

**School Improvement Plan**

<b>School:</b>	Olive Chapel ES
<b>Plan Year</b>	2012-2014

<b>Data Components</b>	<b>Patterns or Trends</b> (written in data statements)	<b>Areas of Strengths</b>	<b>Areas of Concern</b>
<b>Student Achievement</b>	<p>In grades 3-5 on the reading EOGs, all subgroups, except for Level 4 AG, met the 60% target (which indicates high growth) in the 2011-2012 school year</p> <p>Third, fourth, and fifth grade EOG results will be analyzed in October when we have the data available. Third grade teachers can use the 2<sup>nd</sup> grade quarter 4 Case 21 assessment results to guide their small group instruction at the start of the school year.</p> <p>Once the 4<sup>th</sup> quarter Case 21 data for second grade is sent to the team, we can analyze this data as well.</p>	<p>In grades 3-5 on the reading EOGs, all subgroups, except for Level 4 AG, met the 60% target (which indicates high growth) in the 2011-2012 school year</p> <p>Olive Chapel Elementary's students have a strong attendance record with an average of having 96.5 percent of students present per month</p>	<p>Level 4 students continue to not demonstrate high growth from year to year, based on EOG data.</p>

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<b>Instructional Practices/Strategies</b>	<p>Based on the literacy survey completed, 61% of the teachers felt they needed professional development on café mini-lessons in the 2012-1013 school year.</p> <p>Based on the survey deployed on May 13<sup>th</sup>, 2013, 70% of the OCE teachers feel team time is not effective in literacy this year based off the survey that was sent out. 30% feel it is effective for their grade level in literacy.</p> <p>Based on the technology survey conducted in February 80% of the staff prefer to replace desktops with mini laptops.</p> <p>Based on the survey deployed on May 13<sup>th</sup>, 9% of the OCE staff answered from the survey that they thought Team Time should be held 1 time a week. 24% said they think it should be 2 times a week. 58% said they think it should be 3 times a week. 9% said they think it should be 4 times a week and 0% of the staff think it should be held 5 days a week.</p>	<p>Therefore, the Café Committee presented in-house staff development on the most requested topics on the February and May early release dates.</p> <p>Based on the survey given on April 1st 2013, 96.88% of the classroom teachers surveyed (32 teachers responded) use Dream Box in their classroom. The Café Committee implemented a literacy survey and literacy walkthroughs in the Fall of 2012 to collect new data. Based on the survey given on April 1st 2013, 56.25% of the classroom teachers surveyed (32 teachers responded) utilizes Dream Box at home.</p> <p>Based on the survey given on May 31<sup>st</sup>, 2013, 70% of the students surveyed (424 students responded K-4) enjoyed using Dream Box.</p> <p>Based on the survey given on May 31<sup>st</sup>, 2013, 70% of the students surveyed (424 students responded K-4) felt Dream Box was easy to use.</p> <p>Based on the survey given on May 31<sup>st</sup>, 2013, 49% of the students surveyed (424 students responded K-4) felt Dream Box helped them in math.</p> <p>Based on the survey given on May 31<sup>st</sup>, 2013, 65% of the students surveyed (424 students responded grades K-4) would like to have Dream Box for the 2013-2014 school year.</p>	<p>The majority of teachers believe that the Team time is ineffective.</p> <p>The Café Walkthrough Data from November 2012 showed that teachers were inconsistent in their implementation of the Café structure. Based upon the data collected from the Fall 2012 Literacy Walkthroughs, data suggested that teachers showed a weakness in small group instruction. When observed, 18% implemented strategy groups, 18% were conferring, 18% were implementing book clubs, and 21% were implementing guided reading.</p> <p>In analyzing desktop computer data 100% of all desktops are currently out of warranty. Based on the most recent technology survey desktop computers are 5 years past warranty.</p>

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<b>Staff and Student Demographics</b>	<p>According to Olive Chapel's NCWise Attendance Data, the number of tardies that students continue to have. Tracks 1, 3, and 4 which are all double tracked had 14 or more students who were tardy at least 8 times as of June 13<sup>th</sup>. Track 2, being single tracked, had five students that were tardy 8 or more times as of June, 13<sup>th</sup>.</p> <p>Through Teacher observation it is still felt that too many students in all tracks are getting checked out early.</p> <p>In reference to Olive Chapel Elementary teacher absence data given to us on June 19, 2013 from the "WCPSS Oracle Teacher Absence Report," the data shows that Friday has the most absences compared to the rest of the week. The average teacher absence was 75.8 days per day of the week, compared to Friday which had 102 absences.</p>	<p>Olive Chapel Elementary's students have a strong attendance record with an average of having 96.5 percent of students present per month</p>	<p>The area of concern is the number of students who are consistently tardy on all tracks.</p> <p>When teachers are absent, there is not always a substitute in the classroom and Teacher Assistants are being pulled from their normal duties. This impacts both students and teachers throughout the school building.</p>
<b>Perception</b>	<ul style="list-style-type: none"> <li>* OCE staff would like more professional development to be offered, especially regarding team time and Daily 5/CAFE</li> <li>* Staff members want to be more involved in the budget and decision making.</li> </ul> <p>Based on the October staff survey, staff members would like to have additional sessions on SmartBoards, iPads, Microsoft Office, and several other concepts.</p>	<p>Grade levels are given coverage to meet once a week for PLTs.</p> <ul style="list-style-type: none"> <li>* OCE is a clean and safe environment for staff, students, and parents.</li> </ul> <p>Students know the rules and how to behave in the classrooms.</p> <p>The technology committee has provided 20 professional development opportunities for the 12-13 staff.</p> <p>Based on a staff survey, teachers like the teacher laptops.</p>	<p>The county professional development rarely covers for substitutes and therefore eliminates many staff members from attending.</p> <p>Students know the rules and how to behave in the halls, bathroom, and cafeteria, but staff isn't consistent in supporting these expectations.</p> <p>There is still a need for continued professional development as newer technology is purchased and implemented.</p> <p>The concern is for the push for online testing and the mini-laptops do not have the capability of online testing.</p>

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<b>Program</b>	The intervention program was affected by a decrease in assigned MOE's from the 2011-2012 school year. The decrease in months impacted the scheduling of students in a year-round environment.	When students are consistently instructed through intervention, an increase in academic achievement is noted.	Months of this employment have been decreased due to the number of students in Tier II and III intervention.

<b>Priority Concerns</b>	<b>Root Causes</b> (with evidence)	<b>Solutions</b>
Students who are making 4's on the EOG's are showing little or no growth from year to year.	In grades 3-5 on the reading EOGs, all subgroups, except for Level 4 AG, met the 60% target (which indicates high growth) in the 2011-2012 school year	Teachers need to create more level 4 opportunities for the highest students in the class. They need to challenge the students with higher level thinking in order for them to continue to grow. Teachers need to create common assessments with the highest levels of bloom's taxonomy for these students.

<b>Priority Concerns</b>	<b>Root Causes</b> (with evidence)	<b>Solutions</b>
<p>Teachers are frustrated with how to use Team Time most efficiently in the classroom.</p>	<p>Based on the survey deployed on May 13<sup>th</sup>, 2013, 70% of the OCE teachers feel team time is not effective in literacy this year based off the survey that was sent out. 30% feel it is effective for their grade level in literacy.</p> <p>Based on the survey deployed on May 13<sup>th</sup>, 58% of the OCE teachers feel that team time would be better utilized for math instruction next year based off the survey that was sent out. 42% of the teachers feel that it would not be better utilized to use team time for math instruction.</p> <p>Based on the survey deployed on May 13<sup>th</sup>, 9% of the OCE staff answered from the survey that they thought Team Time should be held 1 time a week. 24% said they think it should be 2 times a week. 58% said they think it should be 3 times a week. 9% said they think it should be 4 times a week and 0% of the staff think it should be held 5 days a week.</p>	<p>OCE teachers and staff need to find out why Team Time is ineffective. More professional development at the school level needs to occur to make Team time better for each grade level. Discussions also need to occur about how each grade level is performing Team time. Finding out what is working in each grade level will help other grade levels improve Team Time. A problem solving model will be created to increase the effectiveness of Team Time</p>
<p>Professional Development is still needed in order to effectively implement/have support in Daily 5/CAFE.</p>	<p>Based upon the data collected from the Fall 2012 Literacy Walkthroughs, data suggested that teachers showed a weakness in small group instruction. When observed, 18% implemented strategy groups, 18% were conferring, 18% were implementing book clubs, and 21% were implementing guided reading.</p>	<p>Because there is an inconsistency in the literacy Walkthroughs, there needs to be more training on what the Daily 5 block should look like in the classroom. The teachers at each grade level need to be more consistent with their daily 5 block.</p>

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**Data Summary**

Describe your conclusions

Based on the data, it is necessary for Olive Chapel to find a way to implement team time and the Daily 5/CAFE more effectively in the classroom. To do this, more professional development needs to be conducted. This will give the teachers a better understanding of how team time can be best utilized.

**School Improvement Plan**
**Membership of School Improvement Team**

<b>School:</b>	Olive Chapel ES
<b>Plan Year</b>	2012-2014
<b>Principal:</b>	Nanette Lavery
<b>Date:</b>	Aug - 2013

**SIP Team Members**

	<b>Name</b>	<b>School Based Job Title</b>
1	Andrew Saunders	Teacher
2	Becky Beech	Teacher
3	Danielle Green	Instructional Support Personnel
4	Dianne Vetter	Teacher
5	Erin May	Teacher
6	Heather Callaghan	Teacher
7	Holly Kiger	Teacher
8	Jeff Sidney	Teacher
9	Jennifer Ivarsson	Teacher
10	Katie Price	Teacher
11	Kristin Bruce	Teacher
12	Lorrie Sardiello	Instructional Support Personnel
13	Marie Jones	Teacher
14	Martha Anderson	Instructional Support Personnel
15	Mary Peterson	Parent
16	Nanette Lavery	Principal
17	Pam Shaw	Teacher Assistant
18	Pat Adame	Teacher

<b>School:</b>	Olive Chapel ES
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<b>Date:</b>	Apr - 2012

**Mission Statement:**

The mission of Olive Chapel Elementary School is to create a caring, safe, and nurturing environment to ensure that every child achieves and shows significant growth by providing a diverse education rich in 21st century learning and teaching to prepare students to be successful and productive citizens.

**Vision Statement:**

Olive Chapel Elementary will serve as a Wake County model for increasing student achievement in the 21st century. Effective teachers and staff will use best practices and innovative programs to raise the achievement of all students, thus providing high quality classroom instruction to promote growth among all learners. Olive Chapel will continue to demonstrate education leadership and academic excellence by developing partnerships with students, parents, staff, local and global communities.

**Value Statement:**

In the 21st Century World, Olive Chapel Elementary School values and believes:

1. With highly effective teachers and classroom instruction, all children, regardless of socio-economic circumstances, can achieve and show significant growth.
2. Students at all levels will achieve and show significant growth when data is used drive instruction and staff development.
3. Highly effective principals, teachers and staff are the key to improving student growth and achievement.
4. Olive Chapel Administration and Leadership promote continuous improvement, resulting in a high performing organization focused on student growth and achievement.
5. Olive Chapel Elementary families and community partner with school staff to ensure a safe, caring and nurturing learning environment.



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<b>LEA:</b>	Wake County (920)

<b>School Goal</b>		By June 2014, 90% of all students (in all sub groups) will demonstrate growth in literacy, based on end of year and school wide common formative assessments.
<b>Goal Manager</b>		Danielle Green
<b>Strategic Directive</b>		Focus on Learning and Teaching
<b>State Board of Education Goal</b>		Globally Competitive Students
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>		Students continue to not show high growth in reading. Level 3 subgroups continue to be a concern as they have been below for two years. There has been a significant drop in proficiency and growth in both subjects for our free and reduced lunch students (3rd and 5th grades). EVAAS is being utilized to monitor students that as a school we have not successfully shown growth in reading and math. Our students continue to show inconsistencies in year to year growth.
<b>1</b>	<b>Key Process</b>	Olive Chapel teachers will implement Team Time groups to remediate and enrich quarterly objectives.
	<b>Process Manager</b>	Jeff Sidney
	<b>Completion Date</b>	Jun - 2014
	<b>Restrainers</b>	<ol style="list-style-type: none"> <li>1. Support staff schedules.</li> <li>2. Year round schedule.</li> <li>3. Not enough classroom time.</li> <li>4. Class sizes.</li> <li>5. Not enough copies available for teachers.</li> </ol>
	<b>Resources</b>	<ol style="list-style-type: none"> <li>1. Weekly coverage to allow teachers an hour and ten minute PLT meeting.</li> <li>2. K-1 Reading plan.</li> <li>3. Duty free lunch and planning.</li> <li>4. Intervention plan.</li> <li>5. EVAAS.</li> <li>6. Personal Education Plans.</li> <li>7. Study Island.</li> <li>8. Created assessments by the teachers and/or county.</li> <li>9. CMAPP and other teacher resources.</li> <li>10. Healthy Active Children Policy (K-8)</li> </ol>
	<b>Measurable Process Check(s)</b>	Grade Level PLTs will utilize pre and post assessments every three weeks to determine if the Team Time instruction is effective.
	<b>1 Action Step</b>	Grade level PLTs will identify essential outcomes for each quarter based on reading common core.
	<b>Timeline</b>	From 7/2012 To 6/2013
	<b>2 Action Step</b>	Grade level PLTs will create grade level pre and post assessments based on the quarterly essential objectives.
	<b>Timeline</b>	From 7/2012 To 6/2013

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<b>3 Action Step</b>	Grade level PLTs will group students based on pre-assessment results every three weeks.
<b>Timeline</b>	From 7/2012 To 6/2014
<b>4 Action Step</b>	Grade level PLTs will create targeted focus lessons on the essential objectives based on student need.
<b>Timeline</b>	From 7/2012 To 6/2014
<b>5 Action Step</b>	Grade level PLTs will provide anecdotal notes and detailed feedback based on student performance before the post assessment.
<b>Timeline</b>	From 7/2012 To 6/2014
<b>6 Action Step</b>	Grade level PLTs will administer post assessments at the end of the three week rotation.
<b>Timeline</b>	From 7/2012 To 6/2014
<b>7 Action Step</b>	Grade level PLTs will discuss data from the three week rotation to determine growth.
<b>Timeline</b>	From 7/2012 To 6/2014

<b>2 Key Process</b>	Olive Chapel teachers will utilize Daily 5/CAFE to deliver literacy instruction.
<b>Process Manager</b>	Martha Anderson
<b>Completion Date</b>	Jun - 2014
<b>Restrainers</b>	<ol style="list-style-type: none"> <li>1. Amount of books available for classroom libraries on student levels.</li> <li>2. Year round schedule.</li> <li>3. Amount of books on cd available.</li> <li>4. Teacher buy-in.</li> <li>5. Teachers who are at different places of the Daily 5/CAFE implementation.</li> <li>6. Lack of Professional Development.</li> <li>7. Lack of listening center technology.</li> <li>8. Lack of writing centers materials.</li> </ol>
<b>Resources</b>	<ol style="list-style-type: none"> <li>1. Weekly coverage to allow teachers an hour and ten minute PLT meeting.</li> <li>2. K-1 Reading Plan.</li> <li>3. Duty free lunch and planning.</li> <li>4. Intervention plan.</li> <li>5. EVAAS.</li> <li>6. Personal Education Plans.</li> <li>7. DPI flexibility in financial transfers.</li> <li>8. Teachers who already implement Daily 5/CAFE.</li> <li>9. CMAPP</li> <li>10. County trainings.</li> <li>11. Various websites on Daily 5/CAFE.</li> <li>12. Observations in other classes/schools.</li> </ol>

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<b>Measurable Process Check(s)</b>	The School Improvement Team and the Literacy Committee will utilize data collected from walkthroughs and surveys after each action step has been implemented to determine if the implementation of Daily 5/CAFE with fidelity has been effective.	
	<b>1 Action Step</b>	OCE teachers will receive Daily 5/CAFE training in order to implement this program with fidelity.
	<b>Timeline</b>	From 7/2012 To 6/2013
	<b>2 Action Step</b>	OCE teachers will implement "Read to Self" rotation into their Daily 5 centers.
	<b>Timeline</b>	From 7/2012 To 9/2012
	<b>3 Action Step</b>	OCE teachers will implement "Read to Someone" rotation into their Daily 5 centers.
	<b>Timeline</b>	From 8/2012 To 11/2012
	<b>4 Action Step</b>	OCE teachers will implement "Listen to Read" rotation into their Daily 5 centers.
	<b>Timeline</b>	From 9/2012 To 12/2012
	<b>5 Action Step</b>	OCE teachers will implement "Work on Words" rotation into their Daily 5 centers.
	<b>Timeline</b>	From 10/2012 To 1/2013
	<b>6 Action Step</b>	OCE teachers will implement "Work on Writing" rotation into their Daily 5 centers.
	<b>Timeline</b>	From 11/2012 To 2/2013

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<b>School Goal</b>		By June 2014, 100% of all staff and families (responding to survey) will view OCE as a safe, caring, healthy, and orderly learning environment.
<b>Goal Manager</b>		Lorrie Sardiello
<b>Strategic Directive</b>		Focus on Learning and Teaching
<b>State Board of Education Goal</b>		Healthy Responsible Students
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>		Student (75%), Parent (97%), and Staff (67%) Survey results showed a need to address safety (use SAIL more effectively) during arrival/dismissal times and recess; 70% of School Office referrals have occurred in common areas (lunch room, playground, hallway, etc).
<b>1</b>	<b>Key Process</b>	OCE will develop and implement school wide procedures and expectations of SAIL (Show Respect, Act Responsible, Impress with Respect, Listen to Learn).
	<b>Process Manager</b>	Lorrie Sardiello
	<b>Completion Date</b>	Jun - 2014
	<b>Restrainers</b>	Consistency among staff members Physical space (15 trailers and one main building) Year round schedules Number of students
	<b>Resources</b>	Other WCPSS PBIS schools as models Staff members WCPSS Print Shop Safe and Orderly Schools Plan Character Education Plan
	<b>Measurable Process Check(s)</b>	Behavior Team will collect and analyze data from a Google Survey (reflecting parent/staff opinions of effectiveness of Behavior Management procedures), quarterly.  Behavior Team will collect and analyze office/classroom referral data (reflecting number of students referred for disciplinary actions and where offenses occurred), monthly.  Behavior Team will collect and analyze observational data, (reflecting random sampling- number of staff and/or students SAILing in the hallway, monthly.
	<b>1 Action Step</b>	School Behavior team will use PBIS models to create school wide expectations for all common areas (cafeteria, hallways, restrooms, playground)
	<b>Timeline</b>	From 3/2012 To 7/2012

**Summary of Goals, Key Processes and Action Steps**

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<b>2</b>	<b>Action Step</b>	School Behavior Team will create a plan (including a level system and models for replacement behaviors) to reinforce and support SAIL expectations in all school areas (playground, hallways, cafeteria, etc.).
	<b>Timeline</b>	From 4/2012 To 7/2013
<b>3</b>	<b>Action Step</b>	School Behavior Team will create a reinforcement plan for staff and students for following SAIL expectations.
	<b>Timeline</b>	From 4/2012 To 7/2013

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<b>Date</b>	Apr - 2012
<b>Waiver Requested</b>	
n/a	
<b>How will this waiver impact school improvement?</b>	
n/a	
<b>Please indicate the type of waiver:</b>	Local
<b>Please indicate the policy to be waived</b>	n/a

<b>School:</b>	Olive Chapel ES
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**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>	<b>Supporting Data:</b>
Common Core and Essential Standards for Education	All certified staff members	By June 2014, 90% of all students in all sub groups will demonstrate growth in literacy based on end of year and school wide common formative assessments.	Students continue to not show high growth in reading. Level 3 subgroups continue to be a concern for they have been below for two years. There has been a significant drop in proficiency and growth in reading for our free and reduced lunch students (3rd and 5th grades). EVAAS is being utilized to monitor students that as a school we have not successful shown growth in reading. Our students continue to show inconsistencies in year to year growth.
Response to Instruction	All certified staff members	By June 2014, 90% of all students in all sub groups will demonstrate growth in literacy based on end of year and school wide common formative assessments.	Students continue to not show high growth in reading. Level 3 subgroups continue to be a concern for they have been below for two years. There has been a significant drop in proficiency and growth in reading for our free and reduced lunch students (3rd and 5th grades). EVAAS is being utilized to monitor students that as a school we have not successful shown growth in reading. Our students continue to show inconsistencies in year to year growth.
Behavior Interventions for SAIL.	All OCE staff members will participate in Professional Development activities related to SAIL expectations.	By June 2014, 100% of all staff and families (responding to survey) will view OCE as a safe, caring, healthy, and orderly learning environment.	Student (75%), Parent (97%), and Staff (67%) Survey results showed a need to address safety (use SAIL more effectively) during arrival/dismissal times and recess; 70% of School Office referrals have occurred in common areas (lunch room, playground, hallway, etc).

**School Improvement Plan**

**Summary Sheet of Professional Development Activities**

<b>School:</b>	Olive Chapel ES
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**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>	<b>Supporting Data:</b>
Team Time	Whole School	Goal #1. The implementation, monitoring, and evaluation of Team Time for literacy	CNA Data



**School Improvement Plan**

**Intervention Planning Matrix**

<b>School:</b>	Olive Chapel ES
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	<b>Reading</b>	<b>Math</b>
<b>Student Identification</b>	Students are identified based on many factors. This includes EOG scores (low 3, 2, 1), AIMS web (all students who fell into the "at risk" category and many of the students who fell into the "some risk" category), DRA Assessments, NAMES test, and word lists. Teacher input is also used in identifying students for the program.	
<b>Intervention Structure</b>	Targeted Tier 2 identified by Universal Screening, EOG,EVAAS, and digging deeper assessments will be served in a small group <u>pullout/push-in session 4x/5x</u> a week for <u>30</u> minutes in addition to their core instruction during the regular school day.	
<b>Instruction</b>	The reading instruction is the basic structure as presented by Literacy Department; a combination of fluency, word works, and comprehension lessons. The reading instruction is a combination of fluency, word works, and comprehension lessons. This structure was presented by WCPSS literacy department.	
<b>Assessment</b>	Assessments utilized include AIMS web, DRA Assessments, NAMES test, Word lists, Running Records, and I-READY.	
<b>Curriculum/Resources</b>	The curriculum resources that are used include Fast Track,C-MAPP, Literacy Profile Cards, easiCBM, DOLCH and several other word list, Fountas and Pinnel, Word Sorts, Invernizzi, Johnson, and Bear, DRA Materials, 40 Instructional Strategies for Intervention, Literacy Department Information, forms, curriculum, and the Internet.	

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	<b>Reading</b>	<b>Math</b>
<b>Student Identification</b>	Students are identified based on many factors. This includes EOG scores (low 3, 2, 1), mClass data (all students who fall into the red and yellow category). Teacher input is also used in identifying students for the program.	
<b>Intervention Structure</b>	Targeted Tier 2 identified by mClass and digging deeper assessments will be served in a small group, pull out session 3 times a week for 30 minutes in addition to their core instruction during the regular school day.	
<b>Instruction</b>	The reading instruction is the basic structure as presented by the Literacy Department; a combination of fluency, word works and comprehension lessons.	
<b>Assessment</b>	Assessments utilized include mCLASS, NAMES test, word lists, and running records.	
<b>Curriculum/Resources</b>	The curriculum resources that are used include mCLASS resources, CMAPP, DOLCH and other word lists, Fountas and Pinnel, word sorts, Literacy Department Information, forms, curriculum, Letterland, Fast Track and the internet.	