2016 To 6/2017

2. ***Teach and enforce lessons on mindset and goal-setting to increase student accountability.***

   Timeline From 8/2015 To 6/2017

3. ***Implement quarterly parent and community involvement events focused on achievement to further support and develop parents' understanding.***

   Timeline From 8/2016 To 6/2017

4. ***Identify and increase student involvement, including service learning opportunities.***

   Timeline From 8/2015 To 6/2017

Key Process

3. East Garner Magnet Middle School will strengthen teacher culture so that the teaching force is stable and effective.

Tier

None

Process Manager

Michael Clinkscales

Measurable Process Check(s)

Through SIP monthly team and committee meetings, continuously monitor fidelity of implementation of the key process using the measurable process check and action steps. Make midcourse corrections as needed to ensure progress towards attainment of goal.
The Mindset Committee will implement bi-annual staff survey to measure teacher working conditions.
The administrative team will implement a monthly staff recognition based on the IB Learner Profile Traits to celebrate staff accomplishments.
The Mindset Committee will review the NCTWC survey every two years to analyze areas for improvement.
The Mindset Committee will review yearly turnover rate to measure staff stability.

Action Step(s)

1. ***Improve teacher retention by celebrating staff for accomplishments and reinforcing expectations.***

   Timeline From 8/2015 To 6/2017

2. ***Provide structured opportunities to celebrate staff accomplishments to recognize staff hard work.***

   Timeline From 8/2015 To 6/2017

3. ***Lower class size and create balanced teams through the allotments and scheduling processes to provide consistency among teams and classes.***

   Timeline From 8/2015 To 6/2017

4. ***Identify recurring discipline issues through analysis of SIRS data and provide strategic support for teachers struggling with classroom management.***

   Timeline From 8/2015 To 6/2016

Date	Aug - 2016
Waiver Requested	
No waivers are requested for the 2016-18 School Improvement cycle.	
How will this waiver impact school improvement?	
None requested	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	None Requested

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	East Garner MS
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	**Participants:**	**Goal Supported:**
During early release days, differentiated professional development will be scaffolded throughout the school year to ensure alignment with the EGMMS & WCPSS 2020 strategic plan. Topics will include: student goal-setting using data; monitoring progress on student-goals using data; interdisciplinary teaching with an emphasis on power standards; and implementation of the 4 Cs.	All staff members	By 2020, 85% of 8th grade students will be academically proficient as measured by the NC EOG and EOC, and all students will meet or exceed growth as measured by EVAAS. • Key Process: We will strengthen core instruction so that learning is consistently rigorous and engaging.
During monthly grade level meetings, teachers will engage in an Instructional Learning Round (ILR) to examine current instructional practices and to engage in self-reflection of their own and student learning and teaching.	All certified staff members	By 2020, 85% of 8th grade students will be academically proficient as measured by the NC EOG and EOC, and all students will meet or exceed growth as measured by EVAAS. • Key Process: We will strengthen core instruction so that learning is consistently rigorous and engaging.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	East Garner MS
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	East Garner MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	The intervention team will examine the following data points when determining intervention services: current student grades, EOG proficiency/scale score, EOG growth, Pathdriver, Case 21 Benchmarks, Reviews of progress, and other common formative assessments given by the PLT. The intervention team meets every 3 weeks to examine student needs and provide targeted intervention.	The intervention team will examine the following data points when determining intervention services: current student grades, EOG proficiency/scale score, EOG growth, EVAAS predicted scores on Algebra I EOC, data collected by VMath, Pathdriver, Case 21 Benchmark, Reviews of progress, and other common formative assessments given by the PLT. The intervention team meets every 3 weeks to examine student needs and provide targeted intervention.	The intervention team and Student Discipline Committee of the School Improvement Team will examine the following data points when determining intervention services: disaggregated discipline data from SIRS, school-level suspension data, district-level suspension data, current student grades, current student attendance, achievement data, and ALC data. The intervention team and Student Discipline Committee of the School Improvement Team meet every 3 weeks to examine student needs and provide targeted intervention.
Intervention Structure	Students will be provided tiered intervention based on their level of need. Interventions include: 1) Unlocking Language Arts reading elective to address foundation literacy skills and remediation; 2)Meet weekly with the Administrator/Counselor intervention groups to discuss grades and receive individual instructional support; 3) All students will receive an interim report for all classes on a 3 week basis; 4) Students who are in jeopardy of failing their Core ELA, Science, and Social Studies class will have to meet with the grade level administration team and their parent to discuss a more intensive intervention plan.	Students will be provided tiered intervention based on their level of need. Interventions include: 1) Mathletics math elective to address foundational math skills and remediation; 2) Meet weekly with the Administrator/Counselor intervention groups to discuss grades and receive individual instructional support; 3) All students will receive an interim report for all classes on a 3 week basis; 4) Students who are in jeopardy of failing their Core math class will have to meet with the grade level administration team and their parent to discuss a more intensive intervention plan.	Students with intense behavior needs will be provided a range of supports including: parent/teacher/administrative conferences; PBiS incentives; evaluations and consult with the school Behavior Support Teacher (BST); behavior contracts with team teachers; and ALC placement.
Instruction	All instruction will be aligned with the Common Core Standards and CMAPP pacing.	All instruction will be aligned with the Common Core Standards and CMAPP pacing.	Differentiation Instruction to meet the needs of all learners.
Assessment and Progress Monitoring	Student growth and progress will be assessed by the Professional Learning Team (PLT) using pre and post testing, data from path driver, Case 21 benchmarks, and common assessments. The school Visioning Team will review all of the tiered structures that are in place on a quarterly basis. The school Intervention team will meet every three weeks to review current data and provide supports/interventions to students and teachers as necessary.	Student growth and progress will be assessed by the Professional Learning Team (PLT) using pre and post testing, data from path driver, Case 21 benchmarks, and common assessments. The school Visioning Team will review all of the tiered structures that are in place on a quarterly basis. The school Intervention team will meet every three weeks to review current data and provide supports/interventions to students and teachers as necessary.	The Student Discipline Committee of the School Improvement Team will review discipline behavior for trends and patterns. The committee reviews trend data to make school-wide changes to the Student Discipline Log and PBiS program.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	East Garner MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Curriculum/Resources	CMAPP, Case 21 Benchmark assessments, PLT generated Common Assessments, I-Ready, Achieve 3000 Lexile Reading articles, and novel studies.	CMAPP, Case 21 Benchmark assessments, PLT generated Common Assessments, I-Ready, V-Math, and Khan Academy.	SIRS data reports; School-based and district-based SIRS data reports; Teachers, administration, school counselors, School Resource Officer, Intervention team, Special Education Department, Positive Behavioral Intervention and Supports (PBIS).

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	East Garner MS
Plan Year	2016-2018
School Year:	2017-2018

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

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	
Superintendent Signature:	James G Merrill Acc
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	East Millbrook Middle School
School Code (6 digits):	920408
Mailing Address:	3801 Spring Forest Road Raleigh, NC 27616
School Website:	www.wcpss.net/eastmillbrookms
Current Principal:	Eric Fitts
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: *Provide attachment as necessary.*

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:

- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

NC Department of Public Instruction
Restart School Application

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** C	**School Performance Growth Score:** 57
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 51
School Year: 2013-14	**School Performance Grade:** D	**School Performance Growth Score:** 49

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** Not Applicable
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** Not Applicable
Attach School Improvement Plan.	*Not applicable: East Millbrook Middle was not a low performing school for the 2015-2016 year and this plan was not required.*

Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.**

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
- To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
- To allow the conversion of positions, including teacher assistants;
- To improve the facilitation of our approved Plan for Improving Low- Performing School;
- To provide necessary resources to support teacher professional development and student learning;
- To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
- To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

East Millbrook Middle - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	49.8%	46.1%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	56.1%	49.3%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	43.8%	42.9%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	57.1%
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	77.3%	75.7%
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	44.2%	40.5%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	44.6%	37.3%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	59.4%	49.5%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	76.4%	72.6%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	>95%	93.2%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	43.3%	37.9%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	19.6%	19.8%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	22.4%	18.6%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	East Millbrook MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	• In 2014-15 school met overall expected growth • Between 2012-13 and 2014-15 black student overall proficiency on End of Grade tests improved 3.9 percentage points. • In 2014-15, 7th grade reading students made progress 1.3 points above the growth standard. • In 2014-15, 7th grade math students made progress .3 points above the growth standard • In 2014-15, 8th grade science students made progress 3.3 points above the growth standard • By Spring 2014-15, Path Driver data indicated that 69% of students were green in Reading as compared to 63% in the Fall. Green indicates that students are at low-risk (51st %ile or higher) • In 2013-14 the percentage of all Level I and II students demonstrating proficiency in reading increased by 11%. • In 2013-14 the percentage of all Level III students demonstrating proficiency in reading increased by 14%. • In 2013-14 the percentage of all Level III students demonstrating proficiency in math increased by 45%. • In 2013-14 the percentage of level I and II students demonstrating proficiency in Math 1 was 52%. • In 2013-14 the percentage of Level III students demonstrating proficiency in Math 1 increased by 36%. ***• From 2012-2013 through 2014-2015, proficiency in EOG Math has increased by 5.2%.*** ***• In 2012-2013 through 2014-2015, the percentage of students scoring Level I in EOG Math decreased by 3.0% while the number of students scoring Level II decreased by 6.4%.*** ***• From 2012-2013 through 2014-2015, The Eighth Grade Students showed a 7.0% increase in Science EOG proficiency.*** ***• From 2012-2013 through 2014-2015, the number of students proficient in Eighth Grade Reading according to Case 21 (local assessment) has increased by 4.8%.*** ***• East Millbrook Middle has met their growth targets two out of three years from 2012-2013 through 2014-2015.*** ***• In 2014-2015, 7th Grade EOG Math, 7th Grade EOG ELA, ad 8th Grade EOG Math demonstrated evidence that East Millbrook's students made progress similar to the Growth Standard.*** ***• In 2014-2015, 8th Grade EOG Science demonstrated significant evidence that East Millbrook's students made progress similar to the Growth Standard.*** •	***Revised on January 5, 2016, per DPI Feedback.*** ***All changes are in bold and italics.*** • From 2012-13 to 2014-15 AG performance composite has decreased 6.3 percentage points and Level IV/V not AG has decreased 10.9 percentage points. • In 2014-15 Level III students percent proficient decreased by 20% from previous year • In 2014-15 Level IV and V students percent proficient decreased by 14% from previous year • In 2014-15 Level III students proficient in reading decreased by 26% from previous year • In 2014-15 Level III students proficient in math decreased by 26% from previous year • In 2013-14 we did not make expected growth as a school, at -2.5. • Performance Composite was 43.9 for 2013-14 compared to 45.0 in 2012-13 • Level I and II continually score below the county average in math and reading • Increase of number of Level I and II students in Math by 292 from 2012-13 to 2013-14 • Increase of number of Level 1 and II students in Reading by 208 from 2012-13 to 2013-14 ***• From 2012-2013 through 2014-2015, the percentage of students proficient in reading EOG has decreased by 2.9%*** ***• The cohort of Eighth Graders in 2014-2015 showed a 14% decrease in Math EOG proficiency since their Sixth Grade year in 2012-2013.*** ***• The cohort of Eighth Graders in 2014-2015 showed a 11% decrease in Reading EOG proficiency since their Sixth Grade year in 2012-2013.*** ***• From 2012-2013 through 2014-2015, the overall number of students proficient in Math according to Case 21 (local assessment) has shown a decline of 4.5%.*** ***• In 2014-2015, 6th Grade EOG Math, 6th Grade EOG ELA, and 8th Grade EOG ELA demonstrated less evidence that East Millbrook's students made progress similar to the Growth Standard.*** • From 2010-2015, AMO targets have not been met by any subgroup in math • From 2010-2015, AMO targets have not been met by Hispanic subgroup in reading • From 2010-2015, AMO targets have not been met by Economically Disadvantaged subgroup in reading • From 2010-2015, AMO targets have not been met by Students with Disabilities subgroup in reading • From 2011-2015, AMO targets have not been met by Limited English Proficient subgroups in reading • From 2012-2015, AMO targets have not been met by Academically Gifted subgroups in reading

Data Components	**Strengths (data trend statements)**	**Concerns (data trend statements)**
Process Data	• In the 2014 North Carolina TWC, 92% of East Millbrook teachers agree that they are allowed to focus on educating students with minimal interruptions. • In the 2014 North Carolina TWC, 95.8% of East Millbrook teachers use assessment data to inform their instruction. • In the 2014, North Carolina TWC, 98.6% of East Millbrook teachers work in professional learning communities to develop and align instructional practices.	• The Spring 2015 EMMMS Teacher Survey indicated that 23% of teachers disagreed with the statement "As a PLT, we evaluate progress towards our SMART goals on a regular basis". • According to the Spring 2015 EMMMS Teacher Survey, 28% of teachers disagreed with the statement "As a PLT, we consider the instructional tiers (Tiers 1, 2, or 3) in considering how to best address student needs". • In 2014, 67% of teachers agreed that professional development is differentiated to meet the individual needs of teachers. • The 2012 Curriculum Audit determined that Instructional Time was not protected during the instructional day.
Staff and Student Demographics	• As of Fall 2015 our student demographics are 12% White; 28% Hispanic; 56% Black • According to the 2013 US Census, Wake County demographics are 62% White, 10% Hispanic; 21% Black; 5.6% Asian • 100% of Teachers are Highly Qualified • 36% of Teachers have Advanced Degrees • 9 Staff Members are National Board Certified (Teachers, Counselors) • 48% of Teaching Staff have 10+ years of experience • As of 2013-14 67% of our teachers were White, 27% were Black, 3% were Asian, and 3% were Hispanic. ***• From 2012-2013 through 2014-2015, the number of Hispanic/Latino students have increased by 4.2%*** ***• From 2012-2013 through 2014-2015, the number of African American Students have increased slightly by .8%*** ***• From 2012-2013 through 2014-2015, the percentage of Highly Qualified Teachers has remained 100%*** ***• Between 2012-2013 and 2014-2015, two additional staff members obtained National Board Certifications. Nine staff members now hold National Board Certification.*** ***• From 2012-2013 through 2014-2015, the percentage of teachers with advanced degrees increased 7.7%. Due to this increase, East Millbrook's percentage of teachers with an advanced degree is 37.7%. This is currently higher than the District Average by 3.1%.*** ***• From 2012-2013 through 2014-2015, the number of minority staff members has increased by 6%.***	• As of Fall 2015 Community/WCPSS F&R percentage is 37. East Millbrook percentage of students qualifying for Free & Reduced price meals is 73.25 • For the 2014-15 school year approximately 65% of our students qualified for F&R priced meals. ***• From 2012-2013 through 2014-2015, White students have decreased by 4.4%.*** ***• From 2012-2013 through 2014-2015, the number of students qualifying for the Free and Reduced Lunch Program increased by 3.9%.***

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	• 89% of teachers agree that the school is a good place to work and learn in 2014 compared to 70% in 2012 according to the TWC. • 84% of students surveyed said they liked their school in 2013-14 compared to 76% in 2012-13. • 82% of students surveyed said that feel safe at their school in 2013-14 compared to 74% in 2012-13. • According to the TWC, 96% of Teachers believe that the physical environment of classrooms supports teaching and learning. • 90% of teachers believe that community members support teachers contributing to their success with students according to the TWC Survey. • Our Out-of-School suspensions have decreased significantly over the past five years (from 431 in 2009-10 to 279 in 2014-15) • **From 2012-2013 through 2014-2015, the total number of Out of School Suspensions (OSS) decreased from 345 to 279.**	• According to the TWC Survey, only 64% of Teachers feel that parents/guardians are influential decision makers in this school compared to the county average 79%. • According to the TWC, only 74% of Teachers feel that parents/guardians support teachers, contributing to their success with students compared to the county average of 80% • According to the 2013-2014 Student Survey, 48% of students feel that bullying is still a problem at school • According to EMMMS Spring 2015 Teacher Survey, 22% of teachers disagreed with the statement "As a PLT, we receive feedback and support from leadership on our implementation of PLT concepts and practices". • For 2014-15 67% of our out-of-school suspensions were Black students while Black students only made up 53% of our student population.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Overall Student Performance: Inconsistency in grade-level proficiency (44.8%, 43.7%, 46.1%) and expected growth for the last three years. All subgroups are not meeting AMO targets.	Need for literacy instruction across content areas. A gap exists between students making progress with interventions and meeting their grade level benchmarks. There is no clearly defined infrastructure for identified early warning students to progress monitor. Increasing percentage of Level I and 2 students entering EMMMS for the last three years. PLT's are not systematically high-functioning. Lack of progress monitoring and fidelity checks. Inconsistent common planning and common assessments. Limited Data to support quality Core Instruction (Tier 1) that is rigorous and engaging.	• Establish ongoing common PLT practices. Professional Development centering around PLT's and data analysis. • Strengthen Core Instruction that is rigorous and engaging. • Making connections among IB and Performing Arts Magnet, literacy, rigorous and engaging instruction.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Intervention Structure: There is a need for a clearly defined, assessed, and monitored intervention structure.	No clear intervention structure. Inconsistency in implementing Behavioral Pyramid of Intervention No finalized Academic Pyramid of Intervention. No Intervention Coordinator or functioning Intervention Team. Lack of progress monitoring and fidelity checks. Consistency of strategically assigned research-based supplementary supports.	Establish an Intervention Team and hire an Intervention Coordinator. Complete and implement an Academic Pyramid of Intervention. Establish a progress monitoring timeline and fidelity checks. Identify research-based supplementary supports.

Data Summary Describe your conclusions
The vision of improvement to impact growth and our school performance grade is to strengthen our Tier One instruction and effectively implement our intervention matrix in order to ensure student success for all. A comprehensive look at our data indicates that our strengths include our students are continuing to demonstrate proficiency in math and reading in small increments. Our students have demonstrated proficiency in science as measured by the 8th grade EOG. Our teachers and students agree that our school is a safe and good place to work and learn. In addition, this data indicate that our priority concern is our Level I and II students as well as our AIG and Level V students. To address these concerns, we plan to continue to utilize our data to determine correct placement, utilize data to drive our instructional decisions, have teachers create lesson plans that clearly identify the learning objective, instructional strategies, evidence of differentiation and formative assessments, continue working with our community partners, utilize our graduation coach, and provide after-school tutoring. Please see our goals, key processes and action steps to see our vision of improvement to impact growth and school performance grade.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	East Millbrook MS
Plan Year	2016-2018
Principal:	Eric Fitts
Date:	Aug - 2016

SIP Team Members

	Name	School Based Job Title
1	Dena Nealy	Assistant Principal
2	Douglas Martin	Parent
3	Dylan Eyre	Instructional Support Personnel
4	Eric Fitts	Principal
5	Jacey Macdonald	Teacher
6	Jason Ramirez	Teacher
7	Joanna Caves	Instructional Support Personnel
8	Joyce Risalvato	Other
9	Kadesha Scharschmidt	Teacher
10	Kim Snow-White	Teacher
11	Lisa Nelson	Assistant Principal
12	Michelle Townsend	Other
13	Neti Jenkins	Instructional Support Personnel
14	Ronnie Marshall	School Improvement Chair
15	Ryan Williams	Assistant Principal
16	Shasta Turner	School Improvement Chair
17	Teresa Crowther	Teacher
18	Terrence Canady	Assistant Principal
19	Tiffany Robinson	Teacher

School:	East Millbrook MS
Plan Year	2016-2018
Date:	May - 2016

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

East Millbrook Magnet Middle School; is a community of learners where individuals' differences and ideas are valued. Students receive a holistic education, opportunities for individual growth, and an exploration of the world. Teachers challenge each learner through inquiry-based strategies. Classrooms are student centered and focus on students' individual learning styles. Engagement in arts, physical education, foreign language and technology provide opportunities for students to discover their talents and enrich their learning experience. An appreciation and integration of the the arts define our school culture.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

At East Millbrook, we value:
Inquiry - Student achievement, exploration and discovery, lifelong learning, technological design,intellectual pursuit, teaching excellence, multiple perspectives
Personalized Approaches To Learning - individual learning styles, personalized teaching strategies, reflection, artistic expression, diverse perspectives
Holistic Health - continuous improvement,character, principled decision-making, balanced living
Service - global perspectives, community involvement

School Goal

By August 2018, East Millbrook Magnet Middle School will meet or exceed expected growth as measured by EVAAS in Math, Reading, and 8th Grade Science. All subgroups will meet their AMO targets and overall proficiency will increase to 60% based on North Carolina End of Grade Test Data.

Goal Manager	Strategic Objective	State Board of Education Goal
Neti Jenkins	Learning and Teaching	Globally Competitive Students

Resources

Effective Teacher Framework, IRT, Magnet Coordinator, District Academic Department, and MTSS Coordinator.

Key Process

1. The SIT and Leadership Teams will create a comprehensive intervention structure.

Tier

Tier 1 / Core

Process Manager

School Improvement Team

Measurable Process Check(s)

The intervention structure will be reviewed during SIT Quarterly Reviews. Ideas for possible changes will be made to the Leadership and general staff.

Action Step(s)

1. An Intervention Coordinator will organize and work with a team that will include him/herself, a Counselor, Grade Level Representatives, SIP Representatives, and Leadership Team Representatives. The purpose of the team will be to create guidelines that will decide which students attend intervention classes.

   Timeline From 8/2016 To 6/2018

2. All teachers will utilize the new guideline created by the Intervention Structure Team to identify students who are not on grade level and provide them with appropriate level of intervention support.

   Timeline From 8/2016 To 6/2018

3. The School Improvement and Intervention Teams will restructure Wednesday Academy and also determine the focus and data collection of the tutoring sessions.

   Timeline From 8/2016 To 6/2018

4. Create Progress Monitoring and Fidelity Check Flowchart to ensure effective accountability and integrity of student data, and quality instruction.

   Timeline From 8/2016 To 6/2018

Key Process

2. All teachers will integrate literacy across all content areas.

Tier

Tier 1 / Core

Process Manager

School Improvement Team

Measurable Process Check(s)

The data collected at Walk Throughs will be given to teachers in both Whole Group and Individual settings. This will be done for teacher growth and improvement.

Action Step(s)

1. The IRT, with help from the Academic Department, will seek out research and evidence-based strategies to create a plan of how to implement literacy across all subjects and grade levels.

   Timeline From 8/2016 To 6/2018

2. Teachers will participate in training in order to implement literacy across content areas in all classrooms.

   Timeline From 8/2016 To 6/2018

3. IRT and select staff will create or adapt the District Literacy Walk-Through Instrument to determine how literacy is being implemented across the school.

   Timeline From 8/2016 To 6/2018

Key Process

3. All staff will continue developing high functioning PLT's school-wide.

Tier

Tier 1 / Core

Process Manager

School Improvement Team

Measurable Process Check(s)

School Administration and the IRT will review PLT SMART Goals, notes, and the meetings themselves to ensure they are high functioning.

Action Step(s)

1. Teacher leaders will attend PLT Training and in turn train the entire staff on current, effective PLT strategies.

Timeline From 8/2016 To 6/2018

2. The staff will create a new/revised template for PLT Meetings. This template will be used by all East Millbrook PLT's.

Timeline From 8/2016 To 6/2018

3. PLT's will establish PLT SMART Goals that will be related to their PDP's and student performance objectives.

Timeline From 8/2016 To 6/2018

Key Process

4. Research and implement quality CORE instruction that is rigorous and engaging (MTSS, Arts, and IB).

Tier

Tier 1 / Core

Process Manager

School Improvement Team

Measurable Process Check(s)

All school stakeholders (including but not limited to the Administration, IRT, Magnet Coordinator, and Teacher Leaders) will monitor Department and Professional Development to ensure goals are being met and consistent grading and collaboration across all grade levels are improving.

Action Step(s)

1. The IRT, Magnet Coordinator, and MTSS Coach will collaborate to provide evidence and research-based strategies to support rigorous and engaging core instruction in all classes.

Timeline From 8/2016 To 6/2018

2. Survey staff for their Professional Development needs to deliver instruction that is rigorous and engaging.

Timeline From 8/2016 To 6/2018

3. The staff will receive Professional Development concerning East Millbrook's new Magnet Theme, on-going IB for current and new staff, and MTSS Training.

Timeline From 8/2016 To 6/2018

4. All teachers will follow the established school-wide grading practices to ensure consistent grading and closer collaboration across grade levels.

Timeline From 8/2016 To 6/2018

Date	May - 2016
Waiver Requested	
n/a	
How will this waiver impact school improvement?	
n/a	
Please indicate the type of waiver:	State
Please indicate the policy to be waived	n/a

Development Activities for

Topic:	Participants:	Goal Supported:
MYP IB Training	All Certified Staff	By August 2018, East Millbrook Magnet Middle School will meet or exceed expected growth as measured by EVAAS in Reading, Math, and Eighth Grade Science. Also, all subgroups will meet their AMO targets.
Visual and Performing Arts	All certified staff	By August 2018, East Millbrook Magnet Middle School will meet or exceed expected growth as measured by EVAAS in Reading, Math, and Eighth Grade Science. Also, all subgroups will meet their AMO targets.
Effective Teacher Framework	All certified staff	By August 2018, East Millbrook Magnet Middle School will meet or exceed expected growth as measured by EVAAS in Reading, Math, and Eighth Grade Science. Also, all subgroups will meet their AMO targets.
MTSS	All Staff	By August 2018, East Millbrook Magnet Middle School will meet or exceed expected growth as measured by EVAAS in Math, Reading, and 8th Grade Science. All subgroups will meet their AMO targets and overall proficiency will increase to 50% based on North Carolina End of Grade Tests.
Team Initiated Problem Solving (TIPS)	All Staff	By August 2018, East Millbrook Magnet Middle School will meet or exceed expected growth as measured by EVAAS in Math, Reading, and 8th Grade Science. All subgroups will meet their AMO targets and overall proficiency will increase to 50% based on North Carolina End of Grade Test Data.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	East Millbrook MS
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	East Millbrook MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	Students are identified through quarterly assessments, EVAAS, and PathDriver data.	Students are identified through quarterly assessments, EVAAS, and PathDriver data	Students are identified using data from SIRS
Intervention Structure	Identified students receive services 48 minutes daily with the Intervention Teacher. Collaboration between classroom teacher and math specialist, ESL teacher, and other Tier III members as needed	Identified students receive services 48 minutes daily with the Intervention Teacher. Collaboration between classroom teacher and math specialist, ESL teacher, and other Tier III members as needed	Use of East Millbrook Magnet Middle School Pyramid Of Interventions for Behavior and WCPSS Pyramid of Intervention. Collaboration between classroom teacher and behavioral specialist, and other Tier III members as needed
Instruction	Teachers provide individualized instruction based on reading assessments and teacher observations.	Teacher provides additional support based on student performance on the program.	In-Class Behavior modification instruction, BST classes
Assessment and Progress Monitoring	Reading Academy Assessments, SuccessMaker Assessments,	SuccessMaker Assessment	Successful Behavior Contracts, Teacher Observations, Less referrals in SIRS
Curriculum/Resources	Reading Academy, SucessMaker, AMP	SuccessMaker	BST Class

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	East Millbrook MS
Plan Year	2016-2018
School Year:	2017-2018

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

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	
Superintendent Signature:	James G Merrill pcc
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	East Wake Middle School
School Code (6 digits):	920410
Mailing Address:	2700 Old Milburnie Road Raleigh, NC 27604
School Website:	www.wcpss.net/eastwakems
Current Principal:	Rebecca Beaulieu
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: ***Provide attachment as necessary.***

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:
- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

NC Department of Public Instruction
Restart School Application

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** D	**School Performance Growth Score:** 45
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 47
School Year: 2013-14	**School Performance Grade:** D	**School Performance Growth Score:** 47

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** November 15, 2016
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** November 2016
Attach School Improvement Plan.	*Attach Plan for Improvement.*
Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.**	

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
• To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
• To allow the conversion of positions, including teacher assistants;
• To improve the facilitation of our approved Plan for Improving Low- Performing School;
• To provide necessary resources to support teacher professional development and student learning;
• To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
• To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

East Wake Middle - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	41.4%	41.4%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	46.8%	45.9%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	37.2%	37.4%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	13.3%
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	76.5%	65.4%
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	35.5%	34.7%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	40.4%	38.1%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	42.7%	52.0%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	58.5%	62.6%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	94.2%	>95%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	37.5%	35.1%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	11.6%	8.9%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	15.8%	15.0%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

Data Components	**Strengths (data trend statements)**	**Concerns (data trend statements)**
Student Achievement	• There is an upward trend of proficiency in all tested core subjects on Case 21 from Q1 to Q3: 8th grade Science – 1%; Reading 9% points; Math 10%. • Upward trend in 7th grade Math with an overall increase of 7% in proficiency (2012-2015). • Upward trend in Math I with an overall increase of 14% in proficiency (2012-2015). • EVAAS growth standards for 7th and 8th grade Reading average between 2012-2015 indicates that they **met** (0.9) and exceeded (0.9), respectively. • EVAAS growth standards for 6th and 7th grade Math average between 2012-2015 indicates that they **met** (-0.5).	• The overall performance of students on the EOG remains stable from 2012-2015 (42% to 42% to 41% while remaining below 50%). • The overall performance of students on the Reading EOG increases then decreases from 2012-2015 (40% to 44% to 40% while remaining below 50%). • The overall performance of students on the Math EOG remains stable from 2012-2015 (35% to 34% to 34% while remaining below 50%). • No Reading AMO targets were met between 2012-2015. • EWMS overall reading proficiency has had a consistent gap between White students and SWD (gap of 47%), Black (26%), and Hispanic (29%). • One Math AMO target was met between 2012-2015. • EWMS overall Math proficiency has had a consistent gap between White students and SWD (gap of 43%), Black (28%), and Hispanic (23%). • EWMS did not meet overall school growth standards between 2012-2015 (-4.83 to -3.05 to -2.18). • EVAAS growth standards for 6th grade Reading between 2012-2015 indicates that they did not meet (-1.1). • EVAAS growth standards for 8th grade Math between 2012-2015 indicates that they did not meet (-2.7). • The three year average growth measure for all Math was -1.2, which did not meet. • Math 1 EVAAS growth data indicated a downward trend between 2012-2015 (-0.4 to -3.6 to -1.7). • Science EVAAS growth data indicated a downward trend between 2012-2015 (-1.9 to -1.5 to -2.1)

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	•100% of teachers participated in PLT's that create common formative assessments and analyze the data. •EWMS utilizes a co-teaching model that encompasses SASI, ESL, and SPED along with the regular teacher (2014-15). • EWMS teachers have attended the most professional development of any middle school in the district: 91 total PD sessions compared to the county average of 34. •EWMS has elective intervention classes in Reading and Math that utilize VMath and iReady. •According to 2014-15, on average there were significant gains from students participating in VMath intervention classes. • EWMS added additional time to each core class. • All grade levels have seen a decline in the number of minor and major referrals from 2012-2013 to 2013-2014, -85% and -40% (1Q) and -72% and -37% (2Q), respectively. • The number of discipline referrals (78% decrease in minor and 38% decrease in major) and suspensions (333 in 2012-13 to currently 86) have decreased from last school year (2012-13) • EWMS's PBIS program received state recognition for being a Green Ribbon School. • iReady data, for students who have the intervention class daily, indicates that the average scale score increases around .	•Walkthrough data indicated that there was more teacher talk (35%) and less student talk/learning centers (25%), and assessing students for understanding (26%). • Walkthrough data indicates that students generate higher order questions 6% of the time. • There are 59.4% of EWMS teachers meet/exceeding growth as compared to 90% of WCPSS and 82% of NC. • According to 2014-15, on average there were no significant gains from students participating in the CIS program. •According to 2014-15, on average there were no significant gains from students participating in the Reading intervention classes.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	• In 2013-14, 99% of EWMS teachers were Highly Qualified teachers • The number of teachers with Advanced degrees rose 10 percentage points. • The number of students in the multi-risk group decreased by 29 students. • There is a 100% promotion rate after meeting established criteria as well as mid-year promotions for overage students to feeder high schools. • There have been 13 out of school suspension during the first quarter of the 2015-16 school year which is a decrease from prior years 39 (2014-15) and 38 (2013-14).	• The number of Nationally Board Certified teachers has dropped from 10 in 2012 to 5 in 2015. • The teacher turnover rate in 2014 is 21.4% , 10% higher than WCPSS and has been on an upward trend the last 3 years. • School attendance fell from 95% to 94% meaning about 57 students on average are missing school which impacts their performance. • There were 191 out of school suspensions (2012-13), 198 (2013-14), and 207 (2014-15). • The number of Academically Gifted students decreased by 53 students. • During 2014-15, 75% of EWMS students are enrolled in the F&R meals program; this is the highest percentage among secondary schools within the county (for WCPSS it is 33.3%). This continues an upward trend in our school's F&R population: 58.9% (2010-11) to 59.6% (2011-12) to 66.2% (2012-13). • Since 2010-11, the EWMS Hispanic population has increased each school year: 27.9% (2010-11), 32.2% (2011-12), 34.5% (2012-13), 36.5% (2013-14), 39%(2014-15), 44%(2015-16). • The number of students who are enrolled at EWMS continues to decline (918 to 880 to 787). • The SWD population has been stable from 2012-2015 (average of 19%).

School:	East Wake MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	• According to the 2014-15 PLT survey, 85% of teachers use PLT's to examine data and make instructional decisions based on it. • 67% of students according to the student survey feel supported by their teachers.	• Only 42.9% of teachers agree that professional development deepens teachers' content knowledge. (WCPSS avg = 71.7%) even though EWMS had the highest PD participation. • Only 40% of teachers feel comfortable raising issues or concerns. • 69% of teachers spend an hour or more on student discipline which correlates to 23% of students feeling that they have uninterrupted learning, over 50% of students feel that physical fighting and classroom disruptions are severe problems and most feel unsafe at school. •47% of staff feels that there is an atmosphere of trust and mutual respect within the school and 55% thinks that EW is a good place to learn (30% below the District average).

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
School Culture: EWMS has a school culture in which 40.7% of students do not feel comfortable in the school, 60% of teachers do not feel comfortable addressing administration, over 50% of students feel that physical fighting and classroom disruptions are severe problems, and 48.2% teachers have a difficult time communicating with parents.	• Poor communication between school and home (language barrier, incorrect contact) • Negative student behavior impacting the classroom	• Fostering stronger relationships with students, increasing parental and community involvement and exposing students to broader opportunities by increasing the frequency of field trips. • Implementing Capturing Kid's Hearts with students and colleagues to strengthen relationships and have a common system for classroom management.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Student Achievement in Reading: EWMS overall Reading proficiency is 15% points below the district and there continues to be a gap between White students and SWD (gap of 47%), Black (26%), and Hispanic (29%). All of this data has led to EWMS not meeting growth or AMO targets.	• Inconsistent teacher presence as a result of Professional Development • Classroom curriculum and activities did not match the level of rigor on the EOG • Lack of tools to make content relevant to students, improve academic vocabulary, instill metacognitive skills to answer complex questions, and improve basic reading skills. • Lack of consistent technology in the classroom • Not enough time in core classes to cover material and review for EOG • Loss of SIOP as a school wide initiative that provided a common language and structure for classes	• Strategically select personnel to attend PD that is related to our school identified needs as well as offer more PD at the school level that is tailored to school needs • Match assessment and EOG rigor by incorporating higher DOK levels and discussing rigor during PLT's then using those assessments to plan rigorous instruction to prepare students • Increase engagement and incorporate higher level critical thinking skills as well as differentiation by using Discovery Education, NEWSELA, ReadWorks.org, Scope Magazine, etc. • Elective teachers will be given weekly content information in order to create more interdisciplinary activities that incorporate math and language arts skills to help students practice where they are deficient. • Provide more support for E.L.L. students through the SASi program and a new ESL and SPED co-teaching model • Purchase more consistently working, readily available, and updated technology that teachers have been taught to use. • Increase time in core classes by dissolving the remediation/enrichment class period then offer remediation/enrichment during school tutoring/SMART lunch

Data Summary
Describe your conclusions

A comprehensive look at our data indicates our strengths include a successful PBIS program, increased proficiency on school-based formative assessments, and a structured intervention system when students perform poorly on the formative assessments. In addition, this data indicates that one of our priority concerns is core instructional practice because EWMS overall Reading proficiency is 15% points below the district and there continues to be a gap between White students and SWD (47%), Black (26%), and Hispanic (29%). All of this data has led to EWMS not meeting growth or AMO targets.

To address this concern, we plan to restructure the school schedule to increase the amount of time given to core instruction with remediation/enrichment offered before school or during lunch. We will strengthen adult collaboration through PLT’s and common planning for regular teachers and specialists. Furthermore, sustained professional development will be offered that will focus on increasing the rigor and engagement. Our other concern is EWMS has a school culture in which 40.7% of students do not feel comfortable in the school, 60% of teachers do not feel comfortable addressing administration, over 50% of students feel that physical fighting and classroom disruptions are severe problems, and 48.2% teachers have a difficult time communicating with parents. In order to build a school culture of strong relationships amongst staff members and students, EWMS will use the Capturing Kid's Hearts model. Staff will be provided training in order to plan and implement the basic tenants of the system. Quarterly data will be collected to insure implementation.

The vision of improvement to impact growth and performance is indicated in our data and addressed in our goals, key processes, and measurable process checks as well as the Professional Development Plan.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	East Wake MS
Plan Year	2016-2018
Principal:	Rebecca Beaulieu
Date:	Jul - 2015

SIP Team Members

	Name	School Based Job Title
1	Alston, Karen	School Improvement Chair
2	Beaulieu, Rebecca	Principal
3	Brickhouse, Lesley	Instructional Support Personnel
4	Brown, Graham	Other
5	Chapman, Ruth	Other
6	Cone, Kimberly	Teacher
7	Cummings, Angela	Teacher
8	Garland, Diane	Other
9	Lacy-Garner, Chanin	Assistant Principal
10	Mull, Michelle	Parent
11	Raynor, Stephen	Teacher
12	Robbins, Michael	Teacher
13	Williams, Tamara	Teacher
14	Witty, Keith	Teacher Assistant
15	Yarley, James	Teacher

School:	East Wake MS
Plan Year	2016-2018
Date:	Jun - 2015

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

At East Wake Middle, we are dedicated to providing a nurturing and collaborative environment that promotes independence, self-confidence, and responsibility within each learner.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

We expect:
• To nurture students by consistently displaying a growth mindset,
• To foster positive relationships,
• To advocate for success, and
• To build leaders by supporting independence, creativity, and innovation.
We believe:
• All faculty, staff, parents, students, and members of the community are needed to nurture students and build leaders.
• Faculty and staff must collaborate to share innovative ideas, imagination, and rigorous 21st century instructional strategies to ensure student learning and growth.
• These values are essential in maintaining a nurturing, safe, and inclusive school environment.

Our goal to provide a safe and orderly environment while nurturing students and building leaders.

School Goal		
By June 2018, East Wake Middle School will meet or exceed growth in math, reading, and science as measured by EVAAS, as well as increase overall proficiency by 10% as measured by EOG.		
Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Rebecca Beaulieu	Learning and Teaching	Globally Competitive Students

Resources

• Duty Free Lunch and Planning
• We wish to utilize DPI flexibility with funds transfer.
• Character Education Plan using the EWMS PBIS Plan
• EVAAS data
• benchmark data
• CFA data
• iReady data
• Learning in the Fast Lane by Suzy Pepper Rollins
• Capturing Kid's Hearts training
• Healthy Active Children Policy
• Safe and Orderly Schools Plan

Key Process

1. All staff will implement and sustain effective Professional Learning Teams.

Tier

Tier 1 / Core

Process Manager

Administration, IRT, and MTSS Coach

Measurable Process Check(s)

• PLT members will analyze common assessment data to determine the effectiveness of instructional practices and student progress toward PLT SMART goals.
• Twice per quarter, PLT leaders will review results of common assessment data with administration, IRT, and SASI Coach to determine areas needing support.
• PLT members will complete weekly PLT minutes online using a Google Doc.

Action Step(s)

1. Core PLT's will select PLT leaders for each subject/department and grade level. Elective teachers will elect a PLT leader for the entire Elective department as well as a contact for the Fine Arts, PE, CTE, and ESL subgroups.

Timeline From 7/2016 To 8/2016

2. All core teachers will administer a Study Island pretest, benchmark, and posttest quarterly to determine student growth. Math, English Language Arts, and 8th grade Science teachers will differentiate based on their needs.

Timeline From 7/2016 To 6/2018

3. Core PLT's and Elective PLT's with the same subject matter will create common formative assessments that are relevant, rigorous, and standards-based.

Timeline From 7/2016 To 6/2018

4. PLT's will analyze assessment data in order to drive instruction.

Timeline From 7/2016 To 6/2018

5. At least once per week, the SASI Coach will collaborate with 6th and 7th Grade core teachers to develop lesson plans that meet the needs of all learners.

Timeline From 7/2016 To 6/2018

6. Quarterly, the STEM Coordinator will provide professional development for integrating technology, science, and engineering concepts into the core curriculum.

Timeline From 7/2016 To 6/2018

Key Process

2. Intervention teachers will implement intervention programs, iReady, with fidelity for those students with the greatest skill deficits in reading and/or math to decrease those deficits.

Tier

Tier 2

Process Manager

Administration, IRT, and Intervention Services

Measurable Process Check(s)

• PLTs will analyze available data [common assessments, benchmarks, universal screenings (e.g., iReady), EVAAS data] to determine areas needing support in regards to student achievement and growth.

Action Step(s)

1. Interventionists will analyze the diagnostic data for students to determine and meet specific student needs.

Timeline From 7/2016 To 6/2018

2. Interventionists will place students into groups based on areas of weakness in order to craft group lessons to maximize student potential.

Timeline From 7/2016 To 6/2018

3. Interventionists will administer the growth monitoring assessment and use the report to determine who has met their growth targets in the program.

Timeline From 7/2016 To 6/2018

4. If students have not met the target, teachers will reteach and reassess. If students have met the target, they may be exited from the Intervention class.

Timeline From 7/2016 To 6/2018

5. The Intervention Specialist will provide ongoing differentiated support for interventionists.

Timeline From 7/2016 To 6/2018

6. Interventionists will meet with core teachers to discuss student progress on a quarterly basis.

Timeline From 7/2016 To 6/2018

Key Process

3. All teachers will implement high-yield, effective instructional strategies from Learning in the Fast Lane by Suzy Peppers Rollins in order to increase students' capacity to be collaborators, creators, communicators, and critical thinkers.

Tier

Tier 1 / Core

Process Manager

Administration, IRT, STEM Coordinator

Measurable Process Check(s)

• Administrators will conduct routine walkthroughs, using a Google Form, to measure implementation of effective instructional strategies as well as logs of use for intervention strategies (Discovery Ed, Study Island, iReady, etc).

Action Step(s)

1. Monthly, administrators, the IRT, and department chairs will provide professional development and instructional support for research based, effective student engagement strategies from Learning in the Fast Lane.

Timeline From 7/2016 To 6/2018

2. Weekly, PLT's will plan and teach lessons that include Success Starters.

Timeline From 7/2016 To 6/2018

3. All staff members will implement lesson plans that are tightly aligned with standards and implement and sustain the high-yield instructional strategies as observed and evidenced by using the administrative walkthrough tool.

Timeline From 7/2016 To 6/2018

4. By the end of September 2016, all staff members will plan and implement lessons that facilitate collaboration (such as student learning teams), critical thinking, communication, and creativity.

Timeline From 9/2016 To 6/2018

Key Process

4. All staff members will implement Capturing Kids Hearts in order to build relationships between students and staff.

Tier

Tier 1 / Core

Process Manager

Administration, IRT

Measurable Process Check(s)

Implementation survey deployed by IRT twice per year, Walkthrough data, Out of School Suspension Data

Action Step(s)

1. All current staff will receive the initial Capturing Kid's Hearts training by the Flippen Group.

Timeline From 7/2016 To 6/2018

2. All teachers will implement the basic tenants of Capturing Kid's Hearts by greeting students, sharing Good Things, launching students, and utilizing the four questions if needed to redirect inappropriate behavior.

Timeline From 7/2016 To 6/2018

3. All teachers will collaborate with students to build social contracts that determine classroom norms and collaborate with staff to support schoolwide norms.

Timeline From 7/2016 To 6/2018

4. Process champions will provide ongoing support and refresher training to staff in order to build capacity.

Timeline From 7/2016 To 6/2018

Date	Jul - 2016
Waiver Requested	
No waivers requested.	
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

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	East Wake MS
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	**Participants:**	**Goal Supported:**
Improving core instruction through effective professional learning teams	All staff members	By June 2018, East Wake Middle School will meet or exceed growth in Math, Reading, and Science as measured by EVAAS, as well as increase overall proficiency by 10% as measured by EOG.
SASI (Student Achievement through Sheltered Instruction)- professional development that focuses on instructional planning	Core teachers on 6th and 8th grade	By June 2018, East Wake Middle School will meet or exceed growth in Math, Reading, and Science as measured by EVAAS, as well as increase overall proficiency by 10% as measured by EOG.
Concentrated professional development for 8th Grade Teachers conducted by WCPSS Middle School Programs department	8th Grade Teachers	By June 2018, East Wake Middle School will meet or exceed growth in Math, Reading, and Science as measured by EVAAS, as well as increase overall proficiency by 10% as measured by EOG.
Learning in the Fast Lane book study and implementation	All Staff Members	By June 2018, East Wake Middle School will meet or exceed growth in Math, Reading, and Science as measured by EVAAS, as well as increase overall proficiency by 10% as measured by EOG.
Capturing Kid's Hearts as a schoolwide management system to decrease absenteeism and increase student focus and engagement during class	All Staff Members	By June 2018, East Wake Middle School will meet or exceed growth in Math, Reading, and Science as measured by EVAAS, as well as increase overall proficiency by 10% as measured by EOG.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	East Wake MS
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	East Wake MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	EOG scores, student grades, iReady, and EVAAS data will be used to identify students that would benefit from intervention.	EOG scores, student grades, iReady, and EVAAS data will be used to identify students that would benefit from intervention.	The schoolwide MTSS spreadsheet, teacher referral data, and behavior assessments will be used to identify the students that would benefit from intervention.
Intervention Structure	• Targeted students will participate in a daily reading intervention elective which uses the iReady program. • Separate after-school tutoring program for targeted at-risk students (Communities in Schools) two times per week • Separate after-school tutoring program for Limited English Proficient students four times per week	• Targeted students will participate in a daily reading intervention elective which uses the iReady program. • Separate after-school tutoring program for targeted at-risk students (Communities in Schools) two times per week • Separate after-school tutoring program for Limited English Proficient students four times per week • Separate after-school tutoring program for Math two times per week	Behavior intervention will include: • guidance department small group and whole class sessions • character education (PRIDE matrix) • ALC
Instruction	• Students with the highest needs will receive targeted, long-term instruction using the iReady program. Group size will be limited to fifteen students or less per intervention session. • Additional interventions will include direct and explicit instruction (using research based instructional strategies) based on students' needs. • After-school tutoring programs that support classroom instruction of literacy skills.	• Students with the highest needs will receive targeted, long-term instruction using the iReady program. Group size will be limited to fifteen students or less per intervention session. • Additional interventions will include direct and explicit instruction (using research based instructional strategies) based on students' needs. • After-school tutoring programs that support classroom instruction of literacy skills.	Instruction will include: • the implementation of MTSS strategies • small group remediation session • explicit teaching and modeling of the character traits contained within the PRIDE matrix
Assessment and Progress Monitoring	• common formative assessments • benchmark/Case 21 data • EVAAS data • universal screening (iReady) • progress monitoring (iReady assessments, Study Island)	• common formative assessments • benchmark/Case 21 data • EVAAS data • universal screening (iReady) • progress monitoring (iReady assessments, Study Island)	• MTSS Spreadsheet data • ALC data
Curriculum/Resources	• iReady • Study Island • CMAPP • Communities in Schools After-School Program • Limited English Proficient Student After-School Program • Instructional Support Staff • Learning in the Fast Lane • Any additional resourcesadded will be research based.	• iReady • Study Island • CMAPP • Communities in Schools After-School Program • Limited English Proficient Student After-School Program • Math Tutoring After-School Program • Instructional Support Staff • Learning in the Fast Lane • Any additional resourcesadded will be research based.	• PBIS resources • Instructional Support Staff

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	East Wake MS
Plan Year	2016-2018
School Year:	2017-2018

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

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 04, 2016

East Wake Middle NCES - na

Wake County Public School System

Student Success Indicators Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment			
Curriculum and instructional alignment			
Indicator	**A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At this time, we are beginning the process and will continue to need additional support.	
Plan	Assigned to:	Karen Alston	
	How it will look when fully met:	How it will look: Each PLT will have a unit that is aligned to the standard which has specific objectives. These objectives will have best descriptors to give students (rubric) that are tested with pre and post items that provide evidence of mastery as well as smaller assessments throughout the unit. Evidence: rubrics that give best descriptors pre and post assessment items for each unit unit of lesson plans	
	Target Date:	06/30/2017	
	Tasks:		
	1. Teachers will meet at an established time, specifically for planning units of instruction.		
	Assigned to:	Rebecca Beaulieu	
	Added date:	10/14/2016	
	Target Completion Date:	06/30/2017	
	Comments:		
	2. Teachers will determine power standards for each unit based upon discussion of the underlying standards of each unit. Then, they will determine specific objectives to meet the power standard.		
	Assigned to:	PLT members	
	Added date:	10/14/2016	

	Target Completion Date:	06/30/2017	
	Frequency:	weekly	
	Comments:	In your weekly PLT meeting, determine which specific objectives should be met in order to meet the power standards.	
	3. Teachers will create pre and post assessments, summative assessments, and determine student mastery.		
	Assigned to:	PLT members	
	Added date:	10/14/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	four times a year	
	Comments:	Use Study Island for pre-tests and post assessment.	
	4. Teachers will determine criteria for mastery then use them to create student-friendly rubrics for assessment.		
	Assigned to:	PLT team	
	Added date:	10/14/2016	
	Target Completion Date:	12/02/2016	
	Frequency:	weekly	
	Comments:		
	5. Teachers will create engaging and rigorous lessons that prepare students to acquire skills necessary for proficiency on power standards.		
	Assigned to:	Administrator for the Subject Area	
	Added date:	10/14/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	weekly	
	Comments:	Use strategies from Learning in the Fast Lane, Professional Development sessions, and Marzano's 9 High Yield Instructional Strategies.	
Implement	Percent Task Complete:	0%	

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator	**A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Currently, we are in year two of implementation of MTSS.	
Plan	Assigned to:	Rebecca Beaulieu	
	How it will look when fully met:	There will be a tiered instructional system for addresses instruction and behavior. All staff will utilize the TIPS model as a problem solving process as they analyze their data.	
	Target Date:	06/30/2017	
	Added date:		
Indicator	**A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)**		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we are at a state of awareness and are working to add to teachers' skill sets on how to address social-emotional needs. This work requires a change of mindset, school, policy, and additional professional development.	
Plan	Assigned to:	Karen Alston	
	How it will look when fully met:	How it will look: Teachers will be responsive to student needs by supporting or providing intervention when needed. Evidence: Less need for teacher intervention of behavior as evidenced by less students who are red in the MTSS Explore tool	
	Target Date:	06/30/2017	
	Tasks:		
	1. Staff will implement with fidelity the Capturing Kid's Hearts program which focuses on social-emotional teaching.		
	Assigned to:	Roderick Mason	
	Added date:	10/14/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	daily	
	Comments:	Teachers will greet students at the door, ask students to share good things, ask students the 4 questions when intervention is needed, refer to the social contract if necessary, and encourage students to apply positive peer pressure by "checking" one another with the hand gestures.	
	2. Teachers will understand the process for referring students to counseling services as well as which warning signs that should lead to a counseling services referral.		
	Assigned to:	Pauline Hardy-Evans	
	Added date:	10/14/2016	

	Target Completion Date:	12/02/2016	
	Frequency:	four times a year	
	Comments:	Teachers refreshed on the process and warning signs for referring student for counseling services. Google Doc created for ease of use and accountability for teachers.	
	3. Teachers will discuss student behavior in their team "kid talk" sessions and identify which students need intervention with respect to behavior. Data from the MTSS Explore document will be used.		
	Assigned to:	Administrator for the team	
	Added date:	10/14/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	monthly	
	Comments:		
	4. Staff and students will utilize the CIS Graduation Coach model to support students needing social-emotional intervention or support. Programs included (Check and Connect, Tier 1 programs, and Motivational Interviewing techniques).		
	Assigned to:	Graham Brown	
	Added date:	10/28/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	daily	
	Comments:		
Implement	Percent Task Complete:	0%	
Dimension B - Leadership Capacity			
Strategic planning, mission, and vision			
Indicator	**B1.01 - The LEA has an LEA Support & Improvement Team.(5135)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/14/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The District currently has an implementation team who is meeting regularly to review and support Focus Schools in WCPSS. A document with team members and dates for meetings will be added to document full implementation.	
Plan	Assigned to:	Rebecca Beaulieu	
	How it will look when fully met:	The school will align with the LEA plan. A document with team members and dates for meetings will be added to document full implementation.	
	Target Date:	06/30/2016	

	Added date:		
Indicator	**B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/14/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Documentation will be provided to demonstrate how WCPSS hires qualified principals with the necessary competencies to be change leaders.	
Plan	Assigned to:	Michele Woodson	
	How it will look when fully met:	The LEA will have processes and procedures in place within HR to recruit and retain highly qualified leaders that possess the competences needed lead schools.	
	Target Date:	01/27/2017	
	Added date:		
Indicator	**B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have a team that meets regularly but need to work on reviewing implementation of effective practices.	
Plan	Assigned to:	Karen Alston	
	How it will look when fully met:	The team will representative of the school and have a calendar that establishes meeting dates along with a plan that for planning, implementing, monitoring and evaluating the outcomes. They will meet two times per month for at least one hour. The team will utilize planned agendas, record minutes. They will establish a process for informing the rest of the staff of the progress being made and of any mid-course corrections that might be necessary	
	Target Date:	05/01/2017	
	Added date:		
Dimension B - Leadership Capacity			

Distributed leadership and collaboration			
Indicator	**B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has solid PLT's and Leadership team structures. The family-school connection and PLT practices need to be strengthened.	
Plan	Assigned to:	Chanin Lacy-Garner	
	How it will look when fully met:	Professional Learning Team will meet regularly based on an established schedule. The team will collaboratively plan instruction and assessments. Instructions will be aligned with standards and designed to meet the needs of students. Instruction will include research and evidence based strategies. The team will continually assess and monitor the progress of students, ensuring that students receive interventions when needed.	
	Target Date:	07/03/2017	
	Added date:		
Dimension B - Leadership Capacity			
Monitoring instruction in school			
Indicator	**B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we have extended learning time programs and data is used to inform modifications. We need flexibility with seat time and credits.	
Plan	Assigned to:	Roderick Mason	
	How it will look when fully met:	The school will collaborate with the LEA to research and identify a variety ways to extend learning for students. They will collect data to determine if the programs are effective and students continue to make progress.	

	Target Date:	11/01/2017	
	Added date:		
Indicator	**B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we have processes and procedures in place.	
Plan	Assigned to:	Rebecca Beaulieu	
	How it will look when fully met:	The principal will work collaboratively with Leadership/SIP team to develop processes and procedures for monitoring classroom instruction. There will be on-going monitoring and will provide feedback to individual teachers as well as overall practices.	
	Target Date:	07/03/2018	
	Added date:		
Dimension C - Professional Capacity			
Quality of professional development			
Indicator	**C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, this is an area of need specifically, PLT's and Leadership looking more frequently at formative and summative data.	
Plan	Assigned to:	Karen Alston	
	How it will look when fully met:	How it will look: The School Improvement Team will use the TIPS model to analyze data, collect observational data on practices and student achievement in the school improvement plan. Professional development will be planned according to needs.	

	Target Date:	06/30/2017	
	Tasks:		
	1. Grade level chairs will send CFA data to the School Improvement Team analyzed by subgroup.		
	Assigned to:	Grade Level chairs	
	Added date:	10/17/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	monthly	
	Comments:	CFA data will be recorded in the data monitoring spreadsheet in the Google Drive. Take care to break it down by ethnicity, SPED, and ELL.	
	2. The School Improvement Team will analyze student data to determine strengths, challenges, and next steps of the School Improvement Plan.		
	Assigned to:	Karen Alston	
	Added date:	10/17/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	twice monthly	
	Comments:	We will use the protocol of analyzing data before the meeting so that everyone has seen it prior to the meeting.	
	3. The School Improvement Team will design Professional Development based on student achievement data and input from staff in different ways.		
	Assigned to:	Karen Alston	
	Added date:	10/17/2016	
	Target Completion Date:	06/30/2017	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator	**C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district working to document a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	

Plan	Assigned to:			Karen Alston
	How it will look when fully met:			Wake County Public School System will have a plan for recruiting, evaluating, rewarding, and replacing staff that East Wake Middle School will follow.
	Target Date:			06/29/2018
	Tasks:			
		1. East Wake Middle will develop a school plan for implementing this after the LEA plan is created to assure alignment.		
			Assigned to:	Rebecca Beaulieu
			Added date:	10/25/2016
			Target Completion Date:	06/29/2018
			Comments:	
Implement	Percent Task Complete:			0%

Dimension E - Families and Community

Family Engagement

Indicator	**E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/04/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently researching ideas to expand processes and procedures with support from the district.	
Plan	Assigned to:	Rebecca Beaulieu	
	How it will look when fully met:	There will be a plan in place where teachers provide parents with information that will assist them with supporting their child. Research other practices that will increase and support the relationships between	
	Target Date:	11/15/2017	
	Added date:		

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	
Superintendent Signature:	James G Merrill ACC
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	Fox Road Magnet Elementary School
School Code (6 digits):	920415
Mailing Address:	7101 Fox Road Raleigh, NC 27616
School Website:	www.wcpss.net/foxroades
Current Principal:	Robert Lewis
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: *Provide attachment as necessary.*

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:

- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

NC Department of Public Instruction
Restart School Application

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** C	**School Performance Growth Score:** 61
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 52
School Year: 2013-14	**School Performance Grade:** D	**School Performance Growth Score:** 49

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** Not Applicable
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** Not Applicable
Attach School Improvement Plan.	*Not applicable: Fox Road Elementary was not a low performing school for the 2015-2016 year and this plan was not required.*

Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption**.

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
- To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
- To allow the conversion of positions, including teacher assistants;
- To improve the facilitation of our approved Plan for Improving Low- Performing School;
- To provide necessary resources to support teacher professional development and student learning;
- To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
- To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

Fox Road Elementary - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	54.0%	45.9%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	58.1%	48.6%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	50.6%	43.7%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	<5%
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	77.3%	64.8%
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	46.3%	39.5%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	53.2%	46.3%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	84.8%	64.3%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	69.2%	65.6%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	>95%	>95%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	51.7%	41.6%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	34.5%	37.4%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	21.8%	11.0%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

![WAKE COUNTY PUBLIC SCHOOL SYSTEM]

School Improvement Plan

Comprehensive Needs Assessment

School:	Fox Road ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	***Based upon the overall positive feedback received from the North Carolina Department of Public Instruction regarding the completeness and quality of the Fox Road Elementary School Improvement Plan, we will consider and address the suggestions/considerations in the feedback as we update and develop our new School Improvement Plan in the Spring of 2016.*** Overall in 2014-2015, 21 of 33 AMOs were met. In 2014-2015, 6 of 12 reading targets were met, 8 of 12 math targets were met, and 6 of 8 science targets were met. Overall in 2013-2014, 27 of 37 AMOs were met. Targets met were participation in all categories and proficiency for Black and LEP students. In 2013-2014, AMO Targets met in Math =Proficiency for Black, White, economically disadvantaged, Students with Disabilities and LEP. In 2013-2014, AMO Targets met in Reading and Science EOG Reading scores from 12-13 (36.5% proficient) to 13-14 (38.6% proficient) to 14-15 (40.1% proficient) show there is an increase of 3.6% in reading proficiency. EOG Math scores from 12-13 (46.3% proficient) to 13-14 (47.1% proficient) to 14-15 (46.1% proficient) show there is an decrease of .2% in math proficiency. EOG Science scores from 12-13(31.9%) to 13-14 (50%) to 14-15 (64.2% proficient) show there is an increase of 32.3% in science proficiency. The mCLASS Beginning of the year composite score proficiency for the whole school in Fall 2014 was 54% as compared to the End Of Year composite score in Spring 2015 of 67% whole school proficiency showing a 13% increase in profiency for the 14-15 school year.	In 14-15 Reading AMO met 6 of 12 targets. Targets not met were- Overall proficiency, as well as Black, Hispanic, economically disadvantaged, Students with Disabilities and LEP. In 13-14 Reading AMO met 9 out of 14 - Targets not met is over all proficiency, as well as Hispanic, White, Economically Disadvantages, and Students with Disabilities In 14-15 Math AMO met 8 of 12 - Targets not met include Overall proficiency, Black and Hispanic students. In 13-14 Math AMO met 12 of 14 - Targets not met include Overall proficiency Economically Disadvantaged and Students with disabilities. In 14-15 Science AMO met 6 of 8 - Targets not met include Overall proficiency, Hispanic, and Economically Disadvantaged students. In 13-14 Science AMO met 5 of 8 - Targets not met include Overall proficiency, Hispanic, and Economically Disadvantaged students. **-mCLASS** -Based on DIBELS data, there were some classes of students who did not make growth or decreased in composite score -Hispanic students are our lowest achieving subgroup **-Writing** -Grade levels are not using the same prompts so writing scores are not consistent **-AMO** Signicant deficits in literacy proficiency -Hispanic subgroup had the largest achievement gap **-Reading** -Overall, reading is a concern because of lack of student growth using many tools such as mCLASS, Case 21 scores, common assessments and report card data.

Data Components	**Strengths (data trend statements)**	**Concerns (data trend statements)**
Process Data	-All teachers and students are familiar with Daily 5 -Letterland is successful in K and 1 because it addresses early literacy skills -Many teachers have been trained in SIOP practices including 8 new teachers this school year -PYP philosophy is being integrated as seen in planning and implementation across disciplines. The language of PYP is used by students and staff consistently throughout the school -Student leaders is a strength in all grade levels -Teachers are focused on standards and planning instruction accordingly -Students' skills deficits are targeted in small group instruction	-We would like to train more teachers in SIOP strategies, and be intentional about implementation of SIOP across the school -Core instruction is being compromised due to the multiple pull-out instruction of students -Math Rigor is one of our concerns because students struggle answering basic questions so it is hard to ask higher level thinking questions when students are missing the basics. -Small group instruction being implemented school wide effectively

DRAFT

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	1. Wake County Demographics (Community/Wake Country Demographics)- according to the 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% F/R School System 37% **Fox Road Demographics 15-16** Fox Road F/R (as of Oct. 1 2015) 84.19% as of March 2014 79.9 - 601 total students enrolled. White7.7%... Black 46.3% Hispanic 37.2% Asian 5.6% Two or more races 2.8% -Number of magnet applications has increased by 18% -Two Spanish teachers and our science teacher have provided more opportunities for student learning. -Additional focus in guidance staff has provided needed extra social and emotional support for students Average Daily Attendance 13-14 School Year - 95.46% 14-15 School Year- 95.38% Discipline As of May 6, 2015 for 14-15 school year Short term suspensions 11/700 students Long term suspensions 0/700 students	From 2013-14 to 2014-15 having 2 guidance counselors and now only 1 is an area of concern. The poverty level in the school has increased for the 15-16 school year

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	**2013-2014 Teacher Working Conditions Survey** -All 7 areas that fall under Managing Student Conduct have increased since 2012 TWC survey • The highest increase of 29.4% under Managing Student Conduct fell in the area of- Policies and procedures about student conduct are clearly understood by the faculty • 95.2% of staff in on 2014 TWC survey agreed with policies and procedures about student conduct are clearly understood by the faculty compared to only 65.8% in 2012 TWC survey -90.2% of staff agree that Fox Road is a good place to work and learn compared to only 84.7% of staff on the 2012 TWC survey -80.3% of Teachers are protected from duties that interfere with their essential role of educating students compared to only 65.8% on 2012 TWC survey -In the area of School Leadership: • 94.8% of staff agree the procedures for teacher evaluation are consistent compared to 77.6% of staff on 2012 TWC survey • 98.3% of staff agree that school leadership makes a sustained effort to address teacher concerns about leadership issues compared to 80.9% of staff on 2012 TWC survey **2nd Semester In-House Climate Committee Survey** -97% of our staff believes Fox Road is a great place to work -98% of our staff believes our school is welcoming to visitors and parents. -94% of our staff believe administration is visible throughout the school.	**2013-2014 Teacher Working Conditions Survey** -43.1 % of staff agree that parents/guardians support teachers, contributing to their success with students. This percentage is a decrease from 49.3% in the 2012 TWC survey. -3 out of 8 areas that fell under the Community Support and Involvement area increased compared to 2012 TWC survey. The areas that decreased include: • 35.7% agree -Parents/guardians are influential decision makes in this school • 86.7% agree - This school does a good job of encouraging parent/guardian involvement • 96.6% agree - Teachers provide parents/guardians with useful information about student learning • 43.1% agree - Parents/guardians supportteachers, contributing to their success with students • 72.7% agree- The community we serve is supportive of this school -There was a large decrease in the area of the school environment is clean and well maintained. 63.9% of staff agree with this statement. However, this is a decrease from 87.7% of staff who agreed with this statement on the 2012 TWC survey. -69.4% of staff agree that there is an appropriate amount of time for professional development. This is a decrease from 94.5% that agreed on 2012 TWC survey. **2nd Semester In-House SurveyResults** -Some staff is concerned about school cleanliness. -Some staff feel that high expectations are not set for students. -Staff needs training in fulfilling the needs of students with cultural diversity.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Hispanic Reading Proficiency Across Measures	-Large number of ESL students with only 2.5 ESL teachers -ESL testing has prevented students from being served -Time/Schedule -Lack of SIOP support -Lack of collaboration between classroom teachers and ESL, CCR and Intervention teachers -Language barrier between home and school	-Use SIOP with fidelity -SIOP Peer Coaching -More ESL collaboration with classroom teachers, to gain a better understanding of ESL practices -Scheduling support services -Using strategies to reduce foundational skill deficits -Providing reading materials for students to take home in both English and their native language
Whole school Literacy	-Lack of reading materials for students at home -Teachers need literacy professional development with Daily 5/Cafe, guided reading/strategy groups, and writer's workshop -Students being pulled from class for services(CCR, ESL, intervention, speech, etc.) interferes with core instruction	-Continue with our K-5 reading calendar incentives and make sure all staff are encouraging students to read -Materials have been purchased for students to check out of the classrooms and take home -Continue to make teachers aware of professional development offered by the county and plan to conduct professional development training at the school site -Look at schedules to make sure pull out services do not interfere with the delivery of core instruction
Parent Involvement	-Lack of parent support -Lack of communication with parents -Parent attendance is low at many of our PAC nights and other school events -Lack of translators for parents who speak another language	-Consistently incorporate a variety of methods to communicate with parents -Examine days and times of PAC night meetings to ensure there are the fewest amount of scheduling conflicts.

Data Summary Describe your conclusions
Our priority concerns are reading proficiency for Hispanic students based off of AMO data and whole school reading proficiency with k-5 with an emphasis on our Hispanic population and parent involvement within our school based on data collected at PAC nights and other school events. These concerns will be addressed by using SIOP with fidelity, SIOP peer coaching, more collaboration with ESL and classroom teachers, better scheduling of support services and using appropriate strategies to meet foundational skill deficits. Literacy will also be addressed by continuing our reading calendar, offering different professional development opportunities and looking at our schedule. Parent involvement concerns will be addressed by consistently communicating with parents and examining dates and times of school events. **Please see our goals, key process and action steps to see our vision of improvement to impact growth and school performance grade**

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	Fox Road ES
Plan Year	2016-2018
Principal:	Dr. Robert Lewis
Date:	Sep - 2014

SIP Team Members

	Name	School Based Job Title
1	Amity Davis	Teacher
2	Angela Wallace	Teacher
3	Christine Zaccardi	Teacher
4	Donna Lehmann-Deming	Teacher
5	Dr. Robert Lewis	Principal
6	Erica Kendrick	Teacher
7	Jennifer Doss	Teacher
8	Jessica Cotterman	Teacher
9	Kia Armstrong	Parent
10	Lisa Gibson	Teacher Assistant
11	Melissa McKinley	Assistant Principal
12	Peter Damroth	School Improvement Chair
13	Rebecca Thomas	Other
14	Rowan BBeauchemin	Teacher
15	Virginia Turnau	Teacher
16	Wanda Purcell	Teacher
17	Yvonne Gayton	School Improvement Chair

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Mission, Vision and Value Statements

School:	Fox Road ES
Plan Year	2016-2018
Date:	Jun - 2016

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

A community of caring stakeholders (teachers, teacher assistants, support personnel, parents, and students) will successfully work collaboratively, with support from the broader community, to provide a positive learning environment wherein every child educated at Fox Road Elementary School will be motivated to meet or exceed high academic expectations by being actively engaged in and responsible for their own academic success and that of others.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

• Having high expectations of all students;
• Having positive attitudes about being able to meet students' needs with the resources available;
• Having supportive administrative leadership that allocates resources effectively;
• Participating in professional training needed to meet the needs of our students;
• Participating in formal and informal collaboration to help students;
• Implementing a variety of research-based best practices to accommodate all learning styles;
• Affirming and communicating student progress within the school community;
• Valuing and respecting all members of the school community;
• Modeling and demonstrating a strong work ethic.

School Goal

By 2016, FRES EOG math scores for students moving from grades three to five during the 2014-2016 school years will improve by 10% proficiency as measured by the NC End-of-Grade math tests, and all subgroups will demonstrate growth by AMOs.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Angela Wallace	Learning and Teaching	21st Century Students

Resources

Key Process

1. Strengthen PLTs by focusing on effective structures and math practices and/or creating and analyzing common formative assessments in math.

Tier

None

Process Manager

Angela Wallace

Measurable Process Check(s)

Staff will analyze ongoing assessments, and K-2 quarterly assessments during PLT meetings to provide interventions and differentiated instruction for all students not making expected growth.

Action Step(s)

1. Collaborate through weekly data driven PLT, PLT + meetings and informal collaborations with teachers whose students are not meeting the standards. Resources for collaboration are: classroom teachers, literacy, math, and SIOP coaches, CCR teachers, ESL teachers, Intervention teachers, AG teacher and Mentors.

Timeline From 8/2014 To 6/2016

2. Access available conversions as permitted by WCPSS and utilize financial transfer flexibility in supporting learning, teaching and professional development.

Timeline From 8/2014 To 6/2016

3. Continue implementation of SIOP strategies.

Timeline From 8/2014 To 6/2016

4. Analyze common assessments, EVAAS and other academic performance data listed on each grade levels spread sheet to drive instruction.

Timeline From 8/2014 To 6/2016

5. Provide staff development for common core in Math with support of the Math Coaches and math walk-throughs.

Timeline From 8/2014 To 6/2016

5. **Administration meets monthly with the Area Superintendents Instructional Coordination Team to evaluate Instructional Excellence, Data Analysis, Instructional Planning, and Professional Capacity.**

   The School Improvement Team meets quarterly to review progress towards goals.

   Timeline From 9/2015 To 6/2016

6. Progress monitor targeted students and refer them to PLT+ if they do not make adequate progress with interventions

   Timeline From 8/2014 To 6/2016

7. Create and discuss with parents strategies in which they can use to help their child with Math Skills.

   Timeline From 8/2014 To 6/2016

8. PLTs will create SMART goals in math based on data from multiple criteria with an emphasis being placed on subgroups not meeting proficiency.

   Timeline From 8/2014 To 6/2016

9. PLTs will review and analyze SMART goal data three times a year to determine effectiveness of instruction, create common assessments, and guide future instructional needs of students.

   Timeline From 8/2014 To 6/2016

10. **Administration meets monthly with the Area Superintendents Instructional Coordination Team to evaluate Instructional Excellence, Data Analysis, Instructional Planning, and Professional Capacity.**

    The School Improvement Team meets quarterly to review progress towards goals.

    Timeline From 9/2015 To 6/2016

School Goal

Literacy/ ELA -By the end of the school year 2016, Fox Road Magnet Elementary will:
* meet or exceed growth for each subgroup
* increase reading proficiency at least 5% based on Reading EOG (3-5)
* make growth based on AMOs for all subgrouos

Goal Manager	Strategic Objective	State Board of Education Goal
Donna Lehmann-Deming	Learning and Teaching	21st Century Students

Resources

Key Process

1. Utilize PLTs to focus on effective structures and literacy practices and creating and analyzing common formative assessments in literacy.

Tier

None

Process Manager

Donna Lehmann-Deming

Measurable Process Check(s)

Staff will analyze ongoing assessments, mClass, and K-5 quarterly assessments during monthly PLT meetings to provide interventions and differentiated instruction for all students not making expected growth.
Staff will analyze data collected from unassisted writing samples, K-5, utilizing rubrics provided by CMAPP three times a year.
Literacy Goal Manager will review SMART goals, PLT minutes and grade level data on a monthly basis to assist with implementation of the SMART goals during PLTs.

Action Step(s)

1. PLTs will create SMART goals in literacy based on data from multiple criteria with an emphasis being placed on the Hispanic population not meeting proficiency in mClass, and EOG.

Timeline From 8/2014 To 6/2016

2. PLTs will review and analyze SMART goal data three times a year to determine effectiveness of instruction, create common formative assessments and guide future instructional needs of students.

Timeline From 8/2014 To 6/2016

3. Collaborate through weekly data driven PLT and PLT Plus meetings and informal collaborations with teachers whose students are not meeting the standards:Resources for collaboration are classroom teachers, Literacy, Academic Language and MtSS coaches, CCR teachers, ESL teachers, Intervention teachers, AG teacher and Mentors.

Timeline From 8/2014 To 6/2016

4. Access available conversions as permitted by WCPSS and utilize financial transfer flexibility in supporting learning, teaching and professional development.

Timeline From 8/2014 To 6/2016

5. Continue to develop the implementation of Writer's Workshop in the Literacy block each day.

Timeline From 8/2014 To 6/2016

6. Implement writing within all curriculum subjects and implement project based assignments.

Timeline From 10/2015 To 6/2016

7. Provide staff with opportunities to attend WCPSS literacy staff development needed as determined by individual needs.

Timeline From 8/2014 To 6/2016

8. Continue implementation of SIOP/ Academic Language strategies which focus on vocabulary, interaction, SWRL, and language outcomes.

Timeline From 8/2014 To 6/2016

9. Progress monitor targeted students and refer them to PLT Plus if they do not make adequate progress with interventions in class and with interventionists.

Timeline From 8/2014 To 6/2016

10. Encourage daily reading at home with the school wide reading calendar and provide strategies to be used at home.

Timeline From 8/2014 To 6/2016

11. Provide guided reading four days a week for students performing below grade level.

Timeline From 8/2014 To 6/2016

12. **Administration meets monthly with the Area Superintendents Instructional Coordination Team to evaluate Instructional Excellence, Data Analysis, Instructional Planning, and Professional Capacity.**

The School Improvement Team meets quarterly to review progress towards goals.

Timeline From 9/2015 To 6/2016

School Goal

By June 2016, Fox Road Magnet School Staff will fulfill the requirements to obtain International Baccalaureate Primary Years Program authorization.

Goal Manager	Strategic Objective	State Board of Education Goal
Anne Waechter	Learning and Teaching	Globally Competitive Students

Resources

Key Process

1. Teachers and Staff will work together to continue to reflect on, develop, and align the school-wide Programme of Inquiry and the Units of Inquiry.

Tier

None

Process Manager

Anne Waechter

Measurable Process Check(s)

Making the PYP Happen Handbook, Magnet Coordinator, PYP Trainings, Blackboard, grade level planning times, PYP committee, OCC, IB network of schools

Action Step(s)

1. In PLTs - schedule time to discuss ways to support students whose mother tongue is not English.

Timeline From 8/2014 To 6/2016

2. Draft Language Policy.

Timeline From 8/2014 To 6/2016

3. Adopt newly created language policy as part of FRMES.

Timeline From 8/2014 To 6/2016

4. Research and review IB mother tongue documentation.

Timeline From 8/2014 To 6/2016

School Goal

By 2016 95 % of Fox Road staff, parents, and students will report that they strongly agree with the statement, “Overall, my school is a good place to work and learn.”

Goal Manager	Strategic Objective	State Board of Education Goal
Melissa McKinley	Balanced Assessment System	Globally Competitive Students

Resources

Key Process

1. Use PBIS to help support behavioral expectations by providing classroom strategies and interventions that will help reduce office referrals & suspensions.

Tier

None

Process Manager

Melissa McKinley

Measurable Process Check(s)

The PBIS team will analyze office referral and crisis call data monthly to provide the appropriate classroom strategies and interventions in order to decrease the overall referrals.

Action Step(s)

1. PBIS team will share office referral and Crisis calls data monthly so as to analyze trends in behaviors school wide or within grade levels.

Timeline From 8/2014 To 6/2016

2. Create a beginning of the year assembly for all students to promote SWIFT expectations and to introduce PBIS

Timeline From 8/2014 To 6/2016

3. Share positive behavior support strategies with teachers quarterly in various ways based on data and any trends we see in the school.

Timeline From 8/2014 To 6/2016

4. Discuss students that exhibit patterns of behaviors in PLT/PLT + to determine strategies, next steps (ex. success charts, behavior plans, Tier III, etc.)

Timeline From 8/2014 To 6/2016

5. Define major and minor behaviors for students and staff to establish clear expectations on the discipline referral form.

Timeline From 8/2014 To 6/2016

6. Give staff quarterly PBIS refreshers at staff meetings.

Timeline From 8/2014 To 6/2016

7. Provide resources for new staff members in order for them to have a clear idea of how to do PBIS at FRES.

Timeline From 8/2014 To 6/2016

8. PBIS representative from each grade level will bring questions/concerns from PLT's to the PBIS meeting.

Timeline From 8/2014 To 6/2016

9. Collect data from student surveys regarding school climate.

Timeline From 8/2014 To 6/2016

Key Process

2. Create and sustain a supportive professional climate for all staff members.

Tier

None

Process Manager

Melissa McKinley

Measurable Process Check(s)

Analyze data in TWC and Quarterly Climate Surveys and report it to the staff

Action Step(s)

1. Involve staff members in the interview process as appropriate.

Timeline From 8/2014 To 6/2016

2. Continue to provide opportunities for informal staff gatherings.

Timeline From 8/2014 To 6/2016

3. Continue to provide up-to-date technology and resources for staff, as funding permits; with whom to call list for needed assistance.

Timeline From 8/2014 To 6/2016

4. Continue to provide duty free instructional planning and lunch.

Timeline From 8/2014 To 6/2016

5. Collect ideas twice a year through Staff for staff social morale boosters. (Staff Surveys)

Timeline From 8/2014 To 6/2016

6. Organize the sharing of food once a month to create an atmosphere that allows staff members to socialize (Tees and Treats, Early Release Lunches, etc.)

Timeline From 8/2014 To 6/2016

7. Survey staff on the climate of the school each quarter in order to determine the areas of improvement and what is going well at Fox Road.

Timeline From 8/2014 To 6/2016

Key Process

3. Create an atmosphere of community involvement by offering programs and activities designed to meet the needs of FRES families and increase Hispanic Parent Involvement.

Tier

None

Process Manager

Melissa McKinley

Measurable Process Check(s)

Parent survey and PAC night data.

Action Step(s)

1. Implement ways to encourage participation of families, specifically Hispanic families by offering services/activities i.e. take home books, hands-on materials, make and takes, resources.

Timeline From 8/2014 To 6/2016

2. Offer Title 1 PAC meetings

Timeline From 8/2014 To 6/2016

3. Collaborate with community organizations to support and strengthen resources for FRES.

Timeline From 8/2014 To 6/2016

Key Process

4. Create awareness to students and parents on the importance and impact of full day attendance and achievement.

Tier

None

Process Manager

Melissa McKinley

Measurable Process Check(s)

Monthly attendance checks

Action Step(s)

2. Recognize students with perfect attendance at the end of each quarter.

Timeline From 8/2014 To 6/2016

3. Attendance team meets monthly to discuss overall student attendance.

Timeline From 8/2014 To 6/2016

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Fox Road ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Fox Road ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

School Improvement Plan

Intervention Planning Matrix

School:	Fox Road ES
Plan Year	2016-2018
School Year:	2016-2017

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

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Fox Road ES
Plan Year	2016-2018
School Year:	2017-2018

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

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	[illegible signature]
Superintendent Signature:	James G Merrill JCC
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	Millbrook Elementary School
School Code (6 digits):	920496
Mailing Address:	1520 East Millbrook Road Raleigh, NC 27609
School Website:	www.wcpss.net/millbrookes
Current Principal:	Jamee Lynch
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: ***Provide attachment as necessary.***

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:

- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** D	**School Performance Growth Score:** 47
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 52
School Year: 2013-14	**School Performance Grade:** C	**School Performance Growth Score:** 62

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** November 15, 2016
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** November 2016
Attach School Improvement Plan.	*Attach Plan for Improvement.*
Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption**.	

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
• To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
• To allow the conversion of positions, including teacher assistants;
• To improve the facilitation of our approved Plan for Improving Low- Performing School;
• To provide necessary resources to support teacher professional development and student learning;
• To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
• To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

Millbrook Elementary - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	44.4%	48.8%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	38.8%	50.4%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	49.2%	47.5%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	*
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	85.7%	>95%
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	35.8%	44.2%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	41.8%	39.3%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	55.6%	51.2%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	78.4%	80.3%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	>95%	>95%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	35.7%	42.6%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	14.7%	21.2%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	31.5%	30.2%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Millbrook ES
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	**2014-2015** Grade 4 increased 4.6% proficiency in Reading. Grade 4 increased 9% proficiency in Math. There was a 6.1% increase in the CCR performance composite within the SWD subgroup. 61% of students are proficient according to EOY DIBELS Composite scores. **2013-2014** **EOG:** MATH -Grade 3 56% with 48.3% college ready and Grade 5 65.1% with 55.8% college ready. Grade 3 math increased 8.7% in proficiency and Grade 5 math increased with 22.2% in proficiency. All grades 3-5 increased with 5.8% proficiency. READING-Grade 3 53% with 39.1% college ready and Grade 5 56.2% with 38.3% college ready. Grade 3 reading increased 14.2% in proficiency and Grade 5 reading increased 12.5% in proficiency. All grades 3-5 increased with 8.1% proficiency. **AMO:** MATH- met 14/14 targets at 100% with WHITE subgroup 20% points over growth target and Black subgroup 8% points over growth target. The HISP, LEP, EDS subgroups made >5% points above growth targets. READING- met 12/14 targets at 85.7% with WHITE subgroup 14% points over growth target. **EVASS** School designation overall exceeded expected growth. Reading overall exceeded expected growth and Math overall met expected growth with 3 year average in Math +2.7 (blue) mean gain and in Reading +2.2 (blue) mean gain. **2012-2013** **EOG** Compared to the county, SWD students are only 3% below on the 2012-2013 reading EOG in grades 3-5. Compared to the county, SWD students are only 9% below on the 2012-2013 math EOG in grades 3-5.Compared to the county, hispanic students are only 7% below on the 2012-2013 reading EOG in grades 3-5.Compared to the county, hispanic students are only 6% below on the 2012-2013 math EOG in grades 3-5. **AMO: 2012-2013** Students with disabilities, black and LEP students met their AMO target in reading by being 1.1 above on the 12-13 EOG .Limited English proficient students met their AMO target in reading by being 1.2 above on the 12-13 EOG .Overall all areas met their AMO targets on the 12-13 math EOG	**2014-2015** MEMS did not make expected growth in 2014-15. Percent proficient in math, reading, and science (3-5) dropped from 56% in 2014 to 48% in 2015; percent college ready dropped from 43% to 37%. EOY Reading Data (Annual Measureable Objectives, grades 3-5) Black students (35%), White (64.3%), Economically Disadvantaged (29.3%); Hispanic (23%); LEP (7.8%), SWD (16.7%) EOY Math Data (AMO, grades 3-5) Black students (28.6%), White (73.2%), Hispanic (34.4%), ED (32.7%), LEP (17.6%), SWD (21.4%) EOY Science Data: 47.8% Proficient; 37.5% College/Career Ready; Did not make growth in science in 2014-15 TRC % at benchmark EOY 2015: K: 28%, 1st 28%, 2nd 31%, 3rd 45% MEMS continues to be identified as a Focus School due to persistent achievement gap between subgroups (overall achievement gap 44.1 points). In 2015, the school grade for MEMS dropped from a C to a D. ***MEMS experienced a leadership transition in spring 2015, and there was a significant staff turnover at the end of 2015 (16 of 33 classroom teachers were new hires to MEMS as of August 2016, for a 48% turnover rate). The 2015-16 SIP team has studied the historical data to better understand root causes of the persistent achievement gap. SIP team conclusions: instruction was fragmented and lacked consistency across grade levels; in 2014-15, K, 4, and 5 departmentalized by content areas, which was not supported by the IB model and led to lagging achievement outcomes in both K and 5. The team defined the biggest priority for 2015-16 to be ensuring all teachers (particularly such a large number of new teachers to MEMS) planned, taught, and assessed using vertically aligned core instruction in math and ELA using a balanced literacy model and defined WCPSS math instructional frameworks.*** **2013-2014** **DPI School Report Card:** based on a 15 point scale this year, but will change to a 10 point scale which puts MEMS on the borderline. Achievement Score--56 (based on 55.9% proficiency) Achievement Grade--C EVAAS Growth Score--88.2 School Performance Score--62 (based on 80% proficiency and 20% growth) School Performance Grade--C **EOG:** MATH in Grade 4 decreased in proficiency by 10.4% from the previous year 12/13 at 55.9% to 13/14 at 45.5%. READING in Grade 4 decreased in proficiency by 2.3% from the previous year 12/13 49.6% to 13/14 at 47.3%. **AMO:** MATH- ALL students subgroup and SWD subgroup met with confidence interval for AMO. READING- ALL students subgroup not met with 10% points below goal target, HISP not met with 11% points below goal target and EDS and SWD met with confidence interval. **2012-2013** **EOG:** Overall 36.9% of students in grade 3-5 on the reading and math EOG are proficient as compared to the district at 57%.Overall 32.5% of students in grade 3-5 are proficient on the 2012-2013 reading EOG as compared to the district at 54%.Overall 40.2% of students are proficient on the 3-5 2012-2013 math EOG as compared to the district at 61%.Reading:30% of students are proficient on the 3rd grade 2012-2013 reading EOG as compared to the district at 57%.37% of students are proficient on the 4th grade 2012-2013 reading EOG as compared to the district at 51%.30.4% of students are proficient on the 5th grade 2012-2013 reading EOG as compared to the district at 51%.Math:33.3% of students are proficient on the 3rd grade 2012-2013 math EOG as compared to the district at 61%.49.6% of students are proficient on the 4th grade 2012-2013 math EOG as compared to the district at 59%.37.6% of students are proficient on the 5th grade 2012-213 math EOG as compared to the district at 2%.Science:40% of students are proficient on the 5th grade 2012-2013 science EOG as compared to the district at 57%. **Subgroups:**LEP, SWD, black and Hispanic subgroups are 30%+ below the district on the 3rd-5th grade 2012-2013 reading EOG.LEP, SWD, black and Hispanic subgroups are 30%+ below the district on the 3rd-5th grade 2012-2013 math EOG. **AMO:** Overall 33.9% of students met their AMO target on the 12-13 reading EOG which is 10 points below the county.Hispanic students are 5.1 below their AMO target in reading on the 12-13 EOG.Academically gifted students are 1.9 below their AMO target in reading on the 12-13 EOG.Economically disadvantaged students are 2.8 below their AMO target in reading on the 12-13 EOG. **EVAAS:** Grade 4 cohort of students in reading dropped from 8.0 (blue) to -2.0 (green) from 11-12 to the 12-13 school year.Grade 4 cohort of students in math dropped from 9.9 (blue) to -4.9 (red) from the 11-12 to the 12-13 school.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	**2014-2015** **SIOP: Baseline data from SIOP district team** in September indicates that MEMS ranked in comparison to other SIOP schools within in WCPSS in all major components. **Walk-through** data conducted by Administration, IRT, and Magnet Coordinator focus was on the Lesson Prep Component with 29/34 classroom teachers were observed. 76% of teachers implemented a closure strategy to check for understanding. 86% of teachers had purposeful and aligned activities. Scaffolding strategies observed were paraphrase/repeat, think aloud/model demos, wait time, questioning techniques, explicit/direct teaching, as well as partner/independent practice. **2013-2014** **Math district walk through:**December math walk through indicates that 100% of classrooms were aligned to math Common Core.97% of students are reasoning, proving their answer and focused on conceptual understanding while solving problems.85% of students are solving task with multiple entry points, various solution paths and promoting real world application.91% of students are using math models.82% of students are using multiple representations. **Literacy**:As per the literacy walkthrough 97% of classrooms were observed with students engaged in literacy instruction.	**2014-2015** **SIOP: Walk-through data** conducted by Administration, IRT, and Magnet Coordinator focus was on the Lesson Prep Component with 29/34 classroom teachers were observed. 66% of them were utilizing content objectives posted as learning targets with 55% of teachers presenting the language objectives through the criteria for success. 76% of teachers implemented a closure strategy to check for understanding. **Math district walk through**:January math walk through indicates that only 80% of classrooms were aligned to common core. 60% of students are reasoning, proving their answers and focused on conceptual understanding. 56% of students are solving real world problems with various entry points. 68% of students are using mathematical models as evidence. 36% of students are using/sharing multiple representations. 56% of classrooms observed were using math talk but teacher focused/directed and only 16% of classrooms had student driven math talk. 44% of technology was teacher driven and 32% was student driven but only 8% enhanced the lessons in classrooms. **IB PYP Action Plan (from 2012 IB authorization visit; follow up in** 2016-17): *School should investigate ways to further enhance the understanding of the constructivist, inquiry-based approach to teaching and learning by broadening PD on inquiry-based instruction and additional IB-authorized PYP training. *Teachers give more attention to all essential elements of the PYP, particularly the transdisciplinary skills and key concepts, when planning to ensure the programme is transdisciplinary. *Teachers use student work and assessment to inform their reflection and collaboration on the units of inquiry. *The school considers reflection on the exhibition as a way to assess strengths and weaknesses in the school-wide program. *The school encourages teachers to seek ways to improve on and share teaching and learning practices that align with the requirements of the programme, particularly in regards to inquiry-based teaching and hands-on experiences. *The school develops a common understanding of what inquiry-based teaching is and looks like to strengthen their program as well as support incoming staff with no IB background. 2013-2014 Literacy:Literacy walkthrough data indicates that the scheduled block for core literacy is below the county recommended time. Literacy walkthrough data indicates only 34% of classrooms were observed having student to student collaboration which is below the county recommendation.Literacy walkthrough data indicates that only 30% of classrooms posted the learning target.Literacy walkthrough data indicates that only 9 out of 20 students could articulate the outcome of their task.Literacy walkthrough data indicates that only 4 out of 35 classrooms were engaged in vocabulary instruction. Literacy walkthrough data indicates that only 6 out of 35 classrooms were engaged in writing.Literacy walkthrough data indicates that less than 10% of classrooms observed were using higher order thinking questions. **Math:** As per the math walkthrough the use of technology in classrooms decreased. 38% of classrooms were observed having student to student math talk.56% of classrooms were observed having teacher to student math talk. 3% of students were leading and or participating in math discussion. 9% were proposing questions to other students. 12% of students were observed making arguments to defend their reasoning. 18% of classrooms observed students engaged in mathematical discourse. 3% of classrooms were observed using math leaders.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	**2014-15:** **Teachers:** 14% of teachers have National Board Certification; 100% are highly qualified. 21% have advanced degrees and 8 have 25 years or more of experience. 80% of Millbrook teachers are white; 14.5% are African American, and 4.8% are Hispanic. 84.2% rated Millbrook a good place to work and learn, which was above the Wake County average. Millbrook experienced a very high turnover rate in 2014-15 as the principal left to open a new school. 40 percent of teaching staff was replaced in the summer of 2015. **Students:** 95.5 % stability and 10% turbulence, which is above the WCPSS stability rate of 93.8% and below the WCPSS turbulence average of 12.1%. **Community**: Our Wake County Community demographics are: Total Population- 929,214 White- 61.8% Black- 20.5% Hispanic- 9.8% Asian- 5.6% Two or More Races- 1.8% Some Other Race- 0.3% American Indian/Alaskan Native- 0.2% Native/Hawaiian/Other Pacific Islander- 0%13-2014 **2013-14 Teachers:** 24% of teachers have national board certification which exceeds both the district and state. 100% of MEMS teachers are highly qualified. 38% of MEMS teachers have advanced degrees as compared to the county which is at 35% and the state which is 30%. 44% of teacher have >10+ years of experience. EVASS Teacher effectiveness with 70% met expected and 20% exceeded expected. **Students :** MEMS stability rate for students is 94%. MEMS has an attendance rate above 95% for the past three years.	**2013-2014** **Students** Magnet student population decreased 9% from the 12-13 to 13-14 school year. ***This was a district-wide pattern as a result of student assignment changes and opening of additional charter schools. One of the SIP goals/action steps is to strengthen the IB model to make MEMS an attractive option for magnet family choice.***
Perception	**2013-2014** **2014 TWC Survey** 89% of teachers have time to collaborate; 90% of teachers have access to supplies and equipment and an adequate space to work; 98% of teachers provide parents with useful information about student learning; 93% of teachers consistently enforce rules for student conduct; 95% of teachers agree they are encouraged to participate in school leadership with 96% of teachers being effective leaders; 98% of teachers agree they are held to high professional standards for delivering instruction; 100% of professional development is aligned to the school improvement plan; 97% of teachers agree are encouraged to reflect on their practices; 98% of teachers agree instruction is aligned to common core standards. ***Capital funds from the district support enhancing instructional technology capacity with new teacher devices in summer 2015 and new student devices in 2016. MEMS has 4 members of the WCPSS Teacher Leader Corps who are receiving professional development in technology integration and sharing this with the staff during school-based professional development.*** **2012-2013** 2013 High Five PLT Survey 94% of the faculty agrees that there is an effective process of making group decisions to solve problems. 97% of faculty feels that there is an atmosphere of respect and trust within the school.90% of faculty feels that MEMS is a good place to work and learn.	**2013-2014** **2014 TWC Survey** 37% of teachers feel like class sizes are reasonable to meet the needs of students; 68% of teachers feel they do not have sufficient access to instructional technology; 61% of teachers feel that parents are influential decision makers in the school; 68% of teachers feel community/parents do not support teachers in the success of students; 76% feel that school administrators enforce rules consistently for student conduct and support teacher's efforts to maintain discipline in the classroom. 79% of teachers agree they are trusted to make professional decisions about instruction. **2012-2013** **2012 Teaching Working Conditions Survey**: 66% of faculty feels that professional development is differentiated to meet their individual needs. **2012-2013 High 5 PLT Survey** HIGH FIVE PLT SURVEY shows that 31% disagree that we have adopted SMART goals within the PLT that they are working to achieve. 33% disagree that we require students in to participate in other learning opportunities. 29% disagree that we examine results to evaluate instructional practices. 30% do not believe that time spent with their PLT will save them time overall. As per the **MEMS parent survey** 18% of parents feel that we do not ask for input on parent workshops and events. 17% of parents do not believe MEMS asks for input on how their child learns best.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Overall in reading and math proficiency is below especially for SWD, black, LEP , EDS, and Hispanic population for reading and math.	inconsistency of instructional practices lack of vocabulary development lack of background knowledge lack of parental support inconsistent structure for providing interventions	Explicit consistent vocabulary instruction. Student goal setting and self monitoring. New intervention structure, instructional approach as well as job criteria. Increase parental involvement and support.
Instructional practices lack higher level/critical thinking with defined learning outcomes. There is also a lack of vocabulary development and student led learning as well as student lead collaboration.	Lack of scaffolding across grade levels. Lack of common assessment that provides data to drive instruction. Lack of common expectations for instructional practices. A connection is not being made in order to build background knowledge as well as real world application.	Framework for consistent instructional practices: common assessments learning targets, criteria and formative assessments common planning vocabulary instruction background knowledge essential strategies student to student collaboration scaffolding and differentiation of instruction
Ineffective PLT structures as well as practices.	Lack of training for PLTs Combing teams into one central team affects the PLTs	Professional development on PLT with resources that define expectations.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Update for 2014-15 School Year: 1. K-2 literacy the gaps aren not closing and are increasing from k to 3; written comprehension is an issue in TRC, mCLASS composite scores aren't transferring to TRC application 2. There is a discrepancy between Case 21/Benchmark scores and report card scores reported/ All grade levels below county average in math 3. Intervention data at BOY and MOY shows MEMS students are still not at the 80/20 ratio. 61% of our tagged students remain in Tier 3. Most of our proficient students remained proficient. In 1st and 3rd grade, half the Tier 2 students, moved to Tier 3. In 2nd grade, half of our Tier 3 kids became Tier 2, but this data is not reflected in TRC.	1. Lack of consistent instructional framework, aligned K-5. Evidence: Some grade levels departmentalized (K, 4, 5), which is contrary to IB criteria/expectations. 2. Master schedule is fragmented; students are regrouped for intervention, but intervention is not specifically targeted to student need. Time is lost due to transition and core instruction is impacted. 3. PLTs are meeting and planning, but are not looking at data to inform their work. Ongoing formative assessment is not being monitored. 4. Writing is not being consistently taught across the school.	1. Define and align core instructional practices K-5 in reading and in math. 2. Ensure PLT structures are consistent, including data analysis and looking at student work. 3. Build classroom teacher capacity to deliver core instruction in literacy and math to reduce ongoing needs for intervention.

Data Summary
Describe your conclusions

A comprehensive look at our data indicates that our strengths include structures for collaboration and personnel that can support our SIP and action steps.

Our data reveals that a lack of consistent instructional planning and delivery has led to ups and downs in year to year data. The team has concluded that establishing a vision of excellence for core instruction, including backward design, common planning, developing common assessments, and focusing PLT work on data analysis is the most high-lever action to move the school forward.

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

Changes made in response to DPI feedback on 1/12/16 are in bold and italics.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	Millbrook ES
Plan Year	2016-2018
Principal:	Jamee Lynch
Date:	Aug - 2015

SIP Team Members

	Name	School Based Job Title
1	Abbie Joyner	Instructional Support Personnel
2	Abby Benson	Instructional Support Personnel
3	Andrea Jones	School Improvement Chair
4	Carey Heale	Instructional Support Personnel
5	Chelsea Queen	Teacher
6	Jamee Lynch	Principal
7	Jennifer Fowler	Teacher
8	Jessica Benton	Teacher
9	Kelly Combs	Assistant Principal
10	Kelvin Ford	Teacher
11	Marla Binker	Parent
12	Molly Groves	Instructional Support Personnel
13	Nancy Ballard	Assistant Principal
14	Nicole Grabiec	Instructional Support Personnel
15	Sarah Ledbetter	Teacher Assistant
16	Sharon Dove	Teacher
17	Silas Rodriguez	Assistant Principal
18	Stacy Darwin	Instructional Support Personnel
19	Wendy Kauffman	Teacher

School:	Millbrook ES
Plan Year	2016-2018
Date:	Aug - 2012

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

As a World School authorized to provide the International Baccalaureate Organization Primary Years Programme, Millbrook Elementary Magnet is committed to providing a quality education for our students. We envision an entire school community that is dedicated to inquiry-based learning by providing engaging, relevant, and challenging learning experiences. All stakeholders--students, staff, parents, and other involved participants will demonstrate the PYP learner profile and attitudes to provide a safe and caring environment to help students gain the skills necessary to become an International citizen.Our school will be a place where students are responsible for and recognize the importance of life-long learning. We will partner with parents and the community to foster our efforts toward developing balanced citizens.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

1. We will provide a safe, caring, and challenging environment conducive to learning that will allow students to achieve academic excellence and maximize their individual strengths.
2. We will encourage partnership, commitment, and positive attitudes between all stakeholders in the school community to support our Primary Years Programme at home and at school.
3. We will provide hands-on, relevant, meaningful, and engaging opportunities that are developmentally appropriate to students' knowledge, skills, experience, and interests.
4. We will become facilitators to foster inquiry when integrating the Common Core State Standards and NC Essential Standards curriculum through our Primary Years Programme transdisciplinary units.
5. We will understand and accept similarities and differences between individuals of the school community and promote internationalism.
6. We will have high expectations for student behavior/conduct and work habits so that students are motivated to become independent and responsible learners.
7. We will use varied and reliable assessments--formal, informal, self-- to evaluate student performance, monitor student progress, drive teacher instruction and celebrate student learning through student-led conferences and portfolios.
8. We will research and reflect on professional staff development and Primary Years Programme training to provide best practices for teaching that will sustain life long learning.

School Goal

MEMS students will meet or exceed 60% proficiency in Math and ELA as measured by state and local assessments, and will close gaps within AMO targets by at least 10 percentage points per target.

Goal Manager	Strategic Objective	State Board of Education Goal
Nancy Ballard, Kelly Combs, Silas Rodriguez	Learning and Teaching	Globally Competitive Students

Resources

Key Process

1. MEMS will implement a common instructional framework for balanced literacy, using Units of Study for Teaching Reading, that is vertically aligned K-5.

Tier

None

Process Manager

Molly Groves, Carey Heale, and Abbie Joyner

Measurable Process Check(s)

• Unit planning template used to fidelity to guide lesson planning and execution.
• Walkthrough/learning round data collected by admin team and leadership team.
• Common PLT agendas connected to targeted SIP goals that include data analysis and "Looking at Student Work" protocols at least once per month.
•
  ◦ Coaching cycle data with teacher goals and progress toward implementation.
  ◦ Teacher survey data collected mid-year on instructional needs and effectiveness of coaching support
  ◦ Teacher observation data and PDP development in NCEES
  ◦ Mid-year Data Review with each grade level to assess current progress and adjust instruction accordingly
• Increase TRC % at proficient by 10 percentage points at each grade level K-3.
• Increase AMO proficiency by 10 percentage points in grades 3, 4, and 5 in identified subgroups (Black, Economically Disadvantaged, Hispanic, ELL, Students with Disabilities) to start to narrow gaps between subgroups.
• Meet AMO targets for reading for at least 4 of 6 subgroups. Meet AMO Reading for Black students (35 to 47.8), White students (64.3 to 69.5), Economically Disadvantaged (29.3 to 50); Hispanic (23 to 50.1)
• Increase the % proficient in reading as measured by the EOG to at least 60% in grades 3 4, and 5 (increase from 48.1 to 60%).

Action Step(s)

1.
Develop and implement common instructional framework for balanced literacy. Provide job-embedded PD and coaching cycles on two of the components of balanced literacy. Coaching cycles will support individual components of balanced literacy, to include: 1) Powerful Minilessons with a Readers Workshop; 2) Conferring with Students; 3) Small Group Instruction; 4) Powerful Read Aloud; and 5) Habits of Discussion/Student Talk.

Timeline From 9/2015 To 5/2016

2. Strengthen PLT work through the use of school-wide protocols: reviewing student work and backward design. Monthly structured collaborative planning days will be for PLTs to unpack power standards, internalize units of study, and develop common assessments. Every six days, PLTs will meet for a 2-hour PLT block for "Looking at Student Work" protocol and PLT cycle (looking at data and adjusting instruction). Data analysis will be submitted in PLT minutes on a common K-5 PLT agenda.

Timeline From 10/2015 To 5/2016

3. Increase stamina and volume for student reading. Set, track, and make visible targeted student goals for reading stamina and volume K-5.

Timeline From 11/2015 To 5/2016

4. Provide job-embedded PD and coaching cycles on the remaining components of balanced literacy as measured by progress toward implementation. Implement the three remaining components: 1) Powerful Minilessons with a Readers Workshop; 2) Conferring with Students; 3) Small Group Instruction; 4) Powerful Read Aloud; and 5) Habits of Discussion/Student Talk.

Timeline From 11/2015 To 5/2016

5. Build core instruction/classroom teacher capacity with instructional coaching model to support shared understanding of all components of balanced literacy model and implementation of best practices. Coaches will be dedicated to instructional coaching cycles for all teachers. Coaches will also build capacity in PLTs using coaching model (I Do/We Do/You Do).

Timeline From 1/2016 To 5/2016

6. Build a school culture celebrating literacy. (Reference: *Building a Culture of Literacy Month by Month)* Begin reading and writing buddy classrooms across K-5, participate in Global Read Aloud, participate in Read Across America in March, and conduct at least two parent engagement events focused on literacy.

Timeline From 1/2016 To 5/2016

Key Process

2. MEMS will implement a consistent math instructional framework (WCPSS model/CMAPP content), that is vertically aligned K-5.

Tier

None

Process Manager

Abby Benson

Measurable Process Check(s)

Grade level PLTs will submit unit plans for math that reflect backward design of conceptual units. Millbrook Instructional Support Team and leadership team will participate in walk-throughs to measure implementation of identified best practices. On common formative assessments in math, there will be an increase of number of students proficient by 10 percentage points at MOY. By the EOY, there will be another 15% increase of number of students proficient.

- Increase total percent proficient in math in grades K-2 by 10 percentage points at each grade level as measured by state assessments.
- Increase the % proficient in math as measured by the EOG to at least 60% (increase from 49.8).
- Increase total percent achievement (AMO metric) by 10 percentage points in grades 3, 4, and 5 in each subgroup (Reduce gaps).
- Meet AMO targets for math for at least 4 of 6 subgroups. Meet AMO math targets for Black students (28.6 to 45.6), White students (met in 2015; exceed by 10 percentage points for 2016), Economically Disadvantaged (32.7 to 49.3); Hispanic (34.4 to 52.8)

Action Step(s)

1. Provide teachers with job-embedded professional development about core instructional practices and best practices for math instruction. Math instructional practices will be implemented K-5 and aligned to WCPSS instructional framework.

   Timeline From 9/2015 To 5/2016

2. Monthly collaborative planning will be provided for PLTs. PLTs will utilize a backward design protocol for units of math. PLTs will complete a school-wide math unit planning template.

   Timeline From 9/2015 To 5/2016

3. Every six days, PLTs will meet for a 2-hour PLT block. PLTs will alternate between Student Work protocol and structured math achievement analysis at least once a month. Data analysis will be submitted in PLT minutes on a common K-5 PLT agenda.

   Timeline From 10/2015 To 5/2016

4. Individualized math coaching will be provided by IRT based on teacher need and student data.

   Timeline From 1/2016 To 5/2016

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School:	Millbrook ES
Plan Year	2016-2018
LEA:	Wake County (920)

School Goal

MEMS will strengthen the International Baccalaureate Primary Years Programme. 100% of students will demonstrate the IB PYP learner profile through two action projects per year and the 5th grade PYP Exhibition.

Goal Manager	**Strategic Objective**	**State Board of Education Goal**
Nicole Grabiec, Stacy Darwin	Learning and Teaching	21st Century Students

Resources

Key Process

1. MEMS will implement prioritized action steps from IB evaluation, including:
• 3D: Define and teach essential elements for speaking/listening and behavior (IB learner profile)
• 12B: Strengthen the 5th grade exhibition by ensuring the school makes connections K-5, supports the research portion, and enhances book and technology resources
• Define explicit scope and sequence for integrating Approaches to Learning (Thinking Skills, Communication Skills, Social Skills, Self-Management Skills, Research Skills) into MEMS instructional framework.

Tier

None

Process Manager

Nicole Grabiec, Stacy Darwin

Measurable Process Check(s)

• Magnet coordinator will lead walk-throughs to measure implementation of magnet evaluation action steps.
• Scope and sequence of K-5 core skills developed to support exemplary exhibition experience.
• Evidence of Habits of Discussion implemented and visible in classrooms K-5.
• Students and staff on each grade level will participate in at least two Action Projects by the end of the school year.
• On common formative assessments in science, there will be an increase of number of students proficient by 10 percentage points at MOY. By the EOY, there will be another 10% increase of number of students proficient.

Action Step(s)

1. Use morning meeting structure to implement growth mindset and learner profile lessons to build student character and explicit understandings and internalization of IB Learner Profile.

Timeline From 9/2015 To 5/2016

2. Enhance the PYP Planners and execution to ensure students are experiencing inquiry-based learning K-5. Magnet coordinator will facilitate backward design of inquiry-based units during whole-day collaborative planning. Magnet coordinator will conduct demonstration lessons to model inquiry-based teaching and learning.

Timeline From 10/2015 To 5/2016

3. Teachers and students participate in IB-aligned experiences, including:
• Global Read Aloud that connects our students with other student readers around the world.
• Two “taking action” experiences linked to units of inquiry
• Implementation of Peace First curriculum to build awareness/knowledge/skills in being a caring, global citizen

Timeline From 10/2015 To 5/2016

4. Develop explicit Approaches to Learning vertical articulation. Infuse global perspective into Units of Inquiry through co-planning with grade levels.

Timeline From 1/2016 To 5/2016

5. Strengthen PYP units in science in grades K-3 to ensure inquiry is cross-disciplinary. Include literacy strategies in science units that are aligned to units of study for reading and writing.

Timeline From 3/2016 To 5/2016

Date	Jun - 2016
Waiver Requested	
None	
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

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Millbrook ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
To be developed in conjunction with NCSTAR process.	All MEMS staff	Goals developed as part of NCSTAR process

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Millbrook ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	To be completed in fall 2016 pending data analysis/MTSS ongoing implementation.		
Intervention Structure	To be completed in fall 2016 pending data analysis/MTSS ongoing implementation.		
Instruction	To be completed in fall 2016 pending data analysis/MTSS ongoing implementation.		
Assessment and Progress Monitoring	To be completed in fall 2016 pending data analysis/MTSS ongoing implementation.		
Curriculum/Resources	To be completed in fall 2016 pending data analysis/MTSS ongoing implementation.		

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Millbrook ES
Plan Year	2016-2018
School Year:	2017-2018

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

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 03, 2016

Millbrook Elementary NCES - na

Wake County Public School System

Student Success Indicators Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment			
Curriculum and instructional alignment			
Indicator	**A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Consistent collaborative structure in place for common planning. Currently utilizing Wake County's instructional units (CMAPP) and Lucy Calkin's Units of Study. Working towards vertically aligned and integrated units of study to support our magnet focus.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	The leadership team has determined that this indicator will be a priority for 2017-2018, additional action steps will be developed by 6/1/2017	
	Target Date:	08/01/2018	
	Added date:		
Dimension A - Instructional Excellence and Alignment			
Student support services			
Indicator	**A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Academic coaching support provided to all teams to support core instruction. Coaching plans are differentiated to support individual teacher needs. Master schedule in place that supports core instruction. Master schedule to be revisited to accommodate supplemental and intensive instruction. PBIS to be revisited to address school wide aligned behavioral expectations.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	The leadership team has determined that this indicator will be a priority for 2017-2018, additional action steps will be developed by 6/1/2017	
	Target Date:	08/01/2018	
	Added date:		
Indicator	**A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)**		
Status	Tasks completed: 0 of 6 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 04/29/2016	
		Will include in plan	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Kindergarten KEA: currently tracking students in their emotional literacy. Looking at PBIS to support student culture. Intentional teaching to regulate students' social/emotional development and conflict resolution. Developing common language through the lens of the IB Learner Profile.	
Plan	Assigned to:	Jamee Lynch	

How it will look when fully met:	Reduce suspensions by 50% from 15-16 metric (i.e. 20 or fewer total suspensions for 2016-17). MEMS will collect data on behavior referrals through the EASI platform to provide more detailed data on problem issues in order to respond in a targeted way. Increase % agree on 2018 TWC survey on the following indicators (BY THE FOLLOWING #): 2016 Data: Students understand expectations for their conduct: 51% disagree; 49% agree 2016 Data: Students follow rules of conduct: 65% disagree; 35% agree MEMS will train classroom teachers and specialists on the Responsive Classroom model in order to build strong classroom and school community, support the whole child, and reduce behavior incidents that disrupt learning. On quarterly walkthroughs, MEMS classrooms will show evidence of 80% of classrooms at least a level 3 or higher using Responsive Classroom implementation rubrics.
Target Date:	06/08/2018

Tasks:

1. *Conducting 4 days of Responsive Classroom training

Assigned to:	Jamee Lynch
Added date:	08/24/2016
Target Completion Date:	08/18/2016
Comments:	Core teachers were trained 8/14-8/18 in Responsive Classroom. A follow up day will be provided for specialists.

2. *Develop implementation areas of focus and quarterly walkthrough tools to assess implementation and design ongoing professional development needs.

Assigned to:	Jamee Lynch
Added date:	08/24/2016
Target Completion Date:	12/01/2016
Frequency:	four times a year
Comments:	

3. *Train teachers to use the EASI platform to collect behavior referral data in order to better track trends and design solutions.

Assigned to:	Jamee Lynch
Added date:	08/24/2016
Target Completion Date:	10/17/2016
Frequency:	daily
Comments:	

4. *Continue MTSS implementation (year 2) to redesign school-wide core plans as well as differentiated plans/intervention supports based on student need.

Assigned to:	Abby Benson
Added date:	08/24/2016
Target Completion Date:	09/12/2016
Frequency:	daily
Comments:	

		5. *Refresh school-wide expectations by aligning to Responsive Classroom framework (CARES); collecting monthly and quarterly data (EASI referrals, school-wide checklists to observe fidelity to common expectations) to review with leadership team.		
			Assigned to:	Jamee Lynch
			Added date:	08/24/2016
			Target Completion Date:	10/01/2016
			Frequency:	monthly
			Comments:	
		6. *Strengthen IB identity with school-wide focus on Learner Profile of the Month to model, teach, recognize and celebrate positive student behavior and character actions.		
			Assigned to:	Jamee Lynch
			Added date:	08/24/2016
			Target Completion Date:	08/29/2016
			Frequency:	monthly
			Comments:	
Implement	Percent Task Complete:			0%

Dimension B - Leadership Capacity

Strategic planning, mission, and vision

Indicator	**B1.01 - The LEA has an LEA Support & Improvement Team.(5135)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have a leadership team structure in place with key stakeholders from within the school meeting 2x a month working towards a common vision. Structure to be put in place to clearly define roles and responsibilities. Professional development to be provided to support team members in their readiness and willingness to drive change in conjunction with MTSS. Implement a clearly defined monitoring system to ensure fidelity and consistency.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	The District currently has an implementation team who is meeting regularly to review and support Focus Schools in WCPSS. A document with team members and dates for meetings will be added to document full implementation.	
	Target Date:	01/16/2017	
	Added date:		

Indicator	**B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district has a process in place for principal selection. An experienced principal was hired to lead Millbrook Elementary School in February 2015.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	Documentation will be provided to demonstrate how WCPSS hires qualified principals with the necessary competencies to change leaders.	
	Target Date:	01/23/2017	
	Added date:		
Indicator	**B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**		
Status	**Full Implementation**		
Assess	Level of Development:	Initial: Full Implementation 04/05/2016	
	Evidence:	Millbrook's Leadership/SIP team meets twice monthly.	
	Added date:		

Dimension B - Leadership Capacity

Distributed leadership and collaboration

Indicator	**B2.02 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 06/13/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Currently we have a leadership team structure in place with key stakeholders from within the school meeting 2x a month working towards a common vision. Structure to be put in place to clearly define roles and responsibilities. Professional development to be provided to support team members in their readiness and willingness to drive change in conjunction with MTSS. Implement a clearly defined monitoring system to ensure fidelity and consistency.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	The leadership team has determined that this indicator will be a priority for 2017-2018, additional action steps will be developed by 6/1/2017	
	Target Date:	08/01/2018	
	Added date:		
Indicator	**B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**		
Status	Tasks completed: 0 of 7 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/05/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Designated time has been allocated for collaboration among teams, however explicit structures need to be in place for grade level teams to implement, monitor, and assess school-wide goals.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	Increase % agree on 2018 TWC survey on the following indicators: 2016 Data: The school improvement team provides effective leadership at this school: 31% disagree; 69% agree 2016 Data: Teachers have an appropriate level of influence on decision making in this school: 65% disagree; 35% agree	
	Target Date:	06/08/2018	
	Tasks:		
	1. Embed facilitative leadership and adaptive schools strategies into Leadership Team meetings to provide leadership development and skills for teacher leaders		
	Assigned to:	Jamee Lynch	
	Added date:	08/24/2016	
	Target Completion Date:	08/29/2016	
	Frequency:	twice monthly	
	Comments:		
	2. Strengthen team accountability through agendas/minutes; all teams self assess quarterly against criteria for success to gather evidence of implementation and adjust PD needs		
	Assigned to:	Abby Benson	

			Added date:	08/24/2016
			Target Completion Date:	08/30/2016
			Frequency:	weekly
			Comments:	
		3. Implement school-wide pacing guide, scope/sequence, and the Millbrook Collaborative Planning document to collaboratively plan units of instruction and align on criteria for success using backward design process.		
			Assigned to:	Molly Groves
			Added date:	08/24/2016
			Target Completion Date:	09/08/2016
			Frequency:	monthly
			Comments:	
		4. Define and revisit teacher leader roles and responsibilities		
			Assigned to:	Jamee Lynch
			Added date:	08/24/2016
			Target Completion Date:	09/05/2016
			Comments:	
		5. Develop and use criteria for success (CFS) to guide team leaders as they lead their teams		
			Assigned to:	Jamee Lynch
			Added date:	08/24/2016
			Target Completion Date:	09/05/2016
			Frequency:	twice monthly
			Comments:	
		6. Keep our priority goals central on PLT agendas and linking teams' work to school-wide goals to ensure goals are broadly understood and owned by all		
			Assigned to:	Jamee Lynch
			Added date:	08/24/2016
			Target Completion Date:	10/03/2016
			Frequency:	weekly
			Comments:	
		7. Teams will establish goals aligned to school-wide outcomes and benchmark team goals quarterly		
			Assigned to:	Jamee Lynch
			Added date:	08/24/2016
			Target Completion Date:	10/03/2016
			Frequency:	four times a year
			Comments:	
Implement	Percent Task Complete:			0%

Dimension B - Leadership Capacity

Monitoring instruction in school

Indicator	**B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Increase student learning and achievement through inclusive instructional support. An ongoing plan of professional development for support staff. Grant funding for after school tutoring. Use of data from after school tutoring and summer school to monitor academic progress.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	The leadership team has determined that this indicator will be a priority for 2017-2018, additional action steps will be developed by 6/1/2017	
	Target Date:	08/01/2018	
	Added date:		
Indicator	**B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently administrators observe teachers on a regular basis, meet with teams, and visit classrooms to provide teachers with feedback. Stronger job of feedback loop aligned and focused to school wide goals. Link feedback to coaching goals to help support teachers. Recognize teachers with feedback highlighting practices related to school goals.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	The leadership team has determined that this indicator will be a priority for 2017-2018, additional action steps will be developed by 6/1/2017	
	Target Date:	08/01/2018	
	Added date:		

Dimension C - Professional Capacity

Quality of professional development

Indicator	**C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we are meeting quarterly to look at data to make instructional decisions. Benchmark assessments in place to evaluate current instructional practices. PLT times used to look at data to inform/evaluate instruction. Strengthening how we look at data, looking at high yield strategies to support school improvement.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	Increase student achievement proficiency by 10% as measured by reading, math, and science EOG in grades 3-5; by TRC proficiency K-5; and by K-2 Math assessment (DPI summative math assessment) by end of year. Ensure that the following assessment data is tracked by subgroups to address gaps in real time: BOY 3rd grade testing TRCs Math (K-1 universal screening-number knowledge BOY/MOY/EOY, 2-5 Unit Assessments) Writing samples Grade levels will set goals/ targets based on pre-assessments in reading, writing, and math for each unit	
	Target Date:	06/08/2018	
	Tasks:		
	1. Complete monthly Looking at Student Work protocols for reading, math, and writing.		
	Assigned to:	Andrea Jones	
	Added date:	08/24/2016	
	Target Completion Date:	10/03/2016	
	Frequency:	monthly	
	Comments:		
	2. Develop action plans based on data collected in Looking at Student Work protocols		
	Assigned to:	Andrea Jones	
	Added date:	08/24/2016	
	Target Completion Date:	10/03/2016	
	Frequency:	weekly	
	Comments:		
	3. Implement Balanced Assessment Model		
	Assigned to:	Abby Benson	
	Added date:	08/24/2016	

			Target Completion Date:	10/03/2016
			Frequency:	monthly
			Comments:	
		4. With support of the Millbrook Instructional Support Team (coaches, magnet coordinator, IRT), monitor implementation of instructional practices monthly using a quarterly walkthrough focus, using data gathered to adjust PD or support needed in literacy and math		
			Assigned to:	Jamee Lynch
			Added date:	08/24/2016
			Target Completion Date:	10/03/2016
			Frequency:	monthly
			Comments:	
		5. Conduct quarterly Data Digs to monitor progress toward goals		
			Assigned to:	Jamee Lynch
			Added date:	08/24/2016
			Target Completion Date:	10/03/2016
			Frequency:	four times a year
			Comments:	
Implement	Percent Task Complete:			0%

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator	**C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have procedures from the LEA and the district on evaluating and replacing. Working towards how to recruit and retain teachers through defined qualities and characteristics. Build protocols to reduce turnover. Seek feedback and data on why teachers choose to leave.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	The district is working to document a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff.	
	Target Date:	01/23/2017	
	Added date:		

Dimension E - Families and Community			
Family Engagement			
Indicator	**E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Current state: Several structures for communication through agendas, world books, Monday folders. Spanish speaking support through available translation. Gather information through parent surveys. Several parent engagement events provided. Student led conferences provided to showcase student achievement. Improving two way communication. Strengthen foundations and expectations, enforced by classroom teachers. Increase consistent school wide student feedback. Parent feedback on events, locations, communication styles.	
Plan	Assigned to:	Jamee Lynch	
	How it will look when fully met:	The leadership team has determined that this indicator will be a priority for 2017-2018, additional action steps will be developed by 6/1/2017	
	Target Date:	08/01/2018	
	Added date:		

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	[signature]
Superintendent Signature:	James G Merrill JCC
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	Poe GT/AIG Basics Magnet Elementary School
School Code (6 digits):	920532
Mailing Address:	400 Peyton Street Raleigh, NC 27610
School Website:	www.wcpss.net/poees
Current Principal:	Annice Williams
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: ***Provide attachment as necessary.***

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:

- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** D	**School Performance Growth Score:** 54
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 54
School Year: 2013-14	**School Performance Grade:** D	**School Performance Growth Score:** 46

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** November 15, 2016
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** November 2016
Attach School Improvement Plan.	*Attach Plan for Improvement.*
Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption**.	

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:

- To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
- To allow the conversion of positions, including teacher assistants;
- To improve the facilitation of our approved Plan for Improving Low- Performing School;
- To provide necessary resources to support teacher professional development and student learning;
- To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
- To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

Poe Elementary - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	47.7%	49.4%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	46.7%	51.2%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	48.6%	47.8%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	*
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	*	*
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	44.8%	46.5%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	21.8%	18.3%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	*	80.0%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	93.7%	90.5%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	>95%	91.3%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	28.3%	30.7%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	14.3%	7.4%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	32.3%	22.6%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	EOG Performance Composite increased 9.3% from 2012-2013 to 2013-2014 to 54.5%. In Reading, the gap in AMO targets between Black and White students decreased 2.8% from 50.3% to 47.5% from 2012-2013 to 2014-2015. In Reading, the gap in AMO targets between Hispanic and White students decreased 1.7% from 65.7% to 64% from 2012-2013 to 2014-2015. In Reading, the gap in AMO targets between ED and All Students decreased 4.5% from 20.4% to 15.9% from 2012-2013 to 2014-2015. Case 21, Quarter 3 data: - Grade 3 Reading increased 5.4% from 42.9% to 48.3% from 2013-2014 to 2014-2015. - Grade 4 Math increased 10.5% from 42.4% to 52.9% from 2013-2014 to 2014-2015.	-In Math, the gap in AMO targets between Black and White students increased 0.1% from 48.9% to 49% from 2012-2013 to 2014-2015. -In Math, the gap in AMO targets between Hispanic and White students increased 3.3% from 62.8% to 66.1% from 2012-2013 to 2014-2015. -In Math, the gap in AMO targets between ED and All Students increased 1.7% from 19% to 20.7% from 2012-2013 to 2014-2015. -Beginning of Year mCLASS Composite decreased 3% from 2013-2014 to 2015-2016 from 54% to 51%. -Beginning of Year TRC decreased 4% from 2013-2014 to 2015-2016 from 41% to 37%. -Grade 3 Reading BOG proficiency decreased 2.3% from 21.9% to 19.6% from 2013-2014 to 2014-2015. -EOG Performance Composite decreased 5.1% from 2013-2014 to 2014-2015 to 54.5% to 49.4%. Case 21, Quarter 2 and 3 data: - Grade 2 Reading decreased from 36.5% in 2013-2014 to 32.1% in 2014-2015 and to 28.3% in 2015-2016. (Quarter 2) - Grade 2 Math decreased from 50% in 2013-2014 to 49.1% in 2014-2015 to 22% in 2015-2016. (Quarter 2) - Grade 3 Reading decreased from 48.3% in 2014-2015 to 41.2% in 2015-2016. (Quarter 3) - Grade 3 Math decreased from 59.6% in 2013-2014 to 54.2% in 2014-2015 to 35.3% 2015-2016. (Quarter 3) - Grade 4 Reading decreased from 62.9% in 2013-2014 to 45.8% in 2014-2015 to 29.1% in 2015-2016. (Quarter 3) - Grade 4 Math decreased from 48.3% in 2014-2015 to 27.6% in 2015-2016. (Quarter 3) - Grade 5 Reading decreased from 63.6% in 2013-2014 to 63.4% in 2014-2015 to 37.8% in 2015-2016. (Quarter 3) - Grade 5 Math decreased from 47.5% in 2013-2014 to 45% in 2014-2015 to 37.8% in 2015-2016. (Quarter 3)

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	Mathematics: In math, observations of students reasoning, thinking, and/or proving their answers increased by 50 percentage points to 94% for all classrooms as measured by the WCPSS Math Department walkthroughs from 2013-2014 to 2014-2015. In math, observations of students solving appropriate math tasks that allow multiple entry points, various solution paths, and/or promote real-world application increased by 27 percentage points to 94% for all classrooms as measured by the WCPSS Math Department walkthroughs from 2013-2014 to 2014-2015. Literacy: As measured by the 2014 Literacy Department walkthrough, Listen to Reading was observed in 53% of classrooms. As measured by the 2014 Literacy Department walkthrough, 33% of classrooms were observed using Read to Self in a manner that was Aligned to Common Core Standards, Demands Rigor, and Varies According to Student Need. As measured by the 2014 Literacy Department walkthrough, 87% of classrooms was observed as having students mostly or fully engaged in learning activities. Eighty students in first through fifth grades receive small group interventions four days a week to address literacy and math, based on mCLASS and Number Knowledge Test data during the 2015-2016 academic school year. All grade levels have daily common planning times to allow for alignment. All grade levels have one planning day each quarter to allow for alignment. All grade levels participate in ongoing coaching for literacy and math, including coaching cycles as needed and biweekly coaching collaboration meetings. The Positive Behavior Intervention and Support (PBIS) BSET audit increased from a score of 67% to 100% between 2012-2013 and 2014-2015. Poe has received State Recognition as a Green Banner School and a Model School for its PBIS implementation.	Mathematics: Use of Standard for Mathematical Practice #3: Construct viable arguments and critique the reasoning of others (mathematical discourse) decreased by 28 percentage points to 23% of walkthroughs as measured by the WCPSS Math Department walkthroughs from 2013-2014 to 2014-2015. Teacher to student math talk declined by 30 percentage points to 31% of walkthroughs as measured by the WCPSS Math Department walkthroughs from 2013-2014 to 2014-2015. Student to student math talk declined by 20 percentage points to 8% of walkthroughs as measured by the WCPSS Math Department walkthroughs from 2013-2014 to 2014-2015. Literacy: As measured by the 2014 Literacy Department walkthrough, only one classroom was observed to have students engaged in collaborative learning. As measured by the 2014 Literacy Department walkthrough, zero classrooms were observed doing Shared Reading. As measured by the 2014 Literacy Department walkthrough, 40% of students were engaged in collaborative work that promotes opportunities to participate in 21st Century Learning. Math tutoring was provided outside of school time in 2014-2015, but gaps in AMO Math targets between subgroups increased from 2013-2014 to 2014-2015. Literacy and math small group interventions were provided during school time in 2014-2015, the EOG Performance Composite decreased 2013-2014 to 2014-2015.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	Wake County Demographics, according to US Census Bureau (2013): White: 61.8%, 20.5%, 9.8%, 5.6%, Two or More: 1.8%, Other: .3%, Asian: 5.6%, American Indian/Alaskan Native: .2%, Native/Hawaiian/other Pacific Islander: 0% 2013-2014 Demographics -100% of teachers were fully licensed and highly qualified as defined by federal law. 50% of teachers had advanced degrees. Teacher turnover rate 16.7%. -Teacher Demographic profile: White- 63%, Black: 25%, Hispanic: 6.7%, Asian: 0%, Other: 0% -Student Demographic profile: White - 22%, Black -46%, Hispanic 25%, Asian-2%, Multi-Race- 4%, Native American/Indian -<1% 2014-2015 Demographics -100% of teachers are fully licensed and highly qualified as defined by federal law. 42% of teachers have advanced degrees, as compared to 37% for WCPSS, and 31% for North Carolina. Teacher turnover rate is 10%. -Teacher Demographic profile: White: 55%, Black: 39%, Hispanic: 3%, Asian: 3%, Other: 0% -Student Demographic profile: White - 15%, Black -53%, Hispanic 28%, Asian-<1%, Multi-Race- 3%, Native American/Indian -<1% 2015-2016 Demographics -100% of teachers are fully licensed and highly qualified as defined by federal law. 10.2% of teachers are National Board Certified. -Teacher Demographic profile: White- 70%, Black - 22%, Hispanic- 3%, Asian- 3%, Other- 0% -Student Demographic profile: White - 15%, Black -51%, Hispanic 31%, Asian-1%, Multi-Race- 2%, Native American/Indian -0%	-Poe's % enrollment of Free and Reduced Lunch students continues to increase from 56.8% in 2012-2013, 58.8% in 2013-2014, to 66.6% in 2014-2015 academic school year which is 29.8% higher than the county's average for all of the central area schools. -Free and Reduced Lunch students increased by 15% from the 2012-2013 to 2015-2016 school year. -As of the 2015-2016 the % of Free and Reduced Lunch students at Poe is 71%, 34% greater than the district rate. -From the 2012-2013 school year to the 2013-2014 school year the % of teachers who are National Board Certified grew 0%. The % stayed at 5% from 2012-2013 to the 2013-2014 school year. - WCPSS 4th grade student survey indicated that 61.3% of students felt that fellow students respect what they have to say, 9.7% less than the district average. -Teacher demographics do not reflect student demographics. From 2013-2014 to 2015-2016, teacher demographics have become more different from student demographics.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	On the Wake County Teacher Survey in 2015, 81.6% of Poe teachers agreed that there was an “atmosphere of mutual trust and respect,” which was an increase from 74.1% in 2014 on the same question on the North Carolina Teacher Working Conditions Survey. On the Wake County Teacher Survey in 2015, 79.5% of Poe teachers agreed with the statement, “Teachers have time available to collaborate with colleagues,” which was an increase from 70.4% in 2014 on the same question on the North Carolina Teacher Working Conditions Survey. As measured by the WCPSS Student Survey, student perception of safety increased from 50% in the 2013-2014 school year to 58.3% in the 2014-2015 school year. As measured by WCPSS 4th grade 2013-14 Student Survey, 68% indicated that bullying was a problem compared to WCPSS’s measure of 49%, which was a decrease from 79% in 2012-13 on the same question.	As measured by WCPSS 4th grade 2013-14 Student Survey, 63.6% indicated the quality of Poe as “excellent” or “good” compared to WCPSS’s measure of 89.3%, which was a decrease from 67% in 2012-13 on the same question. Parent surveys completed in 2014-2015 indicated that 0% of respondents agreed that they received sufficient information to know how to help their child at school. As measured by the WCPSS Student Survey student perception of safety decreased from 83% in the 2012-2013 school year to 50% in the 2013-2014 school year. The majority of Poe staff (92.3%) indicated that Poe was “a good place to work and learn” on the 2014 North Carolina Teacher Working Conditions Survey, which decreased in 2015 to 87.2% on the same question on the Wake County Teacher Survey.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
In Math, the gap in AMO targets between White students and other subgroups increased from 2012-2013 to 2014-2015.	Teacher to student math talk declined by 30 percentage points to 31% of walkthroughs as measured by the WCPSS Math Department walkthroughs from 2013-2014 to 2014-2015. Student to student math talk declined by 20 percentage points to 8% of walkthroughs as measured by the WCPSS Math Department walkthroughs from 2013-2014 to 2014-2015. Parent surveys completed in 2014-2015 indicated that 0% of respondents agreed that they received sufficient information to know how to help their child at school. Teacher demographics do not reflect student demographics. The majority of Poe staff (92.3%) indicated that Poe was “a good place to work and learn” 2014 North Carolina Teacher Working Conditions Survey, which decreased in 2015 to 87.2% on the same question on the Wake County Teacher Survey.	Professional Development about supporting children and managing emotions and behavior (CPI, MindUP Curriculum.) Collaborate with PTA, National PTA, Parent Academy to receive strategic supports for school and family partnership and communication. Work to develop a schedule of homework events for parents provided by teachers. Identify location and structure to house parent resources Identify structures and processes to ensure rigor in elective classes Continue to implement the Number Worlds Number Knowledge math intervention process with increased fidelity Provide targeted, ongoing support for teachers to implement identified high-yield strategies Consider and implement structures for increasing vertical collaboration and peer-to-peer observations/walkthroughs Identify a structure to ensure that staff members have a clear and accessible forum for building school community and climate

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
EOG Performance Composite decreased 5.1% from 2013-2014 to 2014-2015 to 54.5% to 49.4%	As measured by the 2014 Literacy Department walkthrough, only one classroom was observed to have students engaged in collaborative learning. Parent surveys completed in 2014-2015 indicated that 0% of respondents agreed that they received sufficient information to know how to help their child at school. As measured by the 2014 Literacy Department walkthrough, 40% of students were engaged in collaborative work that promotes opportunities to participate in 21st Century Learning. Teacher demographics do not reflect student demographics. The majority of Poe staff (92.3%) indicated that Poe was “a good place to work and learn” 2014 North Carolina Teacher Working Conditions Survey, which decreased in 2015 to 87.2% on the same question on the Wake County Teacher Survey.	Professional Development about supporting children and managing emotions and behavior (CPI, MindUP.) Collaborate with PTA and National PTA to receive strategic supports for school and family communication. Work to develop a schedule of homework events for parents provided by teachers. Identify location and structure to house parent resources Identify structures and processes to ensure rigor in elective classes Provide targeted, ongoing support for teachers to implement identified high-yield strategies Consider and implement structures for increasing vertical collaboration and peer-to-peer observations/walkthroughs Identify a structure to ensure that staff members have a clear and accessible forum for building school community and climate

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Beginning of Year mCLASS indicators decreased from 2013-2014 to 2015-2016.	As measured by the 2014 Literacy Department walkthrough, only one classroom was observed to have students engaged in collaborative learning. Parent surveys completed in 2014-2015 indicated that 0% of respondents agreed that they received sufficient information to know how to help their child at school. Teacher demographics do not reflect student demographics. The majority of Poe staff (92.3%) indicated that Poe was "a good place to work and learn" 2014 North Carolina Teacher Working Conditions Survey, which decreased in 2015 to 87.2% on the same question on the Wake County Teacher Survey.	Professional Development about supporting children and managing emotions and behavior (CPI, MindUP.) Collaborate with PTA and National PTA to receive strategic supports for school and family communication. Work to develop a schedule of homework events for parents provided by teachers. Identify location and structure to house parent resources Identify structures and processes to ensure rigor in elective classes Provide targeted, ongoing support for teachers to implement identified high-yield strategies Consider and implement structures for increasing vertical collaboration and peer-to-peer observations/walkthroughs Identify a structure to ensure that staff members have a clear and accessible forum for building school community and climate

Data Summary Describe your conclusions
Poe Magnet Elementary School is one of the highest poverty schools in the Wake County Public School System, with a Free and Reduced Lunch Percentage of 71% as of March 2016. The school has been a Gifted & Talented and Academically & Intellectually Gifted Basics program since 2013-2014 after nearly two decades of being a Montessori program. Teacher perceptions regarding the collaborative culture at Poe have improved in recent years, including the perception of mutual trust and respect between colleagues, as well as time available for collaboration. Gaps in our AMO targets between White and other subgroups decreased in Reading from 2013-2014 to 2014-2015. However, gaps in Math increased over the same time period. Additionally, the EOG Performance Composite over the same time period decreased 5.1% from 54.5% to 49.4%. As a result of our findings, we will provide sustained, embedded professional development for teachers to help them better meet the needs of their students as the teacher demographics have become more different from student demographics over time. Professional development will include supporting children in managing emotions and behavior, ensuring rigor throughout the school day, and implementing identified high-yield strategies, such as the math intervention process. We will also seek out opportunities to improve school community relationships within and beyond the building through collaboration with PTA and other parent support structures, as well as strengthened vertical collaboration and peer feedback processes.

Membership of School Improvement Team

School:	Poe ES
Plan Year	2016-2018
Principal:	Annice Williams
Date:	Aug - 2016

SIP Team Members

	Name	School Based Job Title
1	Abigail Lilley	Teacher
2	Annice Williams	Principal
3	Audrey Fleming	Teacher
4	Candice Murray	Parent
5	Cathy Pietrzak	Teacher
6	Gloria Romero-Turcios	Instructional Support Personnel
7	Jennifer Arny	School Improvement Chair
8	Kelly Watkins	Teacher
9	Kimberly Steel-Keelor	Teacher
10	Lucretia Greaux	Instructional Support Personnel
11	Pamela Sawyer	Teacher Assistant
12	Sebrina Williams	School Improvement Chair
13	Ted Rex	Teacher
14	Teresa Van Acker	Assistant Principal
15	Xan Regan	Teacher

School:	Poe ES
Plan Year	2016-2018
Date:	Aug - 2016

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

Poe Magnet Elementary School will provide an authentic and meaningful education for the whole child, including academic, physical, social, emotional, and artistic growth. Our children will develop ownership for their learning and outcomes through relevant and engaging instruction that fosters student collaboration, creativity, effective communication and critical thinking. As an inclusive school community, we will continue to support diverse learning styles, and cultivate family engagement and relationships with the broader community. By supporting the growth and learning of all Poe students, we will prepare them to be leaders in a complex and ever-changing world.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

• We will provide targeted and engaging learning opportunities designed to meet the needs of every student.
• We will use current data as a performance measurement to focus on and respond to student learning.
• We will seek and implement strategies to meaningfully involve parents and the community in the education of our children.
• We will support and challenge each other as colleagues to promote ongoing professional growth within ourselves and educational growth in our students.
• We will seek understanding of the comprehensive needs of our children and implement tools to address them.
• We will model innovation and risk-taking while focusing on student achievement.

School Goal

By June 2018, the percentage of students demonstrating grade level proficiency will increase by 10 percentage points yearly, and all levels I-IV will show growth in Reading, as reported by EVAAS.

Goal Manager	Strategic Objective	State Board of Education Goal
School Improvement Chair(s)	Achievement	21st Century Students

Resources

• EVAAS
• Parental Engagement
• Character Education Plan
• Safe and Orderly Schools Plan
• Healthy Active Children Policy (K-8)
• Professional Learning Teams
• Elementary (K-3 Read to Achieve Plan)
• DPI Flexibility in Financial Transfers "We wish to utilize DPI flexibility with funds transfer."

Key Process

1. Teachers and staff will collaborate with PTA, National PTA, and Parent Academy to build and maintain structures for effective school and family partnership and communication to increase parents' capacity to assist students with school work as needed.

Tier

Tier 1 / Core

Process Manager

Parent Engagement Committee Chair

Measurable Process Check(s)

The PTA and Parent Engagement Committee will document implementation of structures for partnership and communication in minutes of monthly meetings. The PTA and Parent Engagement Committee will conduct School of Excellence surveys quarterly to assess parent satisfaction with collaboration and communication. The Parent Engagement Committee and SIT will analyze data quarterly to determine next steps.

Action Step(s)

1. SIT will collaborate with PTA, teachers, and staff to create a master schedule of family and school events.

Timeline From 6/2016 To 8/2016

2. Parent Engagement Committee will develop a schedule of homework events for parents provided by teachers.

Timeline From 7/2016 To 8/2016

3. Student Services Team and Parent Engagement Committee will identify and establish a location and structure to house parent resources.

Timeline From 7/2016 To 10/2016

5. Parent Engagement Committee will lead teachers and staff in providing homework events for parents.

   Timeline From 9/2016 To 5/2017

Key Process

2. Teachers and staff will consistently incorporate high-yield strategies into literacy instruction to increase students' capacity to communicate their understanding of text.

Tier

Tier 1 / Core

Process Manager

Literacy Committee Chair

Measurable Process Check(s)

The Literacy Committee and Instructional Leadership Team will conduct walkthroughs monthly to assess professional development needed to sustain implementation of high-yield strategies. The Literacy Committee and SIT will analyze progress monitoring and benchmark data monthly to identify next steps for student progress.

Action Step(s)

1. ILT and Literacy Committee will identify process for increasing vertical collaboration and peer-to-peer observations/walkthroughs.

   Timeline From 8/2016 To 9/2016

2. ILT and Literacy Committee will implement process for increasing vertical collaboration and peer-to-peer observations/walkthroughs.

   Timeline From 9/2016 To 5/2017

3. ILT and Literacy Committee will conduct baseline walkthrough using Poe Literacy Expectations document to measure implementation of Daily CAFE structures and opportunities for students to complete written responses to text.

   Timeline From 9/2016 To 10/2016

4. ILT and Literacy Committee will align professional development with data gathered through Literacy walkthroughs.

   Timeline From 9/2016 To 10/2016

5. ILT and Literacy Committee will conduct monthly walkthroughs using Poe Literacy Expectations document to measure implementation of Daily CAFE structures and opportunities for students to complete written responses to text.

   Timeline From 10/2016 To 5/2017

Key Process

3. Teachers and staff will incorporate math talk strategies in daily math instruction to increase students' capacity to construct viable arguments and critique the reasoning of others.

Tier

Tier 1 / Core

Process Manager

Math Committee Chair

Measurable Process Check(s)

The Math Committee and Instructional Leadership Team will conduct walkthroughs monthly to assess professional development needed to sustain implementation of math talk strategies. The Math Committee and SIT will analyze progress monitoring and benchmark data quarterly to identify next steps for student progress.

Action Step(s)

1. ILT will revise the Poe Math Expectations Document to incorporate intervention structure.

   Timeline From 8/2016 To 9/2016

2. ILT and Math Committee will conduct baseline walkthrough using Poe Math Expectations document to measure implementation of math talk and opportunities for student-to-student collaboration.

   Timeline From 9/2016 To 10/2016

3. ILT and Math Committee will align professional development with data gathered through Math walkthroughs.

   Timeline From 9/2016 To 10/2016

4. ILT and Math Committee will conduct monthly walkthroughs using Poe Math Expectations document to measure implementation of Math Talk structures and opportunities for students to collaborate.

   Timeline From 10/2016 To 5/2017

Key Process

4. Teachers and staff will provide targeted vocabulary instruction across the school (core, electives, and specials). Specific emphasis will be place on core science vocabulary to increase students' understanding of concepts.

Tier

Tier 1 / Core

Process Manager

Science Committee Chair

Measurable Process Check(s)

The Science Committee and Instructional Leadership Team will conduct instructional rounds quarterly to assess professional development needed to sustain implementation of science vocabulary strategies. The Science Committee and SIT will analyze benchmark data quarterly to identify next steps for student progress.

Action Step(s)

1. ILT and SIT will identify a structure for elective planning time for teachers.

Timeline From 7/2016 To 8/2016

2. ILT and SIT will identify a structure for elective planning time for teachers.

Timeline From 8/2016 To 1/2017

3. ILT and Science Committee will identify process for increasing vertical collaboration.

Timeline From 8/2016 To 9/2016

4. ILT and Science Committee will implement process for increasing vertical collaboration and peer-to-peer observations/walkthroughs.

Timeline From 9/2016 To 5/2017

Date	May - 2016
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

Summary Sheet of Professional Development Activities

School:	Poe ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	**Participants:**	**Goal Supported:**
Lesson Design for Meeting Needs of All Students	All Staff	By June 2018, the percentage of students demonstrating grade level proficiency will increase by 10 percentage points yearly, and all levels I-IV will show growth in Reading, as reported by EVAAS. Key Process(es) Teachers and staff will consistently incorporate high-yield strategies into literacy instruction to increase students' capacity to communicate their understanding of text. Teachers and staff will incorporate math talk strategies in daily math instruction to increase students' capacity to construct viable arguments and critique the reasoning of others. Teachers and staff will provide targeted vocabulary instruction across the school (core, electives, and specials). Specific emphasis will be place on core science vocabulary to increase students' understanding of concepts.
Collaborative Planning for Lesson Design	All Teachers	By June 2018, the percentage of students demonstrating grade level proficiency will increase by 10 percentage points yearly, and all levels I-IV will show growth in Reading, as reported by EVAAS. Key Process(es) Teachers and staff will consistently incorporate high-yield strategies into literacy instruction to increase students' capacity to communicate their understanding of text. Teachers and staff will incorporate math talk strategies in daily math instruction to increase students' capacity to construct viable arguments and critique the reasoning of others. Teachers and staff will provide targeted vocabulary instruction across the school (core, electives, and specials). Specific emphasis will be place on core science vocabulary to increase students' understanding of concepts.
Lesson Design for Data Notebooks/Goal Setting	All Teachers	By June 2018, the percentage of students demonstrating grade level proficiency will increase by 10 percentage points yearly, and all levels I-IV will show growth in Reading, as reported by EVAAS. Key Process(es) Teachers and staff will consistently incorporate high-yield strategies into literacy instruction to increase students' capacity to communicate their understanding of text.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Poe ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Lesson Design for Depth and Complexity	All Teachers	By June 2018, the percentage of students demonstrating grade level proficiency will increase by 10 percentage points yearly, and all levels I-IV will show growth in Reading, as reported by EVAAS. Key Process(es) Teachers and staff will consistently incorporate high-yield strategies into literacy instruction to increase students' capacity to communicate their understanding of text. Teachers and staff will incorporate math talk strategies in daily math instruction to increase students' capacity to construct viable arguments and critique the reasoning of others. Teachers and staff will provide targeted vocabulary instruction across the school (core, electives, and specials). Specific emphasis will be place on core science vocabulary to increase students' understanding of concepts.
Lesson Design to Incorporate PBIS Principles	All Teachers	By June 2018, the percentage of students demonstrating grade level proficiency will increase by 10 percentage points yearly, and all levels I-IV will show growth in Reading, as reported by EVAAS. Key Process(es) Teachers and staff will consistently incorporate high-yield strategies into literacy instruction to increase students' capacity to communicate their understanding of text. Teachers and staff will incorporate math talk strategies in daily math instruction to increase students' capacity to construct viable arguments and critique the reasoning of others. Teachers and staff will provide targeted vocabulary instruction across the school (core, electives, and specials). Specific emphasis will be place on core science vocabulary to increase students' understanding of concepts.

Development Activities for

Topic:	Participants:	Goal Supported:
Lesson Design for Academic Language	All Staff	By June 2018, the percentage of students demonstrating grade level proficiency will increase by 10 percentage points yearly, and all levels I-IV will show growth in Reading, as reported by EVAAS. Key Process(es) Teachers and staff will consistently incorporate high-yield strategies into literacy instruction to increase students' capacity to communicate their understanding of text. Teachers and staff will incorporate math talk strategies in daily math instruction to increase students' capacity to construct viable arguments and critique the reasoning of others. Teachers and staff will provide targeted vocabulary instruction across the school (core, electives, and specials). Specific emphasis will be place on core science vocabulary to increase students' understanding of concepts.

School:	Poe ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Poe ES
Plan Year	2016-2018
School Year:	2016-2017

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

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Poe ES
Plan Year	2016-2018
School Year:	2017-2018

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

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 04, 2016

Poe Elementary NCES - na

Wake County Public School System

Student Success Indicators Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment			
Curriculum and instructional alignment			
Indicator	**A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 05/13/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school has collaborative planning days once a quarter for instruction. Teachers also meet weekly with instructional coaches for professional development related to grade level curriculum.	
Plan	Assigned to:	Tamara Cyrus	
	How it will look when fully met:	When this objective is fully met, Professional Learning Teams will develop standards-aligned units of instruction on an ongoing basis with limited direction from instructional coaches. This work will occur during PLT and collaborative planning times. Evidence of this objective will be standards-aligned units.	
	Target Date:	06/01/2018	
	Tasks:		
	1. Identify status of grade level planning of units of instruction through teacher self-reported survey.		
	Assigned to:	Tamara Cyrus	
	Added date:	11/03/2016	
	Target Completion Date:	09/30/2017	
	Comments:		
	2. Collaborate with Instructional Leadership Team to develop a structure/protocol for unit planning meetings.		
	Assigned to:	Tamara Cyrus	
	Added date:	11/03/2016	

	Target Completion Date:	11/30/2017	
	Comments:		
	3. Collaborate with Instructional Leadership Team members to coach teams in aligned unit planning using protocol.		
	Assigned to:	Tamara Cyrus	
	Added date:	11/03/2016	
	Target Completion Date:	01/31/2018	
	Comments:		
	4. Teams develop standards-aligned units of instruction for third and fourth quarters.		
	Assigned to:	Tamara Cyrus	
	Added date:	11/03/2016	
	Target Completion Date:	06/01/2018	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension A - Instructional Excellence and Alignment

Data analysis and instructional planning

Indicator	**A3.04 - Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)**		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 06/06/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional Teams within the building use unit pre- and post-tests to make decisions about curriculum and instructional plans and to flag student in need of intervention, but this work is not consistent across teams. Few teams use this data to identify students in need of enrichment.	
Plan	Assigned to:	Suzanne Montgomery	
	How it will look when fully met:	When this objective is fully met, Instructional Teams will consistently use pre- and post-assessment data to drive instructional conversations of how curriculum content, interventions, and enrichment opportunities are provided to students. Those conversations will take place during Professional Learning Team Meetings, Collaborative Planning Meetings, School Improvement Team Meetings, and Instructional Support Collaboration Meetings (Best Service Meetings).	
	Target Date:	06/08/2018	

	Tasks:				
		1. Collaborate with Instructional Leadership Team to develop a structure/protocol and tool to analyze pre- and post-assessment data.			
			Assigned to:	Suzanne Montgomery	
			Added date:	11/03/2016	
			Target Completion Date:	05/26/2017	
			Comments:		
		2. Provide professional development on protocol and tool.			
			Assigned to:	Suzanne Montgomery	
			Added date:	11/03/2016	
			Target Completion Date:	09/29/2017	
			Comments:		
		3. Provide professional development on data and instructional analysis.			
			Assigned to:	Suzanne Montgomery	
			Added date:	11/03/2016	
			Target Completion Date:	09/30/2017	
			Comments:		
Implement	Percent Task Complete:			0%	

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator	**A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**		
Status	Tasks completed: 0 of 13 (0%)		
Assess	Level of Development:	Initial: Limited Development 05/13/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The multi-tiered system of supports include: multiple guidance counselors, a school social worker, speech pathologist, nurse, school psychologist, school-community outreach, and early learning programs. Additionally, our school implements the Positive Behavior Intervention and Support model. Our system also includes Cross Categorical Resource, English Language Learner, and Academically or Intellectually Gifted programs. All of these systems allow our teachers to align instruction to our students' individual needs. Our master schedule allows for uninterrupted core curriculum as well as ensures that students receive intensive remediation and/or enrichment instruction.	

Plan	Assigned to:		Jennifer Arny
	How it will look when fully met:		Teachers will consistently monitor student data and respond with modified instruction. Teachers will progress monitor per expected intervals. Student data will be discussed collaboratively at PLT, Tier II planning and Tier III meetings.
	Target Date:		06/30/2017
	Tasks:		
	1. Revise math expectations document to incorporate intervention structures.		
		Assigned to:	Suzanne Montgomery
		Added date:	07/29/2016
		Target Completion Date:	01/06/2017
		Comments:	
	2. ILT and math committee will conduct baseline walkthrough using Poe math expectations document. To measure implementation of math talk and opportunities for student to student collaboration.		
		Assigned to:	Suzanne Montgomery
		Added date:	07/29/2016
		Target Completion Date:	01/06/2017
		Comments:	
	3. ILT and math committee will align professional development with data gathered through math walkthroughs.		
		Assigned to:	Suzanne Montgomery
		Added date:	07/29/2016
		Target Completion Date:	01/06/2017
		Frequency:	four times a year
		Comments:	
	4. ILT and math Committee will conduct monthly walkthroughs using Poe Math Expectation document to measure implementation of math Talk structures and opportunities for students to collaborate.		
		Assigned to:	Suzanne Montgomery
		Added date:	07/29/2016
		Target Completion Date:	01/06/2017
		Frequency:	monthly
		Comments:	
	5. ILT and Literacy Committee will identify process for increasing vertical collaboration and peer-to-peer observations/walkthroughs.		
		Assigned to:	Tamara Cyrus
		Added date:	07/29/2016
		Target Completion Date:	01/06/2017
		Comments:	
	6. ILT and Literacy committee will implement process for increasing vertical collaboration and peer-to-peer observation/walkthoughs.		
		Assigned to:	Tamara Cyrus

	Added date:	07/29/2016
	Target Completion Date:	06/30/2017
	Frequency:	twice a year
	Comments:	
7. ILT and Literacy committee will conduct baseline walkthrough using Poe LIteracy Expectations document to measure implementation of Daily CAFE structures and opportunities for students to complete written responses to text.		
	Assigned to:	Tamara Cyrus
	Added date:	07/29/2016
	Target Completion Date:	01/06/2017
	Comments:	
8. ILT and Literacy committee will align professional development with data gathered through Literacy walkthroughs.		
	Assigned to:	Tamara Cyrus
	Added date:	07/29/2016
	Target Completion Date:	01/06/2017
	Frequency:	four times a year
	Comments:	
9. ILT and Literacy Committee will conduct monthly walkthroughs using Poe Literacy Expectations document to measure implementation of Daily CAFE structures and opportunities for students to complete written responses to text.		
	Assigned to:	Tamara Cyrus
	Added date:	07/29/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	
10. ILT and SIT will identify a structure for elective planning time for teachers.		
	Assigned to:	Sebrina Williams
	Added date:	07/29/2016
	Target Completion Date:	01/06/2017
	Comments:	
11. ILT and SIT will identify and structure for elective planning time for teachers.		
	Assigned to:	Sebrina Williams
	Added date:	07/29/2016
	Target Completion Date:	01/31/2017
	Comments:	
12. ILT and Science Committee will identify process for increasing vertical collaboration.		
	Assigned to:	Patricia Jordan
	Added date:	07/29/2016
	Target Completion Date:	01/06/2017
	Comments:	

		13. ILT and Science Committee will implement process for increasing vertical collaboration and peer-to-peer observations/walkthroughs.		
		Assigned to:	Patricia Jordan	
		Added date:	07/29/2016	
		Target Completion Date:	05/31/2017	
		Frequency:	four times a year	
		Comments:		
Implement	Percent Task Complete:		0%	
Indicator	**A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)**			
Status	Tasks completed: 0 of 4 (0%)			
Assess	Level of Development:		Initial: Limited Development 05/13/2016	
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The multi-tiered system of supports include: multiple guidance counselors, a school social worker, speech pathologist, nurse, school psychologist, and school-community partnerships. Additionally, our school implements the Positive Behavior Intervention and Support model. We also utilize the EASi system to communicate student's needs as well as develop Personal Educational and Behavioral Intervention Plans.	
Plan	Assigned to:		Teresa VanAcker	
	How it will look when fully met:		Teachers will maintain positive relationships with students, and teacher self-regulation skills as needed. Teachers will collaborate with Student Services personnel to develop strategic or intensive plans for instruction in self-regulation for students demonstrating a higher level of need.	
	Target Date:		06/01/2018	
	Tasks:			
		1. Collaborate with Student Services Team to analyze SIRS data for students, classes, and/or grade levels demonstrating needs in self-regulation.		
		Assigned to:	Teresa VanAcker	
		Added date:	11/03/2016	
		Target Completion Date:	09/29/2017	
		Comments:		
		2. Collaborate with Student Services Team to develop plan for individual, small group, and/or classroom instruction in self-regulation, based on available data.		
		Assigned to:	Teresa VanAcker	
		Added date:	11/03/2016	

			Target Completion Date:	11/30/2017
			Comments:	
		3. Collaborate with Student Services Team to deliver planned instruction.		
			Assigned to:	Teresa VanAcker
			Added date:	11/03/2016
			Target Completion Date:	05/31/2018
			Frequency:	monthly
			Comments:	
		4. Collaborate with Student Services Team to analyze SIRS data for students, classes, and/or grade levels to assess effectiveness of instruction in self-regulation.		
			Assigned to:	Teresa VanAcker
			Added date:	11/03/2016
			Target Completion Date:	06/08/2018
			Comments:	
Implement	Percent Task Complete:			0%

Dimension B - Leadership Capacity			
Strategic planning, mission, and vision			
Indicator	**B1.01 - The LEA has an LEA Support & Improvement Team.(5135)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 05/13/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is a vote for all school improvement team members. A calendar of meeting dates was established at the beginning of the academic school year to include monthly meetings. The team also, meets quarterly to review school-wide data and develop actions to address instructional priorities as it relates to the data. The district currently has an implementation team who is meeting regularly to review and support Focus Schools in WCPSS. A document with team members and dates for meetings will be added to document full implementation.	
Plan	Assigned to:	Michele Woodson	
	How it will look when fully met:	The District currently has an implementation team who is meeting regularly to review and support Focus Schools in WCPSS. A document with team members and dates for meetings will be added to document full implementation.	
	Target Date:	12/24/2016	
	Added date:		

Indicator	**B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 05/13/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district has a process to select and hire qualified principals.	
Plan	Assigned to:	Michele Woodson	
	How it will look when fully met:	Documentation will be provided to demostrate how WCPSS hires qualified principals with the necessary competeencies to be change leaders.	
	Target Date:	12/24/2016	
	Added date:		

Indicator	**B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**		
Status	Tasks completed: 1 of 3 (33%)		
Assess	Level of Development:	Initial: Limited Development 04/05/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (monthly) to review implementation of effective practices. A leadership team consisting of the principal, assistant principal, and instructional coaches meets weekly.	
Plan	Assigned to:	Annice Williams	
	How it will look when fully met:	Our Leadership Team will meet twice a month. The team will include administrators, teacher leaders, and other staff leaders. The team will review progress toward goals and develop plans to address areas of need. Evidence of the this objective will be meeting agendas and minutes.	
	Target Date:	06/09/2017	
	Tasks:		
	1. Establish Leadership Team.		
	Assigned to:	Annice Williams	
	Added date:	11/03/2016	

			Target Completion Date:	09/30/2016
			Comments:	
			Task Completed:	8/19/2016 12:00:00 AM
		2. Schedule Leadership Team twice-monthly meetings with input from Team.		
			Assigned to:	Annice Williams
			Added date:	11/03/2016
			Target Completion Date:	06/09/2017
			Comments:	
		3. Execute Leadership Team meetings on the prescribed schedule.		
			Assigned to:	Annice Williams
			Added date:	11/03/2016
			Target Completion Date:	06/09/2017
			Frequency:	twice monthly
			Comments:	
Implement	Percent Task Complete:			33%

Dimension B - Leadership Capacity

Distributed leadership and collaboration

Indicator	**B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 05/13/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school has protected planning time daily, professional learning communities weekly, as well as collaborative planning days. Teachers also meet weekly with instructional coaches and grade team members to collaborate about grade level curriculum.	
Plan	Assigned to:	Annice Williams	
	How it will look when fully met:	When this objective is fully met, grade level teams will consistently use agendas with pre-determined topics to guide instructional planning. Teams will have time established within the master schedule for weekly instructional planning.	
	Target Date:	06/08/2018	
	Tasks:		
	1. Conduct a needs assessment of current structure.		

			Assigned to:	Annice Williams
			Added date:	11/03/2016
			Target Completion Date:	09/29/2017
			Comments:	
Implement	Percent Task Complete:			0%

Dimension B - Leadership Capacity

Monitoring instruction in school

Indicator	**B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)**		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 05/13/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school provided an extended learning program after-school. The program targeted mathematics deficiencies using researched based program and other math intervention strategies. The data collected was used to inform classroom and Tier II teachers of student progress. Teachers used the data to adjust classroom instruction.	
Plan	Assigned to:	Sebrina Williams	
	How it will look when fully met:	We will monitor the progress of after-school and summer learning programs. Student performance data will be used to plan programs, and to monitor and adjust instruction.	
	Target Date:	06/30/2018	
	Tasks:		
	1. Use performance data, including EOGs, mCLASS, benchmarks, and Number Knowledge Tests to plan extended learning time programs.		
	Assigned to:	Sebrina Williams	
	Added date:	11/03/2016	
	Target Completion Date:	02/01/2018	
	Comments:		
Implement	Percent Task Complete:	0%	

Indicator	**B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 05/13/2016

	Evidence:			The principal collects data using a walk-through tool weekly and conducts observations using the state evaluation tool. Collected data is shared with the Instructional Leadership Team as well as individual teachers to improve classroom instruction. Principal also monitors instruction through quarterly school-wide assessments and teacher collaboration with the Instructional Leadership Team. Based on observations and evaluations, principal initiates action steps to provide teachers with targeted professional development.	
			Added date:		

Dimension C - Professional Capacity

Quality of professional development

Indicator	**C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**				
Status	Tasks completed: 0 of 5 (0%)				
Assess	Level of Development:			Initial: Limited Development 05/13/2016	
	Index:			6	(Priority Score x Opportunity Score)
	Priority Score:			3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:			2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:			Our school collects data using a walk-through tool weekly. Using collected data, the Instructional Leadership Team makes decisions about coaching, team-teaching, and professional development in an effort to improve classroom instruction. Quarterly benchmark data is also collected to determine goals and key process action steps regarding student achievement.	
Plan	Assigned to:			Annice Williams	
	How it will look when fully met:			Professional Learning Teams and the Instructional Leadership Team will review school performance data and classroom walkthrough observation data weekly. All groups will plan instruction, school improvement activities, and professional development using data analysis.	
	Target Date:			06/30/2017	
	Tasks:				
		1. ILT and Literacy Committee will conduct monthly walkthroughs using Poe Literacy Expectations document to measure implementation of Daily CAFE structures and opportunities for students to complete written responses to text.			
			Assigned to:	Tamara Cyrus	
			Added date:	08/22/2016	
			Target Completion Date:	05/31/2017	
			Frequency:	monthly	
			Comments:		

		2. ILT and Math Committee will conduct monthly walkthroughs using Poe Math Expectations document to measure implementation of Math Talk structures and opportunities for students to collaborate.		
		Assigned to:	Suzanne Montgomery	
		Added date:	08/22/2016	
		Target Completion Date:	05/31/2017	
		Frequency:	monthly	
		Comments:		
		3. ILT and Literacy Committee will align Professional Development with data gathered through Literacy walkthroughs.		
		Assigned to:	Tamara Cyrus	
		Added date:	08/22/2016	
		Target Completion Date:	05/31/2017	
		Frequency:	four times a year	
		Comments:		
		4. ILT and Math Committee will align Professional Development with data gathered through math walkthroughs.		
		Assigned to:	Suzanne Montgomery	
		Added date:	08/22/2016	
		Target Completion Date:	05/31/2017	
		Frequency:	four times a year	
		Comments:		
		5. ILT and Science Committee with implement process for increasing vertical collaboration and peer-to-peer observations/walkthroughs.		
		Assigned to:	Patricia Jordan	
		Added date:	08/22/2016	
		Target Completion Date:	05/31/2017	
		Frequency:	twice a year	
		Comments:		
Implement	Percent Task Complete:		0%	
Dimension C - Professional Capacity				
Talent recruitment and retention				
Indicator	**C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**			
Status	Tasks completed: 0 of 1 (0%)			
Assess	Level of Development:		Initial: Limited Development 05/13/2016	
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school system has an application process for recruitment, Applitrack . For teacher retention, our school has a beginning teacher mentor program. Additionally, experienced teachers engage in collaborative learning teams with peers weekly.	
Plan	Assigned to:	Michele Woodson	
	How it will look when fully met:	The district is working to document a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	
	Target Date:	12/24/2016	
	Tasks:		
	1. District will collaborate and distribute common process.		
	Assigned to:	Michele Woodson	
	Added date:	11/01/2016	
	Target Completion Date:	12/24/2016	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension E - Families and Community

Family Engagement

Indicator	**E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 05/13/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At the beginning of each academic school year, parents-teachers-students vote on learning and academic expectations. Parents-teachers-students sign the expectation agreement. Each year the school communicates the curriculum standards and objectives to parents through Curriculum Nights and PAC events. Monthly newsletters from PTA communicate different ways that parents can partner with the school. Social media is utilized to communicate to our school community upcoming events, student success and surveys.	
Plan	Assigned to:	Sebrina Williams	

	How it will look when fully met:	All homeroom teachers will have a class or grade level website, and will link to specific current curriculum resources so that parents may have access to content as it is taught. The school will collaborate with PTA and Title I Family Engagement Staff to provide parent education events at various times of day.
	Target Date:	06/30/2017
	Tasks:	
	1. SIT will collaborate with PTA, teachers and staff to create a master schedule of family and school events.	
	Assigned to:	Audry Pierce-Fleming
	Added date:	08/24/2016
	Target Completion Date:	06/09/2017
	Comments:	
	2. Parent Engagement Committee will lead teachers and staff in providing homework events for parents.	
	Assigned to:	Audry Pierce-Fleming
	Added date:	08/24/2016
	Target Completion Date:	05/31/2017
	Frequency:	four times a year
	Comments:	
	3. Parent Engagement Committee will develop a schedule of homework events for parents provided by teachers.	
	Assigned to:	Audry Pierce-Fleming
	Added date:	08/24/2016
	Target Completion Date:	01/06/2017
	Comments:	
	4. Student Services Team and Parent Engagement Committee will identify and establish a location and structure to house parent resources.	
	Assigned to:	Audry Pierce-Fleming
	Added date:	08/24/2016
	Target Completion Date:	01/06/2017
	Comments:	
Implement	Percent Task Complete:	0%

NC Department of Public Instruction
Restart School Application

School District:	Wake County Public School System
School District Board Chair Signature:	
Superintendent Signature:	James G Merrill JCC
Approval Date of Restart Model by local school board:	November 15, 2016
Date to open as a Restart School:	✓ 2017-18 school year ☐ Other:
Application Contact:	Name: Dr. Marvin Connelly, Chief of Staff and Strategic Planning Email Address: mconnelly@wcpss.net Phone Number: 919-533-7080

School for Restart Model:	Wendell Middle School
School Code (6 digits):	920601
Mailing Address:	3409 NC 97 HWY Wendell, NC 27591
School Website:	www.wcpss.net/wendellms
Current Principal:	Robert Morrison
Restart School Principal: *If educational management organization, see below.*	

Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request: ***Provide attachment as necessary.***

Our school has experienced recurring low-performance for at least two out of the last three consecutive years. Existing structures limit opportunities for implementation of innovative and creative strategies to meet the learning needs of these students.

The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

As explained in the application, the LEA is requesting restart designation so that it may use specific flexibilities to address the needs of students and provide them with a meaningful opportunity to receive a sound, basic education.

GOALS:

- To use calendar and funding flexibility to implement creative staffing models, extend learning time for students and teachers, and provide additional enrichment and intervention activities to meet the needs of students. Enrichment activities are "activities meant to broaden the educational lives... (of) students" (George et al, 1979). There is evidence to show that enrichment in science, math, and reading provide the greatest effect on student achievement (Wallace, 1989);
- To alter the instructional calendar to create more opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low-Performing Schools);
- To provide more concentrated time for professional learning teams, additional grade- level planning, and professional development for identified areas of need identified in the School Improvement Plan ;
- To provide opportunity for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs;
- To provide necessary resources to support teacher professional development and student learning.
- To address high teacher turnover.
- To dramatically improve the educational growth and achievement of students.

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO) **Will the school be operated by an EMO?**	
☐ yes ✓ no	**If yes, describe in detail the review process for selection of the EMO:** ***Provide attachment as necessary.***

BUDGET
The budget for the school will be the same or more than the previous year.

NC Department of Public Instruction
Restart School Application

CONTINUALLY LOW PERFORMING SCHOOL DESIGNATION **As defined by G.S. 115C-105.37A, continually low performing school designation is based upon school performance grades and school performance growth scores.**		
School Year: 2015-16	**School Performance Grade:** D	**School Performance Growth Score:** 51
School Year: 2014-15	**School Performance Grade:** D	**School Performance Growth Score:** 50
School Year: 2013-14	**School Performance Grade:** D	**School Performance Growth Score:** 46

SCHOOL DEMOGRAPHIC PROFILE *Follow NC Report Card format* *Grade proficient by grade level and subgroup for previous two school years.* *For example, "For school year 2013-14 and school year 2014-15."*
Please see attached spreadsheet for school year 2014-15 and 2015-16.

SCHOOL IMPROVEMENT PLAN	**PLAN FOR IMPROVEMENT OF LOW-PERFORMING SCHOOL**
Date approved by the local Board of Education: June 21, 2016	**Date approved by the local Board of Education pursuant to G.S. 115C-105.37(a)(1):** November 15, 2016
Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(2): June 2016	**Date submitted to the State Board of Education / Department of Public Instruction pursuant to G.G. 115C-105.37A(a)(1):** November 2016
Attach School Improvement Plan.	*Attach Plan for Improvement.*
Exemptions from Law **Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.**	

Based upon a comprehensive needs assessment, calendar and funding flexibility are needed to provide extended time for learning and other services to meet the educational needs of students.

CALENDAR FLEXIBILITY
The current instructional calendar limits the opportunity for collaboration among teachers and additional interventions or enrichment for students (see approved Plan for Improving Low- Performing Schools).

Calendar flexibility will allow for more concentrated time for professional learning teams, additional grade-level planning, and professional development for identified areas of need identified in the School Improvement Plan. In addition, calendar flexibility will allow for further exposure to core instruction and specific, targeted interventions or enrichment as identified to meet unique, individual student needs.

According to the National Center for Extended Learning Time, adding additional learning time to the school day or school year can have a meaningful impact upon student academic achievement. There is evidence to suggest that economically disadvantaged students may enter school already trailing peers and more likely to experience summer learning loss, benefit from the opportunities extended learning time affords. According to Farbman (The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, 2015), "instructional time of at least 300 more annual hours than the conventional is one of the strongest predictors of higher achievement." Further, the additional instructional time allows for time to coach and develop teachers in order to strengthen instructional practices (Kaplan & Chan, Time Well Spent, 2011).

FUNDING FLEXIBILITY
Funding flexibility would help:
• To utilize resources to provide the needed teacher mentors, as well as additional instructional coaches (e.g., PBIS, literacy) to support specific areas impacting student achievement, or instructional assistants to provide much needed support for individual student academic needs;
• To allow the conversion of positions, including teacher assistants;
• To improve the facilitation of our approved Plan for Improving Low- Performing School;
• To provide necessary resources to support teacher professional development and student learning;
• To make funds available to reduce teacher turnover. Funding flexibility would allow the administration to designate resources to support BTs, as well as provide additional instructional coaches (e.g., PBIS, literacy) to support specific areas of impacting student achievement or instructional assistants to provide much needed support for individual student academic needs.
• To fund greater use of coaching (literacy, math, enrichment, etc.) to provide job- embedded, ongoing professional development for teachers. Prioritizing academic coaching and using flexibility to fund those positions can positively impact student achievement. Research shows that, "when literacy coaches administer and discuss student assessments with teachers, observe teachers' instruction, offer supportive feedback, conference with teachers about their instruction and students, and model instruction in classrooms, student achievement in reading increases significantly more than in comparable classrooms where these coaching activities are not provided" (Elish- Piper & L'Allier , 2007). Further, Joyce and Showers (1995) note that coaching provides the greatest transfer to teacher repertoire (80-90 percent) when compared to presentation (5-10 percent), demonstration (5-10 percent), and practice/feedback (10- 15 percent).

• To fund a more structured mentor program for our large population of beginning teachers. A cost-benefit analysis of investment in mentoring shows a positive return on this financial investment (Villar & Strong, 2007). Further, Strong (2006) found that, "comprehensive induction support received by the beginning teachers was instrumental in their classes achieving at levels that were not significantly different from the classes of more experienced teachers."

ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C.

The Restart School remains under the control of the local Board of Education.

The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

Wendell Middle - School Proficiency			
	Proficiency	2015-16	2014-15
All Students	School	46.3%	44.2%
	District	67.9%	66.8%
	State	58.3%	56.6%
Female	School	50.5%	47.4%
	District	69.7%	68.7%
	State	60.6%	58.9%
Male	School	42.9%	41.2%
	District	66.1%	64.9%
	State	56.1%	54.5%
American Indian	School	*	50.0%
	District	59.8%	55.1%
	State	43.1%	41.4%
Asian	School	66.7%	58.8%
	District	89.3%	88.3%
	State	79.6%	77.3%
Black	School	35.7%	31.1%
	District	44.1%	42.7%
	State	39.5%	37.3%
Hispanic	School	42.5%	42.7%
	District	48.7%	47.5%
	State	47.6%	45.2%
Two or More Races	School	44.6%	39.3%
	District	70.8%	68.9%
	State	58.5%	57.0%
White	School	63.3%	62.0%
	District	82.7%	81.8%
	State	70.3%	68.9%
Academically or Intellectually Gifted	School	>95%	93.0%
	District	>95%	>95%
	State	>95%	>95%
Economically Disadvantaged	School	39.0%	37.8%
	District	42.9%	41.5%
	State	43.7%	41.6%
Limited English Proficient	School	14.2%	16.2%
	District	24.1%	25.4%
	State	22.9%	21.9%
Students with Disabilities	School	15.5%	14.3%
	District	27.7%	27.7%
	State	21.6%	20.7%

* Fewer than 10 students

School Improvement Plan

Comprehensive Needs Assessment

School:	Wendell MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	***Science three year trend indicates an increase of 0.7% from the 2012-2013 (68.4%) to 2014-2015 (69.1%) school year.*** ***6th grade reading three year trend indicates an increase of 22.9% from the 2012-2013 (27.4%) to 2014-2015 (50.3%) school year.*** ***7th grade reading three year trend indicates a slight increase of 2.1% from the 2012-2013 (37.1%) to 2014-2015 (39.2%) school year.*** ***8th grade reading three year trend indicates an increase of 5.5% from the 2012-2013 (31.3%) to 2014-2015 (36.8%) school year.*** ***6th grade math three year trend indicates an increase of 12.4% from the 2012-2013 (23.7%) to 2014-2015 (36.1%) school year.*** ***7th grade math three year trend indicates an increase of 16.5% from the 2012-2013 (22.4%) to 2014-2015 (38.9%) school year.*** ***8th grade math three year trend indicates an increase of 9.6% from the 2012-2013 (19.6%) to 2014-2015 (29.0%) school year.*** ***AIG subgroup three year trend for math indicates an increase of 12.9% from the 2012-2013 (73.8%) to 2014-2015 (86.7%) school year.*** ***Our three year overall growth trend (EVAAS) is a +1.7 in science.*** 2012-2013 Science; All students- 68% proficient; Level 1 and 2- 38% proficient (26% for WCPSS) 2012-2013 Reading EOG scores were higher than Math EOG scores for the first time in 4 years. 2012-2013 Reading EOG 8th Grade Hispanic/Latino scored higher for WMS compared to Eastern Wake and equal to WCPSS scores. 2013-2014 Met growth in 7th and 8th grade reading and exceeded growth in 8th grade science. 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.	***WMS three year reading proficiency indicates that the gap between our white students and black students has been stable, but the gap is large. The gap was 28.6% for the 2014-2015 school year.*** ***WMS three year reading proficiency indicates that the gap between our white students and Hispanic students has been stable, but the gap is large. The gap was 18.9% for the 2014-2015 school year.*** ***WMS three year math proficiency indicates that the gap between our white students and black students has been stable, but the gap is large. The gap was 31.1% for the 2014-2015 school year.*** ***Our three year math proficiency indicates that the gap between our white students and hispanic students has been stable, but the gap is large. The gap was 18.0% for the 2014-2015 school year.*** ***AIG subgroup three year trend for reading indicates a decrease of 9.3% from the 2012-2013 (85.2%) to 2014-2015 (75.9%) school year.*** ***Our three year overall growth trend (EVAAS) is a -2.7 in math.*** ***Our three year overall growth trend (EVAAS) is a -1.0 in reading.*** 2012-2013 All EOG/EOC and Alternate Assessments were at 34% percent proficient. 2012-2013 there were no subgroups that made their AMO targets in math. 2013-2014 All math tested areas did not meet growth. 2014-2015 6th grade reading, 6th grade math, and 8th grade reading did not make growth. **Case 21 Benchmark Data Winter 2016:** 6th Projected Achievement score was 2.5 in reading. 7th Projected Achievement score was 2.6 in reading. 8th Projected Achievement score was 2.4 in reading. 6th Projected Achievement score was 2.4 in math. 6th Projected Achievement score was in 4.1 math plus. 7th Projected Achievement score was 2 in math. 7th Projected Achievement score was 3.8 in math plus. 8th Projected Achievement score was 1.7 in math. 8th Projected Achievement score was 3.6 in math I
Process Data	1. Teachers within PLT's are collaborating to create instructional material and tests that reflect the rigor of benchmark and end of year testing. 2. Teachers are completing quarterly data review and analysis to identify strengths and areas that need to be addressed. Feedback is provided to and from Administration. 3. The iReady instructional program has been utilized in our ALP classes this year. The average growth for the entire year is 15 points, and the math students grew 14 points in one semester. The reading students grew 23 points. 4. WMS PBIS program received State recognition for being a Green Ribbon school.	1. Current instructional practices are not maintaining student engagement. 2. Current instructional practices are not making connections to show relevance of curriculum to student lives. 3. Current instructional practices need to support a variety of learning styles and skill levels through differentiation. 4. Path Driver screening data indicated that students who were at low, medium, and high risk in reading and math did not change significantly from Fall to Spring. 5. WMS does not have any walk through data from the 2015-2016 school year.

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Staff and Student Demographics	***100% of the teachers at Wendell Middle School are highly qualified.*** Neighborhood/community-focused (students live in the area) 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% 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% Staff Demographics - 82% White, 15% African American, 3% Hispanic/Asian Wake County Schools student population of free and reduced lunch as of October 2015 is 37%.	***There is not a significant difference between our subgroup and attendance. During the 2014-2015 school year, 29.6% of our Hispanic students had 10 or more absences, 29.8% of our black students had 10 or more absences, and 35% of our white students had 10 absences. There was no significant difference between the subgroups during previous school years as well.*** ***Between 2012 and 2015 there was a 5% increase in teachers with 0-3 years experience. The percentage of teachers with 0-3 years of experience at Wendell Middle is roughly double the WCPSS average.*** ***The number of NBCTs at WMS has decreased each year since the 2012-2013 school year. During the 2012-2013 school year, there were a total of 10 NBCTs at WMS. At the end of the 2014-2015 school year, that number decreased in half to a total of 5 NBCTs. The WCPSS average is 12 NBCTs.*** ***The turnover rate at WMS increased from 15% (2013-2014) to 19%(2014-2015). This percentage is above both the county (11%) and state (16%) averages.*** ***School attendance fell from 95% to 94% over three years, meaning about 58 students on average are missing school which impacts their performance.*** ***2014-2015 Student Retention Data:*** ***• 9 students were retained in 6th grade out of 335 students (3% retention rate). There were a total of 85 students on the potential failure list midway through the third nine weeks.*** ***• 6 students were retained in 7th grade out of 321 students (1% retention rate).*** ***Short term suspension rate per 100 students have been higher than both the county and state for the last three school years. Our short term suspension rate per 100 students was 33 for the 2012-2013 school year. For the the 2014-2015 school year the rate was 28. The three year trend is a drop of 5 suspensions per 100 students.*** ***Suspension rate per 100 students for the 2014-2015 school year.*** ***◦ Overall 272 suspensions rate per 100 is 28*** ***◦ Black 158 suspensions rate per 100 is 46.75*** ***◦ Hispanic 50 suspensions rate per 100 is 16.83*** ***◦ White 44 suspensions rate per 100 is 16.85*** ***Current suspension data for the 2015-2016 school year as of January 7, 2016.*** ***◦ Overall 49 suspensions rate per 100 is 5.23*** ***◦ Black 33 suspensions rate per 100 is 10.57*** ***◦ Hispanic 10 suspensions rate per 100 is 3.23*** ***◦ White5 suspensionsrate per 1002.02*** ***Projected suspension data for the 2015-2016 school year based on above data.*** ***◦ Overall 109 suspensions rate per 100 is 11.63*** ***◦ Black 74 suspensions rate per 100 is 23.61*** ***◦ Hispanic 22 suspensions rate per 100 is 7.1*** ***◦ White 11 suspensions rate per 100 is 4.45*** ***2014-2015 Discipline Data, minor infractions:*** ***◦ 6th Grade Referrals (26 students w/ 5 or more minor referrals)*** ***◦ 7th Grade Referrals (75 students w/ 5 or more minor referrals)*** ***◦ 8th Grade Referrals (82 students w/ 5 or more minor referrals)*** 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. 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.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Wendell MS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	1. New website improves school visability/information dissemination - over 1500 unique visitors daily 2. A climate committee was formed with a focus on staff morale and responding to the BT and staff surveys 3. Based on 6 months of staff perception survey data, PLTs were noted as a strength each month.	**According to the 2015 WCPSS Teacher Survey** • 62.8% of teachers agree "there is an atmosphere of trust and mutual respect." • 78.6% of teachers agree "this school is a good place to work and learn." • 64.3% of teachers agree "school administrators support teachers' efforts to maintain discipline in the classroom." • 58.1% of teachers agree "school leadership consistently supports teachers." • 37.2% of teachers spend greater than 3 hours addressing student discipline issues. **According to the 2014 TWC Survey** • 73% of teachers agree "there is an atmosphere of trust and mutual respect." • 62% of teachers agree "this school is a good place to work and learn." • 43% of teachers agree "school administrators support teachers' efforts to maintain discipline in the classroom." • 57% of teachers agree "school leadership consistently supports teachers." • 28% of teachers spend greater than 3 hours addressing student discipline issues. **According to the 2016 TWC Survey** • 61% of teachers agree "there is an atmosphere of trust and mutual respect." • 88% of teachers agree "this school is a good place to work and learn." • 64% of teachers agree "school administrators support teachers' efforts to maintain discipline in the classroom." • 61% of teachers agree "school leadership consistently supports teachers." • 33% of teachers spend greater than 3 hours addressing student discipline issues. **According to the 2015 WCPSS Student Survey (of 8th graders)** • 60.2% of students agree "Overall, adults at my school treat students fairly." This is 21.9 percentage points below WCPSS (82.1%). • 44% of students agree "most teachers at my school are interested in me as a person, not just as a student." This is 20.1 percentage points below WCPSS (64.1%). • 59.3% of students agree "the grades in my classes do a good job of measuring what I am able to do." This is 13.1 percentage points below WCPSS (72.4%)

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
No subgroups are meeting proficiency and growth expectations in reading and mathematics.	1. Classroom Core instruction 2. The need for effective PLTs 3. The need for lessons to match the levels of the learner	1. Monthly learning rounds for staff to exemplify being leaders of learning in areas of increasing student engagement, rigor and discourse with integrity and fidelity. 2. Highly functional PLT meetings with priority focus on strengthening core instruction around direct alignment to common core standards and The 4 C's- communication, collaboration, critical thinking and creativity, student discourse and rigor. 3. Walkthroughs with timely feedback to teachers.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
School Culture: WMS has a school culture in which 40.7% of students do not feel comfortable in the school, 60% of teachers do not feel comfortable addressing administration, over 50% of students feel that physical fighting and classroom disruptions are severe problems, and 48.2% teachers have a difficult time communicating with parents.	1. Lack of mutual relationships between all stake holders (School, parent and community). 2. Student behavior and motivation in school.	1. Implementing Capturing Kids Hearts with staff and students in order to strengthen relationships and have a common system in place with classroom management. 2. Fostering relationships with students and increasing parental and community involvement.

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.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Membership of School Improvement Team

School:	Wendell MS
Plan Year	2016-2018
Principal:	Robert Morrison
Date:	Aug - 2016

SIP Team Members

	Name	School Based Job Title
1	Gilda Wall	Parent
2	Jennifer Palmer	Assistant Principal
3	Karrah Durham	Teacher
4	Kelli Hicks	School Improvement Chair
5	Linda Dextre	Instructional Support Personnel
6	Lindsay Mann	Teacher
7	Lindsay Spears	Teacher
8	Lorrie Hetzell	Instructional Support Personnel
9	Michael West	Instructional Support Personnel
10	Robert Morrison	Principal
11	Robert Walker	Teacher
12	ShaRhonda Smith	Assistant Principal
13	Tracy Moseley	School Improvement Chair

Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision Statement

All Wendell Middle School students will be productive learners who embrace a challenge, utilize communication, collaboration, critical thinking, and creativity as avenues of success in order to become successful citizens in a complex and changing society.

Core Beliefs

• Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
• Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
• The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
• The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
• The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Value Statement

• We will embrace our students as uniquely capable learners who will be challenged and engaged in relevant, rigorous, and meaningful learning each day.
• We will assess, monitor, and reflect on relevant data to make instructional decisions.
• We will implement Capturing Kids Hearts to build strong meaningful relationships with our diverse school community to create an inclusive, respectful, welcoming environment.
• We will create a safe, orderly environment where all stakeholders are valued and expectations are clear.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

School Goal

By 2018, Wendell Middle School will increase the level proficiency on North Carolina Achievement Indicator Tests from 44% to 53% while meeting or exceeding growth status.

Goal Manager	Strategic Objective	State Board of Education Goal
Robert Morrison	Learning and Teaching	Globally Competitive Students

Resources

PLT Planning
EVAAS data
Benchmark data
Common Formative Assessment Data
iReady data
Learning in the Fast Lane by Suzy Pepper Rollins
Capturing Kid's Hearts training
WCPSS Equity Modules

Key Process

1. Wendell Middle School interdisciplinary teams, departments, and PLT's will implement MTSS (Multi-Tiered System of Support) problem-solving protocol (TIPS) to develop targeted instruction to develop students academic skills.

Tier

Tier 1 / Core

Process Manager

Jennifer Palmer and Kelli Hicks

Measurable Process Check(s)

SIP team is responsible for collecting and analyzing walkthrough data.
PLT's will collect and analyze common formative assessment data to show student progress.

Action Step(s)

2. Administration will identify members of the MTSS

Timeline From 7/2016 To 9/2016

3. The MTSS team will provide staff development to learn and apply the TIPS problem solving model, including identifying problems, developing hypotheses, selecting solutions, developing and implementing action plans, and evaluating and revising action plans, all based on data.

Timeline From 9/2016 To 6/2017

4. The MTSS coach will attend interdisciplinary teams, departments, and PLT meetings periodically to to facilitate the TIPS process.

Timeline From 9/2016 To 6/2017

5. PLT's will create common assessments and other formative assessments to measure student progress.

Timeline From 9/2016 To 6/2018

6. PLT's will use the data from common assessments to plan targeted instruction for students.

Timeline From 9/2016 To 6/2018

7. Interdisciplinary Teams will utilize data to create intervention and enrichment groups during our school-wide intervention/enrichment time (CIA).

Timeline From 9/2016 To 6/2018

8. Administration will establish protocols for accountability and a common CIA.

Timeline From 9/2016 To 11/2016

9. Teachers will conduct Walkthroughs, using a data capture survey, during all instructional times

Timeline From 11/2016 To 6/2018

10. Committee members will model and share strategies from Learning in the Fast Lane during staff meetings and/or hall meetings.

Timeline From 11/2016 To 6/2017

Key Process

2. All staff members will foster an inclusive school culture that implements Capturing Kids Hearts in order to build relationships between students and staff and decrease discipline data.

Tier

Tier 1 / Core

Process Manager

ShaRhonda Smith

Measurable Process Check(s)

SIP team will collect, analyze, and share data from the Capturing Kids Hearts Walkthroughs.

Capturing Kids Hearts committee will evaluate the effectiveness of the professional development by sending out a quarterly survey to determine implementation strengths and opportunities for growth.

Action Step(s)

1. All staff will complete Capturing Kids Hearts training to build a common vision.

Timeline From 7/2016 To 8/2016

2. All teachers will introduce “Capturing Kids Heart” model throughout the first few weeks of school and implement it throughout each quarter.

Timeline From 8/2016 To 6/2017

3. The PBiS team will create a point system for school-wide Leader of the Pack that will recognize student successes quarterly.

Timeline From 7/2016 To 8/2016

4. All staff will give at least one “Howl Out” per month to share on the Wendell News and NewsFlash.

Timeline From 9/2016 To 6/2018

5. Staff will develop a common language around equity using Equity Modules.

Timeline From 9/2016 To 6/2017

6. Committee members will create a Capturing Kids Hearts walkthrough tool.

Timeline From 7/2016 To 9/2016

Key Process

3. Implement and increase the variety and number of opportunities for parents and community to engage in our students education.

Tier

Tier 1 / Core

Process Manager

Tracy Moseley

Measurable Process Check(s)

School Culture Committee with analyze exit survey results to evaluate event effectiveness.

The School Improvement Team will collect, organize, analyze, and share data from our focus group.

Action Step(s)

1. Administration will create a focus group to foster relationships with external partnerships designed to increase community presence within our school building.

Timeline From 7/2016 To 11/2016

2. Staff will host at least 4 after school student-led events per year to increase parent involvement.

Timeline From 8/2016 To 6/2018

3. Staff will participate in two off-campus community events, one in the Wendell community and one in the Knightdale community.

Timeline From 10/2016 To 6/2017

4. Mentoring Program Coordinators will design a student outreach program with community volunteers to foster motivation and leadership in our identified students.

Timeline From 8/2016 To 6/2017

Date	Jul - 2016
Waiver Requested	
No Waivers requested	
How will this waiver impact school improvement?	
NA	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	NA

School:	Wendell MS
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	**Participants:**	**Goal Supported:**
Capturing Kid's Hearts as a schoolwide management system to decrease absenteeism and increase student focus and engagement during class.	All Staff Members	By 2018, Wendell Middle School will increase the level proficiency on North Carolina Achievement Indicator Tests from 44% to 53% while meeting or exceeding growth status.
Learning in the Fast Lane book study and implementation	All Instructional Staff	By 2018, Wendell Middle School will increase the level proficiency on North Carolina Achievement Indicator Tests from 44% to 53% while meeting or exceeding growth status.
MTSS	All Teachers	By 2018, Wendell Middle School will increase the level proficiency on North Carolina Achievement Indicator Tests from 44% to 53% while meeting or exceeding growth status.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Wendell MS
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	**Strategic:** • 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. **Intensive:** • Path Driver Maze considered high risk. • History of Level 1 on most or all previous 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. **New Students:** • 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. **Exiting:** 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. **Review Schedule:** • 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.	**Strategic:** • 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. **Intensive:** • Path Driver Math considered high risk. • History of Level 1 on most or all previous 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. **New Students:** • 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. **Exiting:** 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. **Review Schedule:** • 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.	**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. **Attendance Data:** 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 **Behavior Data:** 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 **Entering Strategic Intervention:** Yellow in either the attendance or behavior data. **Intensive Intervention:** Red in either the attendance or behavior data. **Fading Intervention:** Students show decrease in frequency of behavioral incidences and/or absences. **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. **Review Schedule:** • 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.

	Reading	Math	Behavior
Intervention Structure	**Strategic:** Daily intervention instruction during CIA time (30 minutes) No more than 15 students per teacher. **Intensive:** Daily instruction during elective time with reading intervention teacher (45 minutes) No more than 15 students per teacher	**Strategic:** Daily intervention instruction during CIA time (30 minutes) No more than 15 students per teacher. **Intensive:** Daily instruction during elective time with reading intervention teacher (45 minutes) No more than 15 students per teacher	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.
Instruction	**Strategic:** CIA Reading Intervention teachers will use Read Up! strategies with high interest reading materials, AMP, and/or Fast Track. **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.	**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. **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.	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.

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Wendell MS
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Assessment and Progress Monitoring	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.	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.	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.

	Reading	Math	Behavior
Curriculum/Resources	**Resources:** • 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)	**Resources** • 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)	**PBIS** • PBiS.org • PBiS School Based Team • PBiS District Coach **Discipline/Social Skills** (Resources below are located in media center, BST, and/or student services department) • 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)

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Intervention Planning Matrix

School:	Wendell MS
Plan Year	2016-2018
School Year:	2017-2018

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

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 07, 2016

Wendell Middle NCES - na

Wake County Public School System

Student Success Indicators Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment			
Curriculum and instructional alignment			
Indicator	**A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working on implementation.	
Plan	Assigned to:	ShaRhonda Smith	
	How it will look when fully met:	Wendell Middle School PLTs will create and implement standards-aligned units of instruction for each subject and grade level.	
	Target Date:	01/23/2017	
	Tasks:		
	1. PLTs will utilize common planning time to create common assessments and analyze results of these assessments to drive their instruction.		
	Assigned to:	PLT Leaders	
	Added date:	10/21/2016	
	Target Completion Date:	01/23/2017	
	Frequency:	monthly	
	Comments:		
	2. Units of instruction will include standards based instruction and criteria for mastery		
	Assigned to:	PLT Leaders	
	Added date:	10/21/2016	
	Target Completion Date:	01/23/2017	
	Frequency:	monthly	
	Comments:		

	3. Interdisciplinary Teams will utilize common assessment data to create intervention and enrichment groups during our school-wide intervention/enrichment time (CIA).		
	Assigned to:	PLT Leaders	
	Added date:	10/21/2016	
	Target Completion Date:	01/23/2017	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	0%	
Dimension A - Instructional Excellence and Alignment			
Student support services			
Indicator	**A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working towards implementation.	
Plan	Assigned to:	Jennifer Palmer	
	How it will look when fully met:	The MTSS team has been created and will attend professional development starting in November 2016. The professional development will span the 2016 - 2017 school year. The MTSS team will share out pertinent information with the staff at hall and/or staff meetings.	
	Target Date:	06/13/2017	
	Tasks:		
	1. The MTSS team has been created and will attend professional development starting in November 2016.		
	Assigned to:	Jennifer Palmer	
	Added date:	10/21/2016	
	Target Completion Date:	11/07/2016	
	Frequency:	three times a year	
	Comments:		
	2. The MTSS team will provide staff development to learn and apply the TIPS problem solving model, including identifying problems, developing hypotheses, selecting solutions, developing and implementing action plans, and evaluating and revising action plans, all based on data.		
	Assigned to:	Jennifer Palmer	
	Added date:	10/21/2016	

	Target Completion Date:	11/09/2016	
	Frequency:	four times a year	
	Comments:		
	3. The MTSS coach will attend interdisciplinary teams, departments, and PLT meetings periodically to to facilitate the TIPS process.		
	Assigned to:	Charrai Hunter	
	Added date:	10/21/2016	
	Target Completion Date:	01/17/2017	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	**A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working towards implementation.	
Plan	Assigned to:	ShaRhonda Smith	
	How it will look when fully met:	Wendell Middle School staff will implement Capturing Kids Hearts in order to be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions. The team will develop a plan for initial implementation.	
	Target Date:	06/13/2017	
	Added date:		
Dimension B - Leadership Capacity			
Strategic planning, mission, and vision			
Indicator	**B1.01 - The LEA has an LEA Support & Improvement Team.(5135)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/21/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working on implementation.	
Plan	Assigned to:	Michele Woodson	
	How it will look when fully met:	The district currently has an implementation team who is meeting regularly to review and support Focus Schools in WCPSS. A document with team members and dates for meetings will be added to document full implementation.	
	Target Date:	12/24/2016	
	Added date:		
Indicator	**B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/21/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working on implementation.	
Plan	Assigned to:	Michele Woodson	
	How it will look when fully met:	Documentation will be provided to demonstrate how WCPSS hires qualified principals with the necessary competencies to be change leaders.	
	Target Date:	12/24/2016	
	Added date:		
Indicator	**B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working on implementation.	
Plan	Assigned to:	Robert Morrison	

	How it will look when fully met:	The Wendell Middle School Leadership Team that consists of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.	
	Target Date:	06/13/2017	
	Tasks:		
	1. Leadership team identified		
	Assigned to:	Robert Morrison	
	Added date:	10/21/2016	
	Target Completion Date:	10/21/2016	
	Comments:		
	2. Determine meeting dates and establish a calendar		
	Assigned to:	Jennifer Palmer	
	Added date:	10/21/2016	
	Target Completion Date:	10/21/2016	
	Comments:		
	3. An agenda will be shared with the team prior to each meeting		
	Assigned to:	Jennifer Palmer	
	Added date:	10/21/2016	
	Target Completion Date:	10/21/2016	
	Frequency:	twice monthly	
	Comments:		
	4. Grade level and department PLTs will share best practices at their weekly and/or monthly meetings.		
	Assigned to:	Dept Chairs and PLT Leaders	
	Added date:	10/21/2016	
	Target Completion Date:	10/25/2016	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	0%	
Dimension B - Leadership Capacity			
Distributed leadership and collaboration			
Indicator	**B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working towards implementation.	
Plan	Assigned to:	Jennifer Palmer	
	How it will look when fully met:	A master schedule will be created to align common instructional planning.	
	Target Date:	10/21/2016	
	Added date:		

Dimension B - Leadership Capacity

Monitoring instruction in school

Indicator	**B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: No development or Implementation 10/03/2016	
		Will include in plan	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working on implementation.	
Plan	Assigned to:	Robert Morrison	
	How it will look when fully met:	Wendell Middle School will research additional extended learning opportunities for students for implementation in 2017.	
	Target Date:	02/28/2017	
	Added date:		

Indicator	**B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working towards implementation.	

Plan	Assigned to:	Robert Morrison	
	How it will look when fully met:	Wendell Middle School administration will monitor curriculum and classroom instruction regularly and provide timely, clear, and constructive feedback to teachers.	
	Target Date:	01/23/2017	
	Tasks:		
	1. All departments will have an administrator assigned to them to support their work.		
	Assigned to:	Robert Morrison	
	Added date:	10/21/2016	
	Target Completion Date:	10/21/2016	
	Comments:		
	2. Teachers will conduct Walkthroughs, using a data capture survey, during all instructional times.		
	Assigned to:	Karrah Durham	
	Added date:	10/21/2016	
	Target Completion Date:	01/23/2017	
	Frequency:	twice monthly	
	Comments:		
	3. Administrators will implement NCEES with fidelity and consistency focusing on standards and supporting quality classroom instruction while provided feedback for improving instruction.		
	Assigned to:	Robert Morrison	
	Added date:	10/21/2016	
	Target Completion Date:	10/21/2016	
	Frequency:	twice a year	
	Comments:		
Implement	Percent Task Complete:	0%	

Dimension C - Professional Capacity

Quality of professional development

Indicator	**C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We are working on implementation.	
Plan	Assigned to:	Michael West	
	How it will look when fully met:	Wendell Middle School Leadership Team will collect and analyze school performance and aggregated classroom observation data at our monthly leadership team meetings. The team will use the data to make decisions about school improvement and professional development needs.	
	Target Date:	06/13/2017	
	Tasks:		
	1. PLT's will create, administer, and analyze common assessments and other formative assessments to monitor student progress.		
	Assigned to:	Michael West	
	Added date:	10/21/2016	
	Target Completion Date:	02/01/2017	
	Frequency:	twice a year	
	Comments:		
	2. PLT's will use the data from common assessments to plan targeted instruction for students.		
	Assigned to:	Michael West	
	Added date:	10/21/2016	
	Target Completion Date:	06/13/2017	
	Frequency:	weekly	
	Comments:		
	3. Administration will use school performance data to determine professional development needs for all staff.		
	Assigned to:	Robert Morrison	
	Added date:	10/21/2016	
	Target Completion Date:	01/23/2017	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	0%	
Dimension C - Professional Capacity			
Talent recruitment and retention			
Indicator	**C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working on implementation.	
Plan	Assigned to:	Michele Woodson	
	How it will look when fully met:	The district is working to document a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff.	
	Target Date:	12/24/2016	
	Added date:		

Dimension E - Families and Community

Family Engagement

Indicator	**E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/03/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working towards implementation.	
Plan	Assigned to:	Jennifer Palmer	
	How it will look when fully met:	Wendell Middle School will regularly communicate with parents/guardians about its expectations of them and the importance of the curriculum of the home.	
	Target Date:	06/13/2017	
	Added date:		