

School Improvement Plan

School:	Lake Myra ES
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<ul style="list-style-type: none"> • K-1 Formative Reading data is very strong • Our overall growth status (as measured by EVAAS) was well above expectation at 2.05. • June 2013 3rd grade Reading and Math scores are above district & state at 61.6% and 62.8% respectively. This is also seen in the current 4th grade mclass composite scores. • Our LEP and Black subgroups Reading results are comparable to the district at 29.9% and 30%. • mClass Composite percent proficient increased in K-2, 4-5. 	<ul style="list-style-type: none"> • LEP and SWD students' proficiency in Science (LEP was 12.5%, 15.4%) • 2nd Grade DORF (36.6% Proficient BOY, 20.7% MOY) • 3rd Grade mClass composite proficiency decreased from BOY to MOY by 4.8%. <p>Case21 data shows LEP and SWD were the two lowest subgroups.</p>
Instructional Practices/Strategies	<ul style="list-style-type: none"> • 1st grade are doing text talk lessons with fidelity • K-1 fluency with sight words, letter names, phoneme segmentation and blending • K-5 comprehension rubrics and instruction. (66.7% of staff report using critical thinking language at least daily) • K-5 following CMAPP pacing • Addressing phonics/word work in core (K-5) • Grade levels in math collaborate together to build their own content knowledge in order to teach the concepts with a higher level of teacher understanding. • Frontloading science vocabulary through ESL/Intervention/CCR. • Our students have made great progress with the concept of Inferring (due to 100% of applicable staff directly instructing on it at least weekly, if not daily) • All students receive 30 minutes of daily physical education instruction. <p>SIOP strategy of posting objectives in child-friendly language is implemented school-wide.</p>	<ul style="list-style-type: none"> • Some of the skills K students need now are not aligned the Letterland pacing • Inconsistent use of varied instructional practices to reinforce math skills (ex: math workshop, guided math, math stations, etc.) • LEP/SWD proficiency/growth and fluency • K-2 Text Talk/Tier 2 vocabulary (Currently utilized by less than 30% of staff) • Consistent oral & written comprehension instruction with complex text (K-5) • Utilization of independent reading time to focus on foundational skills (stations, rotations) • Revisit Writer's Workshop model (resources- Lucy Calkins- currently used by 24% of staff) • Revisit consistent use of vocabulary notebooks and science notebooks with clear expectations for current and new staff (Vocabulary notebooks are used by 23.8% of staff weekly; science notebooks are used by 75% of staff weekly) • Goal setting in all grades, beginning with literacy (fluency) • Explicit fluency instruction K-5 • Explicit word work instruction K-5 <p>Explore options for literacy & math support</p>

School Improvement Plan

School:	Lake Myra ES
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Staff and Student Demographics	All teachers are highly qualified. All teachers certified. Low percentage of BTs. The number of National Board Certified Teachers increased.	LEP population increased.
Perception	<ul style="list-style-type: none"> • Positive school climate. • Overall positive perceptions, students and parents. • All teachers receive daily duty-free planning unless unique safety situations occur. • All teachers receive daily duty-free lunch unless unique safety situations occur. Higher positive perceptions than state and district.	None noted.
Program	<ul style="list-style-type: none"> • Strong parent attendance at PAC meetings • System to get new kids enrolled to have a compact signed • 24 Leapfrog kits going home with at risk students in grades K-5 from the resource room • Strong Intersession attendance from the students who agreed to come & positive learning experience for the students who attended. • Students & parents are involved in reading through K-2 Home Reading Program & the Resource Room • Explicit instruction on Leader in Me (e.g. the Seven Habits) in the classroom PBIS SWIM expectations intertwined with Leader in Me (7 Habits)	<ul style="list-style-type: none"> • There is a lack of parent follow through/recognition of what the compact looks like • Once the compact is signed and returned, it is filed. • Communication with parents about the parent resource room • A need to increase parent participation and visibility in the school • Bridge the language used in "SWIM" expectations and The Leader in Me. Continued improvement in implementation of The 7 Habits in the cafeteria.

School:	Lake Myra ES
Plan Year	2014-2016

Priority Concerns	Root Causes (with evidence)	Solutions
A limited increase in LEP & SWD Literacy performance.	<ul style="list-style-type: none"> Limited language acquisition SWD (see scores) 	<ul style="list-style-type: none"> Students use complete sentences Conversation starters Text Talk lessons Concept vocabulary
Lack of student accountability and confidence in math & reading performance. Lack of time and place for student to practice and reinforce skills learned in the core lesson.	Inconsistent student feedback & student ownership of their own data.	We fully implement The Leader In Me program. <ul style="list-style-type: none"> Goal setting established Data Notebooks
African American, LEP and SWD subgroups are not making accelerated growth to close the achievement gaps.	Inconsistent implementation of high yield strategies for vocabulary and language development.	We implement rigorous independent activities aligned to our core whole group and small group instruction. <ul style="list-style-type: none"> PLT collaboration between grade levels, special ed, and ESL teacher Implement with fidelity high yield strategies for vocabulary & language development Utilization of coaching cycles

Data Summary

Describe your conclusions

Priority Needs & Concerns for student achievement:

- Continue to work on core alignment in Literacy
- The use of Tier 3 and Tier 2 vocabulary instruction, through use of vocabulary notebooks and Text Talk
- Phonics: direct instruction is working, but there is not enough reinforcement opportunities to practice the skills and strategies that they are learning in the instruction
- Continue to focus on close reading and text complexity
- Core strategies for LEP and SWD kids are needed (SIOP strategies)

1. Whole group and small group instruction at LM is going very well
2. Implementing SIOP Strategies is needed
3. Strengthening the independent work opportunities to ensure multiple learning opportunities in the Big 7/Math needs to happen.

Priority Concern:

- Independent opportunities: to support core skills and strategies

Holding kids accountable to high quality work through effort rubrics and data notebooks

School Improvement Plan
Membership of School Improvement Team

School:	Lake Myra ES
Plan Year	2014-2016
Principal:	Jim Argent
Date:	Apr - 2014

SIP Team Members

	Name	School Based Job Title
1	Christina Palmer	Teacher
2	Darrow Brown	Teacher
3	Diane Hunter	Teacher
4	Jim Argent	Principal
5	Laura Powell	Teacher
6	Michele Oates	Instructional Support Personnel
7	Michelle Ybarra	Teacher
8	Nichole Madeja	Teacher
9	Shannon Wing	Teacher
10	Stephanie Martin	Parent
11	Tina Zarzecki	Assistant Principal

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

School:	Lake Myra ES
Plan Year	2014-2016
Date:	Apr - 2014

Mission Statement:

To provide a learning environment that is engaging, caring, nurturing and safe for all learners.

Vision Statement:

Preparing all learners for their future.

Value Statement:

We value:

- *A safe, loving, nurturing learning environment
- *Allowing students to problem-solve safely, make mistakes, and think creatively outside the box
- *High expectations for all
- *Giving children validation and a feeling of self-worth
- *Data driven decisions based on growth
- *Collaboration
- *Providing ownership and challenges for all
- *Caring about each other and the world
- *Looking at children as individuals
- *Learning as an active process, not a passive one
- *Motivating a love of learning
- *Modeling how to be good citizens
- *A student's right to our very best every day

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

School Goal		EOG composite scores will increase by 5% and more than 60% of students will exceed growth standards by fully implementing with fidelity all components of The Leader in Me to all of the students by June 2017. 100% of demographic subgroups will reach AMO targets.
Goal Manager		Nichole Madeja
Strategic Directive		Focus on Learning and Teaching
State Board of Education Goal		21st Century Students
Data Justification for Goal Based on Comprehensive Needs Assessment		Limited increases in LEP and SWD subgroups in literacy performance and a lack of student accountability and confidence in math and reading performance requires more direct instruction in vocabulary and accountability through the Leader in Me process.
1	Key Process	Be Proactive - Positive student behavior will increase through the implementation of teaching all 7 habits and PBIS structures daily at Lake Myra in order to reduce office referrals by 10%.
	Process Manager	PBiS Chairperson
	Completion Date	Jun - 2017
	Restrainers	Funding, availability of staff and scheduling conflicts, time and training of PBIS strategies, coverage for SWIM practice, varying levels of implementation with RTI, inconsistent celebration of goals
	Resources	PBiS coach, PBiS team, PBiS program, SWIM expectations, Safe and Orderly School Plan, staff, hospitality committee, Leader in Me initiative and consultants, Character Education plan
	Measurable Process Check(s)	SIRS data, PBIS monthly referral data, PBIS surveys, Teacher Working Conditions survey
	1 Action Step	Lighthouse Team will provide ongoing professional development in the implementation of the 7 Habits for all staff.
	Timeline	From 7/2014 To 6/2017
	2 Action Step	Administration and PBIS committee will provide professional development and support of the PBIS strategies for new staff.
	Timeline	From 7/2014 To 6/2017
	3 Action Step	PLTs will implement the RTI behavioral process for Tier 3 students to improve short term and long term behavior.
	Timeline	From 7/2014 To 6/2015
	4 Action Step	Teachers will provide daily instruction and modeling for students implementing the 7 Habits.
	Timeline	From 7/2014 To 7/2015

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

2	Key Process	Begin with the End in Mind - Students will show academic, behavioral and leadership accountability weekly in order to increase student achievement.
	Process Manager	Vertical PLT Chairs
	Completion Date	Jun - 2017
	Restrainers	Time and training for implementation, funding
	Resources	Lighthouse team, Leader in Me initiative, Vertical PLT, Healthy Active Children policy
	Measurable Process Check(s)	Quarterly PLT data reviews, teacher surveys
	1 Action Step	Students will create a data notebook that includes goal setting with at least 2 math goals, 2 literacy goals, one behavioral goal, and one community leadership goal.
	Timeline	From 7/2014 To 6/2017
	2 Action Step	PLTs will guide students through goal setting process through the explicitly teaching of goal setting and vision setting.
	Timeline	From 7/2014 To 7/2015
	3 Action Step	All teachers will develop classroom mission statement.
	Timeline	From 7/2014 To 6/2015
	4 Action Step	Staff will provide leadership and feedback for community service goals during leadership clubs and in classroom activities.
	Timeline	From 7/2014 To 6/2015
	5 Action Step	Administration will provide professional development focused on contrasting goals and visions to assist teachers in implementing goals with students.
	Timeline	From 7/2014 To 6/2015
	6 Action Step	Teachers will monitor student data notebooks and train students on student led conferences.
	Timeline	From 7/2014 To 6/2015
3	Key Process	Put First Things First – PLTs will create and teach Tier 2 vocabulary lists and Tier 3 vocabulary lists in all academic areas weekly in order to reduce achievement gaps.

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

Process Manager	Literacy Committee Chair	
Completion Date	Jun - 2017	
Restrainers	Time and training for implementation, funding	
Resources	Text talk lessons, grade level vocabulary lists, vocabulary notebooks, Discovery Ed media, Marzano's Vocabulary Games for the Classroom, Isabel Beck text talk lessons	
Measurable Process Check(s)	Teacher surveys, vocabulary rubrics, vocabulary notebooks, Case 21 data, common formative assessments	
	1 Action Step	All PLTs will create Tier 2 lists and use text talk lessons to teach Tier 2 vocabulary.
	Timeline	From 7/2014 To 6/2016
	2 Action Step	All PLTs will create Tier 3 vocabulary lists for science, math, literacy, and social studies.
	Timeline	From 7/2014 To 6/2016
	3 Action Step	Teachers will teach the vocabulary lists using Marzano's 6 step vocabulary process.
	Timeline	From 7/2014 To 6/2015
	4 Action Step	IRTs will provide and participate in on-going professional development and coaching to all new staff members on Marzano's 6 step vocabulary process.
	Timeline	From 7/2014 To 6/2017
4 Key Process	Think Win-Win - Teachers will create and facilitate opportunities for frequent family collaboration to increase parent involvement and student accountability.	
Process Manager	Lighthouse Team Chair	
Completion Date	Jun - 2017	
Restrainers	funding, language barriers, time and training to educate parents, parent transportation	
Resources	Parent Resource room, School Messenger, school and teacher websites, room parent	
Measurable Process Check(s)	Sign in Logs, website usage statistics	
	1 Action Step	Each student will lead 1 or 2 conferences per year including their teacher and parent (or other significant adult), using their data notebook, to increase student accountability.
	Timeline	From 7/2014 To 6/2016

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

	2 Action Step	In addition to one-way communication and publicity of schoolwide and classroom news and information through websites, blogs, phone-homes and newsletters, staff will facilitate and document regular two-way, meaningful communication between home and school to increase engagement and student achievement.
	Timeline	From 7/2014 To 6/2015
	3 Action Step	Facilitate and publicize Parent Resource Room that includes bilingual resources and remediation/enrichment activities.
	Timeline	From 7/2014 To 6/2015
	4 Action Step	Each homeroom class will identify a room parent to aid with dissemination of information.
	Timeline	From 7/2014 To 6/2015
5	Key Process	Seek First to Understand, then to be Understood - Teachers will create high quality lesson plans and implement lesson plans in all academic areas in order to increase student achievement.
	Process Manager	Instructional Resource Teacher
	Completion Date	Jun - 2017
	Restrainers	Time, professional development, funding for substitutes
	Resources	Common Core standards, Literacy Landscape document, mClass, Letterland, Cmapp lessons, Lucy Calkins Units of Study, Weekly PLT meetings, leveled book room, Vertical PLTs, Case21 data, K-3 Read to Achieve Plan, DPI flexibility in financial transfers, duty-free planning, duty-free lunch
	Measurable Process Check(s)	Case 21 data, mClass data, common formative assessments, teacher surveys, notebook rubrics
	1 Action Step	Literacy Committee will finalize the Literacy Landscape.
	Timeline	From 7/2014 To 6/2015
	2 Action Step	Classroom teachers will implement concepts from the Literacy Landscape that are aligned to the Big 7 foundational literacy skills.
	Timeline	From 7/2014 To 6/2016

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

3 Action Step	All students will respond to all questions (both orally and written) in complete sentences through the use of conversation starters and teacher modeling and accountability.
Timeline	From 7/2014 To 6/2017
4 Action Step	Literacy interventionists will provide training to staff on writing about text and written comprehension of the TRC.
Timeline	From 7/2014 To 6/2015
5 Action Step	Administration will provide monthly half day planning days, for all classroom teachers with structured agendas in order to create high quality Common Core lesson plans and activities.
Timeline	From 7/2014 To 6/2017
6 Action Step	PLTs will fully implement RTI process by studying mClass data, formative data, and district data and developing appropriate strategies for all students.
Timeline	From 7/2014 To 6/2015
7 Action Step	Administration will create a PLT schedule and hold teams accountable to appropriate PLT work during the meetings.
Timeline	From 7/2014 To 12/2014
8 Action Step	Teachers will implement science notebooking into all science lessons.
Timeline	From 7/2014 To 6/2016
9 Action Step	Appropriate time will be built into the daily schedule and all LMES classroom teachers will fully implement Lucy Calkins Writer's Workshop.
Timeline	From 7/2014 To 6/2016
10 Action Step	Interventionists and Special Education teachers will use Letterland for phonics interventions when necessary.
Timeline	From 7/2014 To 6/2015
11 Action Step	SIP committee will create monthly Vertical PLT schedule.
Timeline	From 7/2014 To 12/2014
12 Action Step	Administration will develop and train all LMES teachers on instructional practice requirements.
Timeline	From 7/2014 To 6/2015

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

	13 Action Step	Experienced Lake Myra Teachers will fulfill leadership roles on the PLT to ensure new Lake Myra Teachers have knowledge and training to implement Lake Myra instructional must haves.
	Timeline	From 7/2014 To 6/2017
6	Key Process	Synergize- Teachers will create technology integrated independent activities and group assignments through monthly collaboration with the TLC, media specialist, and tech facilitator in order to increase the rigor and engagement of student assignments.
	Process Manager	Teacher Leader Corp chair
	Completion Date	Jun - 2017
	Restrainers	funding, equipment maintenance and updates, professional development on use
	Resources	Teacher Leader Corp members, Tech facilitator, Media Specialist, Discovery Ed, iDevices and applications, Leader in Me website
	Measurable Process Check(s)	website usage statistics, product display applications, collaboration minutes
	1 Action Step	All students will complete 3 technology integrated products.
	Timeline	From 7/2014 To 6/2017
	2 Action Step	TLC committee will create a schedule for TLC learning labs.
	Timeline	From 7/2014 To 12/2014
	3 Action Step	Administration will create as schedule for collaborative meetings with PLTs and TLC for training and implementation of projects.
	Timeline	From 7/2014 To 6/2017
	4 Action Step	SIP team will create a TLC SIP committee.
	Timeline	From 7/2014 To 8/2014
	5 Action Step	TLC committee will create a rubric for digital literacy projects that audience members use for assessment and reflection.
	Timeline	From 7/2014 To 6/2015
	6 Action Step	TLC will attend all district level training and NCTIES conference.
	Timeline	From 7/2014 To 6/2017

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

	7 Action Step	TLC will update LMES Leader in Me Website with digital projects.
	Timeline	From 7/2014 To 6/2015
	8 Action Step	Students will apply to have their digital products on display at NCTIES conference and LMES Leadership Days.
	Timeline	From 7/2014 To 6/2017
7	Key Process	Sharpen the Saw- Teachers will ensure all students in their class will participate in one leadership role during the course of each semester in order to increase student self-efficacy which will improve student achievement.
	Process Manager	Lighthouse Chair
	Completion Date	Jun - 2017
	Restrainers	Time, student attendance for training
	Resources	Leader in Me initiative, Leadership Days
	Measurable Process Check(s)	Rosters, sign in sheets, SIRS data
	1 Action Step	Lighthouse Team will create student application for leadership roles.
	Timeline	From 7/2014 To 6/2015
	2 Action Step	Lighthouse Team will create schedule and agenda for Leadership Day.
	Timeline	From 7/2014 To 6/2017
	3 Action Step	Kindergarten Team will utilize student leaders for Kindergarten Open House
	Timeline	From 12/2014 To 6/2017
	4 Action Step	Administration will develop Leadership Club Schedule.
	Timeline	From 7/2014 To 6/2015
	5 Action Step	PBiS will develop Leadership Roles for Cafeteria.
	Timeline	From 7/2014 To 6/2015
	6 Action Step	Classroom Teachers will maintain a list of leadership roles and student participation.
	Timeline	From 7/2014 To 6/2017

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

7	Action Step	Lighthouse Team will provide training for all new to LMES staff on the Leader in Me philosophy.
	Timeline	From 7/2014 To 6/2017

Date	Apr - 2014
Waiver Requested	
No waivers requested.	
How will this waiver impact school improvement?	
No waivers requested.	
Please indicate the type of waiver:	Local
Please indicate the policy to be waived	NA

School:	Lake Myra ES
Plan Year	2014-2016
School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Vocabulary Development	All certified staff	EOG composite scores will increase by 5% and more than 60% of students will exceed growth standards by fully implementing with fidelity all components of The Leader in Me to all of the students by June 2017.	<ul style="list-style-type: none"> • LEP students were 12.5% proficient in Science, and SWD were 15.4%. This is below the district. • 76.2% of staff do not explicitly teach Tier 2 and Tier 3 vocabulary on a weekly basis.
7 Habits of Happy Kids (Leader in Me)	All staff	EOG composite scores will increase by 5% and more than 60% of students will exceed growth standards by fully implementing with fidelity all components of The Leader in Me to all of the students by June 2017.	Major & minor referral numbers have decreased up to 50% after implementing PBIS and Leader in Me
PBiS	New to LMES staff	EOG composite scores will increase by 5% and more than 60% of students will exceed growth standards by fully implementing with fidelity all components of The Leader in Me to all of the students by June 2017.	Major & minor referral numbers have decreased up to 50% after implementing PBIS and Leader in Me.
Science Notebooking	All classroom teachers	EOG composite scores will increase by 5% and more than 60% of students will exceed growth standards by fully implementing with fidelity all components of The Leader in Me to all of the students by June 2017.	<ul style="list-style-type: none"> • LEP students were 12.5% proficient in Science, and SWD were 15.4%. This is below the district. • 25% of classroom teachers do not utilize science notebooking at least weekly.
Lucy Calkins Writer's Workshop	All classroom teachers	EOG composite scores will increase by 5% and more than 60% of students will exceed growth standards by fully implementing with fidelity all components of The Leader in Me to all of the students by June 2017.	76% of classroom teachers do not currently use the Writer's Workshop model with fidelity.
Written comprehension	All certified staff	EOG composite scores will increase by 5% and more than 60% of students will exceed growth standards by fully implementing with fidelity all components of The Leader in Me to all of the students by June 2017.	• 3 rd Grade mClass composite proficiency decreased from BOY to MOY by 4.8%.

School:	Lake Myra ES
Plan Year	2014-2016
School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Common Coth Math Best Practices	select staff	EOG composite scores will increase by 5% and more than 60% of students will exceed growth standards by fully implementing with fidelity all components of The Leader in Me to all of the students by June 2017.	In Math, Black students were 30% proficient. LEP students were 23.1% and SWD were 23.9% proficient.

School Improvement Plan**Summary Sheet of Professional Development Activities**

School:	Lake Myra ES
Plan Year	2014-2016
School Year:	2015-2016

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
---------------	----------------------	------------------------	-------------------------

School Improvement Plan

Intervention Planning Matrix

School:	Lake Myra ES
Plan Year	2014-2016
School Year:	2014-2015

	Reading	Math	Behavior
Student Identification	compiling data	compiling data	
Intervention Structure	compiling data	compiling data	
Instruction	compiling data	compiling data	
Assessment	compiling data	compiling data	
Curriculum/Resources	compiling data	compiling data	

School Improvement Plan

Intervention Planning Matrix

School:	Lake Myra ES
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Student Identification			
Intervention Structure			
Instruction			
Assessment			
Curriculum/Resources			