

WAKE COUNTY PUBLIC SCHOOLS
Membership of School Improvement Team 2008-2012

SCHOOL: Lake Myra ES
PRINCIPAL: James L. Argent
DATE: April - 2011

CORE / LEADERSHIP TEAM MEMBERS:

Name:	SIP Responsibility / School-based job title:
James Argent	Principal
Nanette Lavery	Assistant Principal
Nicole Madeja	Kindergarten
Keri Staib	First Grade
Heather Kimball	Second Grade
Jena Kehler	Third Grade
Scott Gaitan	Title 1 Intervention/SIP Chair
Nicole Spivey	Fifth Grade
Leigh Pittman	Media/Specialists
Rhonda Reid	Teacher Assistants
Deb Rosenella	IRT
Jennifer Jones	IRT
Kate Harris	Literacy
Maria Briones	Parent
Aimee Belt	Parent
Samantha Hunt	Assistant Principal Intern
Nicole Yunker	Fourth Grade

WAKE COUNTY PUBLIC SCHOOLS
Mission, Vision, and Value Statements 2008-2012

SCHOOL: Lake Myra ES
DATE: February - 2010

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, and nurturing learning environment
- Allowing students to problem solve safely, make mistakes, and think creatively outside the box.
- High expectations for everyone
- Giving children validation and a feeling of self-worth
- Data driven decisions based on growth
- Collaboration
- Providing opportunities 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 for learning
- Modeling how to be good citizens
- A student's right to our very best every day

Wake County Public School System - School Improvement Planning
Summary of Goals, Key Processes and Action Steps 2008-2012 (Created 2010 - 2012)

Board Goal: WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.

SCHOOL: Lake Myra ES

LEA: Wake County (920)

Strategic Directive: Focus on Learning and Teaching

State Board of Education Goal: Globally Competitive Students

SCHOOL GOAL: By June 2012, science EOG proficiency scores will increase from 43.6% to 60%.

GOAL MANAGER: Nicole Yunker

Data Justification for Goal based on a comprehensive needs assessment:

EOG data from 2009-2011 shows students were at 43.6% meeting standard in science..

Key Processes & Action Steps(1 Key Processes)

- 1 Key Process:** Implement structures for differentiation using research based best practices.
Process Manager: Science Committee
Completion Date: 6/30/12
Resources: Classroom Instruction That Works; Robert J. Marzano, Debra J. Pickering, Jane Pollock: A Handbook for Classroom Instruction that Works; Robert J. Marzano, Jennifer S. Norford, Diane E. Paynter, Debra J. Pickering, Barbara B. Gaddy: Building Thinking Skills; Sandra Parks, Howard Black, Romp/Otter Talk Data, Team Time, Data Analogies, Vocabulary Notebooks, Leveled Texts, Leveled Book Room. Daily planning period, E.V.A.A.S, Science Notebooks, Periodicals, Science Kits, Technology Applications, United Streaming,
Restrainers: Training all teachers in science kits, Time and space for inquiry based science instruction, Formative Data availability
Measurable Process Checks:
Quarterly review of Walk-through data
2-5 Blue Diamond Assessments
Teacher Surveys

Action Steps

- 1 Action Step** Implement Marzano's best practices with fidelity
Timeline: From: 7/1/10 To: 6/30/11
- 2 Action Step** Implement higher order thinking strategies
Timeline: From: 7/31/10 To: 6/30/11
- 3 Action Step** Implement Marzano's 6 step vocabulary method using school-wide vocabulary continuum

- Timeline:** From: 8/31/10 To: 6/30/11
- 4 Action Step** Implement inquiry based science
- Timeline:** From: 9/30/10 To: 6/30/11
- 5 Action Step** Provide differentiated Professional Development to meet all staff members needs in science instruction
- Timeline:** From: 9/10 To: 6/12
- 6 Action Step** Utilize parent volunteers to support implementation of best practices
- Timeline:** From: 9/10 To: 6/12
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Board Goal: WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.

SCHOOL: Lake Myra ES

LEA: Wake County (920)

Strategic Directive: Systems and Structures to Support Schools

State Board of Education Goal: Healthy, Responsible Students

SCHOOL GOAL: By June 2012, discipline major and minor referrals will decrease by 10% in all grade levels

GOAL MANAGER: Nanette Lavery

Data Justification for Goal based on a comprehensive needs assessment:

Currently gathering baseline data of each group.

Key Processes & Action Steps(1 Key Processes)

1 Key Process: Implement Intervention Alignment for behavior to increase student achievement
Process Manager: Jane Ferguson
Completion Date: 6/12
Resources: PBIS Coach, SWIM expectations, school staff, Classroom Management Flipbook, PB Team, PTA Budget, Otter Den, Hall Passes, rewards for celebrations, Establish materials for display
Restrainers: Funding, availability of staff and scheduling conflicts, Training on RTI,
Measurable Process Checks: SWIS Data, Surveys

Action Steps

- 1 Action Step** Utilize universal hall passes at Lake Myra
Timeline: From: 6/11 To: 7/11
- 2 Action Step** Implement school-wide celebrations
Timeline: From: 7/11 To: 6/12
- 3 Action Step** Implement Behavior Referral Process
Timeline: From: 7/11 To: 9/11
- 4 Action Step** Provide differentiated Professional Development to meet the needs of all staff members in PBIS strategies
Timeline: From: 7/11 To: 6/12

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SCHOOL: Lake Myra ES

LEA: Wake County (920)

Strategic Directive: Focus on Learning and Teaching

State Board of Education Goal: Globally Competitive Students

SCHOOL GOAL: By June 2012, math EOG proficiency scores will increase from 77.3% to 88%, and the school will achieve expected growth.

GOAL MANAGER: Deb Rosenella

Data Justification for Goal based on a comprehensive needs assessment:

EOG proficiency scores for 2009-2010 were 77.3% in math.

Key Processes & Action Steps(1 Key Processes)

1 Key Process: Implement structures for differentiation using research based best practices.
Process Manager: Math Committee
Completion Date: 06/12
Resources: Classroom Instruction That Works; Robert J. Marzano, Debra J. Pickering, Jane Pollock: A Handbook for Classroom Instruction that Works; Robert J. Marzano, Jennif S. Norford, Diane E. Paynter, Debra J. Pickering, Barbara B. Gaddy: Building Thinkir Skills; Sandra Parks, Howard Black, Romp/Otter Talk Data, Team Time, Daily Analogies, Vocabulary Notebooks, Leveled Texts, Leveled Book Room. Daily plannir period, E.V.A.A.S, Periodicals, Technology Applications, United Streaming, Ma Coach, Math Expressions, Calculators, AimsWeb
Restrainers: Vertical conversation of Standard Course of Study
Measurable Process Checks:
 Quarterly walk-through data
 Blue Diamond Assessments
 Teacher created formative assessments
 Math Surveys
 RTI Data

Action Steps

- | | |
|----------------------|---|
| 1 Action Step | Implement Marzano's best practices with fidelity |
| Timeline: | From: 05/11 To: 6/12 |
| 2 Action Step | Implement higher order thinking skills |
| Timeline: | From: 5/11 To: 6/12 |
| 3 Action Step | Provide differentiated Professional Development to meet the |

- needs of all staff members in utilizing Marzano's high yield strategies and in Math Expressions
- Timeline:** From: 7/11 To: 6/12
- 4 Action Step** Develop school-wide vocabulary continuum
- Timeline:** From: 5/11 To: 6/12
- 5 Action Step** Incorporate calculator skills into instruction in grades K-2 and utilize calculators during daily instruction in grades 3-5
- Timeline:** From: 4/11 To: 6/12
- 6 Action Step** Implement math talk
- Timeline:** From: 4/11 To: 6/12
- 7 Action Step** Utilize parent volunteers to support implementation of best practices
- Timeline:** From: 6/11 To: 6/12
- 8 Action Step** Utilize PTA committee structures to engage parents in the school environment in math
- Timeline:** From: 7/11 To: 6/12
- 9 Action Step** Utilize PAC meetings to communicate and train parents on best practices in math
- Timeline:** From: 7/11 To: 6/12
- 10 Action Step** Utilize teacher newsletters and websites to further communicate math expectations to parents
- Timeline:** From: 7/11 To: 6/12
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Summary of Goals, Key Processes and Action Steps 2008-2012 (Created 2010 - 2012)

Board Goal: WCPSS students will demonstrate high academic growth; by 2014, all students will graduate on-time prepared to compete globally.

SCHOOL: Lake Myra ES

LEA: Wake County (920)

Strategic Directive: Focus on Learning and Teaching

State Board of Education Goal: Globally Competitive Students

SCHOOL GOAL: By June 2012, reading EOG proficiency scores will increase from 57.3% to 75%, and the school will achieve expected growth

GOAL MANAGER: Jennifer Jones

Data Justification for Goal based on a comprehensive needs assessment:

EOG proficiency scores from 2009-2010 were 57.3% in reading.

Key Processes & Action Steps(2 Key Processes)

- | | |
|---|---|
| <p>1 Key Process:
 Process Manager:
 Completion Date:
 Resources:</p> | <p>Implement structures for differentiation using research based best practices.
 Literacy Committee
 6/12
 Classroom Instruction That Works; Robert J. Marzano, Debra J. Pickering, Jane Pollock: A Handbook for Classroom Instruction that Works; Robert J. Marzano, Jennifer S. Norford, Diane E. Paynter, Debra J. Pickering, Barbara B. Gaddy: Building Thinking Skills; Sandra Parks, Howard Black, Romp/Otter Talk Data, Team Time, Data Analogies, Vocabulary Notebooks, Leveled Texts, Leveled Book Room. Daily planning period, E.V.A.A.S, Periodicals, Technology Applications, United Streaming, Literacy Coach, AimsWeb, Fountas and Pinnell Benchmark Assessment System, Time to implement interventions for a diverse level of learners
 Parent Volunteers</p> |
| <p>Restrainers:
 Measurable Process Checks:</p> | <p>Quarterly walk-through data
 Blue Diamond Assessments
 Running Record Data
 AimsWeb</p> |
| Action Steps | |
| <p>1 Action Step</p> | <p>Provide feedback to students and set goals with students on literacy objectives</p> |
| <p>Timeline:</p> | <p>From: 6/11 To: 7/12</p> |
| <p>2 Action Step</p> | <p>Provide differentiated Professional Development to meet the needs of all staff members in utilizing best practices in balanced literacy instruction</p> |

- Timeline:** From: 7/11 To: 7/12
- 3 Action Step** Directly instruct students in higher order comprehension skills and strategies
- Timeline:** From: 7/11 To: 6/12
- 4 Action Step** Develop school-wide essential vocabulary for language arts and social studies
- Timeline:** From: 7/11 To: 6/12
- 5 Action Step** Implement, progress monitor, and document RTI interventions through PLT's as a structure for differentiation when students fail to respond to core literacy instruction
- Timeline:** From: 7/11 To: 6/12
- 6 Action Step** Utilize parent volunteers to support implementation of best practices
- Timeline:** From: 7/11 To: 6/12
- 7 Action Step** Utilize PTA committee structures to engage parents in the school environment in literacy
- Timeline:** From: 6/11 To: 7/12
- 8 Action Step** Utilize PAC meetings to communicate and train parents on best practices in literacy
- Timeline:** From: 7/11 To: 6/12
- 9 Action Step** Utilize teacher newsletters and websites to further communicate literacy expectations to parents
- Timeline:** From: 5/11 To: 6/12

- 2 Key Process:** Consistent use of Running Records and Running Record Data
- Process Manager:** Grade Level Chairs
- Completion Date:** 8/11
- Resources:** Classroom Instruction That Works; Robert J. Marzano, Debra J. Pickering, Jane Pollock: A Handbook for Classroom Instruction that Works; Robert J. Marzano, Jennif S. Norford, Diane E. Paynter, Debra J. Pickering, Barbara B. Gaddy: Building Thinkir Skills; Sandra Parks, Howard Black, Romp/Otter Talk Data, Team Time, Da Analogies, Vocabulary Notebooks, Leveled Texts, Leveled Book Room. Daily plannir period, E.V.A.A.S, , Periodicals, Technology Applications, United Streaming,Litera Coach, AimsWeb, Fountas and Pinnell Benchmark Assessment Kit
- Restrainers:** Development of a consistent growth line

Measurable Process Checks:

Student Growth Line Charts

Action Steps

- 1 Action Step** Investigate a method to measure one year and one and a half year's worth of reading growth
- Timeline:** From: 4/11 To: 5/11
- 2 Action Step** Implement a method to measure one year and one and a half year's worth of growth
- Timeline:** From: 6/11 To: 8/11
- 3 Action Step** Discuss running record data at the end of each quarter
- Timeline:** From: 7/11 To: 6/12

Wake County Public School System - School Improvement Planning
Summary Sheet of Professional Development Activities (Created 2010 - 2012)

School Name: Lake Myra ES

For School Year: 2011 - 2012

Activity / Topic	Participants	Goal Supported
1. Differentiated Professional Development with structured reflection in Science Instruction centered around inquiry science, Marzano's 6-step Vocabulary instruction, and Higher Order Thinking Strategies	All certified staff	By June 2012, science EOG proficiency scores will increase from 43.6% to 60%.
2. Differentiated Professional Development with structured reflection in Math Instruction centered around math talk, Marzano's high yield strategies, and Math Expressions	All certified staff	By June 2012, math EOG proficiency scores will increase from 77.3% to 88%, and the school will make expected growth
3. Differentiated Professional Development with structured reflection in Literacy Instruction centered around utilizing best practices in balanced literacy model	All certified staff	By June 2012, reading EOG proficiency scored will increase from 57.3% to 75%, and the school will achieve expected growth.
4. Differentiated Professional Development with structured reflection in PBIS strategies.	All staff members	By June 2012, discipline major and minor referrals will decrease by 10% in all grade levels
5. Differentiated Professional Development with structured reflection in established best practices at Lake Myra	All new Lake Myra Staff Members	

Title 1 Schoolwide Programs- Lake Myra Elementary
Transition Plan
2011-2012

How will you create a seamless and coherent educational program particularly for at-risk students?

- *Existing Title 1 Pre-Kindergarten program*
- *Pre-K Teacher takes part in Pre-K PLT and Kindergarten PLT conversations*
- *School advertises and markets Pre-K program to recruit families*
- *3 Kindergarten Open Houses-1 is geared toward parent's education for pre-k transition, provided with literature on the transition.*

How will your school plan for the transition of students from home/preschool to kindergarten?

- *Plan to create a Parent Resource Center with a focus on Pre-K and 5th grade transition*
- *Provide Spanish language/speaking resources*
- *Targeted training for parent in multiple languages to meet the school population*

What Strategies will your school implement to help students transition at critical transition points with their school career?

- *Vertical PLT conversations*
- *Looping of specific grade levels to meet student needs*
- *EOG information sessions for 2nd grade parents*
- *Focus on increased reading stamina*
- *5th to 6th grade counselor meets with feeder middle school*
- *5th grade parent meetings to create student schedules*
- *Training for 5th graders on opening locks and using combinations*
- *Principal meets with feeder middle school to determine appropriate math placement*
- *Special Education Teams assist in special education students transition*

Intervention Planning Matrix

The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

General Principles of Intervention: Intervention is instructional assistance that goes beyond core instruction. Intervention design should be guided by student achievement data derived from formative and summative assessments. Information should be specific enough in scope to allow for intervention instruction to be tightly targeted to student need.

Component	Reading	Math
Student Identification	LMES will use: F&P Running Records 3-5 EOG Data Blue Diamond Data Digging Deeper Assessment Aimsweb KIA	LMES will use: Blue Diamond Data EOG Data Number Knowledge Assessments Teacher created Pre/Post Assessments based on Essential outcomes K-2 Quarterly Assessment
Intervention Structure	LMES will use: Pull-out and push-in with fluid grouping Frequency/duration will vary depending on needs of students and response to intervention *Possible use of Intersession or tutoring based on budget	LMES will use: Co-teaching Pull-out and push-in with fluid grouping Frequency/duration will vary depending on needs of students and response to intervention *Possible use of Intersession or tutoring based on budget
Instruction	LMES will use: PLTs Collaboration/consultation with Support Teams Grade Level Meeting Groups based on Team Time Assessments (Pre Tests)	LMES will use: PLTs Collaboration/consultation with Support Teams Grade Level Meeting Groups based on Team Time Assessments (Pre Tests)
Assessment	LMES will use: Grade level common assessments given at a common	LMES will use: Grade level common assessments given at a common

	interval	interval
Curriculum/Resources	LMES will use: Intervention Teachers Literacy Coach Tutors/Intersession Teachers Fountas & Pinnell Kits iPads/iTouch Apps Smartboards BenQ Leveled Book Room Parent Volunteers	LMES will use: Intervention Teachers Math Coach Tutors/Intersession Teachers iPads/iTouch Apps Smartboards BenQ Parent Volunteers