WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

School:	Leesville Road HS
Plan Year	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	Performance Composite Overall proficiencies over the past three years were greater than area and district averages. For example, our performance composite for 14-15 was 75.6% compared to 65.8% for WCPSS and 67.5 for Northern Area Schools. The percent of level I and II students proficient on EOCs increased from 22. 8 in 12-13 to 54.5 in 13-15 to 61.0 for 14-15. This trend is reflected in Math I*, Biology, and English EOC scores. *Improvements in Math proficiency were particularly notable. (12-13 – 8.9% to 59.*% in 13-14 and 66.5% for 14-15) Graduation Rate Graduation Rate increased from 86% in 12-13 to 88.1 in 13-14 and 91.7 for 14-15% Decreased retention rate in 11th grade from 7% in 12-13 to 3% in 14-15. Also, 10th grade went from 11% to 6 %. Percent of AMO targets met have increased from 87.5% in 13 – 14 to 90.5% in 14-15.	Performance Composite English II EOC proficiency for Black students on the decreased 10.6% between 13-14 and 14-15. We have not met our 95% participation goal for Black, ED, and SWD students for three years in Math. 95% ACT participation has not been met with ED students for two years.
Process Data	AdvanED review notes: 1) that SMART Lunch tutorials allowing all students to enhance academic experiences; Data notes that 20,300 student visits were conducted in 14-15, and 2) students are aware of and utilizing all academic support services. English I Skinny Year-long class has a consistent passing rate of over 87%. With 2270 students in 14-15 each with 4 opportunities to be tardy each day, students were on-time 99% of the time. In 14-15, 57 more credits were earned by students using GradPoint Classes. Additionally, 42 additional students had the opportunity in 14-15 to attempt credit recovery. Learning Rounds to assess how teachers are utilizing class time have been conducted for the past two years. PLTs, particularly with the addition of SMART lunch meeting time, have had a significant positive impact on alignment with Common Core Standards. Teachers also feel more strongly about their autonomy to make decisions about instructional delivery. LRHS provides the following programs that are strengths concerning instructional practices: - SMART Lunch (noted as an exemplary practice by AdvanceEd in 2015) - Year long classes - Skinny classes - Heterogeneous 9th grade English classes (all teachers completed differentiation training in 2015) - Start on Time - GradPoint - Content Area and School Improvement PLTs - Learning Rounds Our Learning Rounds process to monitor instructional practices is in its third year. The tool has been adapted to more closely reflect the SIP. Strengths include activities and questions at varying cognitive levels. In 59.7% of the 279 rounds in 2014-2015, teachers and/or students were using academic vocabulary during discourse throughout the lesson. In 2013-2014, Student to Student Discussion was observed in only 7% of learning rounds. This increased to 27.4% in 2014-2015.	AdvanED review notes that LRHS staff needs to consistently create, utilize,and review the data for formative assessments to help differentiate instruction. Learning Round data, which could help staff improve lesson planning, differentiation, and student centered instruction, is not being effectively disseminated to the staff. Analysis of assessment data to inform instruction has not significantly changed, and this is an area that should continue to improve. Parents and students have concerns about individualizing student instruction. We have focused primarily on remediation and need to develop additional strategies for differentiation during instructional time. We have tried to implement academic coaches and will be investigating a schoolwide communication plan. Data collected from Learning Rounds in 2014-2015 has not yet been analyzed objectively for trends. Findings have been posted on the Shared Directory but PLT's have not reviewed the data. Discussions regarding observations have been primarily subjective up to this point. In 2013-2014, directed Student to Student Discussion was observed in only 7% of Learning Rounds. 21st Century Skills emphasize student to student discussion as a primary method for developing understanding.
Staff and Student Demographics	Strengths: Highly qualified, Board certification and higher education, years of experience Strengths: SMART lunch and grading policies to help students make-up work from absences, Start on Time to discourage tardiness.	Concern: Lack of diversity in faculty. While there was a slight decrease in teacher turnover rate from 13-14 to 14-15 (15.3% to 13.5%), we are still higher than the 12-13 turnover rate of 11.4%. Concerns: Decrease in student diversity over time: 44% minority in 12-13, while 37% minority in 13-14 and 38% in 14-15 Concerns: At-risk students continue to have higher attendance rates, consistent teacher record-keeping, and contact with parents. Additional help needed for Academic coaches.

	WAKE COUNTY PUBLIC SCHOOL SYSTEM	**School:** Leesville Road HS
School Improvement Plan		**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	**PERCEPTION: CERTIFIED STAFF** In 2014, 100% of LRHS teachers completed the 2014 Teacher Working Conditions (TWC) Survey versus 77% in 2012. On the Fall 2012 LRHS TWC, 87% of teachers stated they wanted to continue teaching at LRHS. 95% of teachers agreed that LRHS is a good place to work and learn. On the LRHS Certified Staff Survey in December 2013, these numbers increased and 98% of staff agree or strongly agree that their school is a good place to work and learn. On the Fall 2013 LRHS Certified Staff Survey, the percentage of certified staff who agree that school administrators consistently enforce rules for student conduct, has improved by 17% from the 2013 spring survey (25-42%). On the December 2013 LRHS Certified Staff Survey, the percentage of certified staff who feel there could be improvements made to other teachers' consistency in enforcing rules of student conduct decreased from 76% in Spring 2013 to 57% in Fall 2013. In the fall 2013 LRHS survey, 59% of certified staff reported they were comfortable raising issues and concerns that are important to them, which was 8% higher than spring 2013. In the 2014 TWC, this improved to 85.8%. School leadership has addressed use of teacher's time in school. In the 2014 TWC, 81% of teachers felt they are protected from duties that interfere with their essential role of educating students. This is a significant improvement from 46% in 2012. In the 2014 TWC, 92.5% of teachers report that LRHS utilizes the results from the previous TWC survey as a tool for school improvement. This is a significant improvement from 56.6% in 2012. **PERCEPTION: NON-CERTIFIED STAFF** 91% of participating noncertified staff agree that the school is a good place to work and learn. 64% of the non-certified staff agree that parents/guardians know what is going on at Leesville. 27% strongly agree that parents/guardians know what is going on at Leesville. Only 9% disagree with category. 73% of non-certified staff agree about the following: -that school administration consistently enforces rules for student conduct school administration supports staff's efforts to maintain discipline in the classroom. 55% of the non-certified staff agree that they are treated with respect by their supervising teacher. **PERCEPTION: PARENTS** According to the 2012-13 parent survey: • 95% of parents agree that LRHS is a safe and orderly school. • 85% of parents agree that teachers treat students with respect. • 65% of parents agree that teachers teach students what they must know to be successful. • 93% of parents rated their satisfaction with LRHS a 6 or above (out of 10). According to the December 2013 parent survey: • 92% were overall satisfied with LRHS at a scale rating of 6 or above and this is consistent with the 2012 survey • 95% were satisfied with facilities • 91% were satisfied with rules and procedures • 93% were satisfied with the school atmosphere and environment • 72% were satisfied with communication by teachers • 86% were satisfied with academic expectations • 87% were satisfied with support available to students • 87% were satisfied with the skills and knowledge their child has acquired while at LRHS According to the AdvancEd parent survey: • 91.93% agree that LRHS provides a safe learning environment • 85.79% agree that their child is prepared for success in the next school year. • 83.6% agree that all of their child's teachers give work that challenges their child • 91.63% agree that LRHS communicates effectively about school goals and activities **PERCEPTION: STUDENTS** In the 2012-2013 WCPSS Sophomore student survey, 81% of LRHS sophomores rated LRHS as good or excellent compared to 66% of all WCPSS sophomores rating their schools as good or excellent. Percentage of LRHS sophomores who rated LRHS academic areas as good or excellent vs. WCPSS students overall: LRHS students rated 6 of 8 academic areas higher than WCPSS students overall, including 14% higher in World Languages, 7% higher in Arts, and 6% higher in both Mathematics and Physical Education. According to the AdvancED student survey: • 82.39% agree that in their school, programs and services are available to help them succeed • 81.41% agree that in their school, the purpose and expectations are clearly explained to them and their family • 71.24% agree that their school prepares them for success in the next school year	**PERCEPTION: CERTIFIED STAFF** Management of student conduct is still an area of concern. In the 2014 TWC survey, 79.1% of teachers report that policies and procedures about student conduct are clearly understood by the faculty. 64.3% of teachers agree that school administrators consistently enforce rules for student conduct and 60.3% agree that teachers consistently enforce rules for student conduct. These are all improvements from the 2012 TWC results, but are still in need of improvement. **PERCEPTION: NON-CERTIFIED STAFF** For the Fall 2013 LRHS Non-Certified Staff Survey, only 27% of teacher assistants and 73% of clerical staff completed the survey. 64% of participating noncertified staff don't feel comfortable raising issues and concerns and 55% don't feel recognized for their accomplishments or protected from duties that interfere with their essential roles. 45% of the non-certfied staff disagreed that the school has an atmosphere of trust and mutual respect. 64% of the non-certified staff do not feel comfortable raising issues and concerns that are important to them. 55% of the non-certified staff disagreed that they are recognized for their accomplishments. **PERCEPTION: PARENTS** According to the AdvancED parent survey in 2015: • 56.52% agree that all of their child's teachers meet his or her learning needs by individualizing instruction • 58.89% agree that all of their child's teachers work as a team to help my child learn **PERCEPTION: STUDENTS** According to the AdvancED student survey: • 32.19% agree that all of their teachers change their teaching to meet their learning needs • 34.19% agree that in their school, students respect the property of others

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Closing the Achievement Gap for low-performing subgroups.	Lack of differentiation of instruction, as evidenced by parent surveys from AdvancEd last year. There is at least a 30% gap between black students and students with disabilities as compared to white students for all subjects in the performance composite (Math I, Biology, and English II). More specifically, English II EOC proficiency for black students decreased 10.6% between 13-14 and 14-15. Below proficient reading scores impact potential academic success across multiple subjects: 13-14 56.2% proficient on Grade 8 Reading EOG, and in 14-15 65.6% proficient on Grade 8 Reading EOG.	Skinny classes for English/MSITA; expansion of high school reading "Language Live" curriculum; English I and Reading teacher will collaborate to dig deeper into root causes of reading struggles; combination of regular and honors English I classes; Special Topics in Math for 9th graders who have successfully completed Math I in 8th Grade; Foundations courses offered before Math II and III. Continue strategic scheduling and SMART Lunch for remediation and enrichment; further strengthen teacher-student academic coach program; continue reading and math support programs for identified struggling students; continue use of GradPoint credit recovery computer program and ALC; continue Pride Launch orientation program for new and transfer students and their parents to introduce them to clubs and organization; consistent open communication between teachers/counselors and parents regarding attendance, discipline, and academic issues. Staff will utilize research-based literacy strategies and will also participate in professional development addressing instructional practices, assessments, and cultural proficiency.

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School Improvement Plan

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
High absenteeism directly impacts academic performance and can increase likelihood of students dropping out.	Lack of academic preparation prior to high school. Below proficient reading scores impact potential academic success across multiple subjects: 13-14 56.2% proficient on Grade 8 Reading EOG, and in 14-15 65.6% proficient on Grade 8 Reading EOG. Lack of engagement in the high school program (number of classes failed, number of clubs/activities participated in, number of discipline referrals). Students are not as engaged as they could be. The Dashboard data indicate the more Graduation Risk factors a student is identified as having, the greater that category's rate of absences.	Continue strategic scheduling and SMART Lunch for remediation and enrichment; further strengthen teacher-student academic coach program; continue reading and math support programs for identified struggling student; continue use of GradPoint credit recovery computer program and ALC; continue Pride Launch orientation program for new and transfer students and their parents to introduce them to clubs and organization; consistent open communication between teachers/counselors and parents regarding attendance, discipline, and academic issues. Staff will utilize research-based literacy strategies and will also participate in professional development addressing instructional practices, assessments, and cultural proficiency.

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School Improvement Plan

Comprehensive Needs Assessment

School:	Leesville Road HS
Plan Year	2016-2018

Data Summary
Describe your conclusions

AMO data, which is derived mostly from the three EOC courses (Math 1, English II, and biology), continues to indicate high overall academic achievement. Our EOC scores indicate an EVAAS growth index of 12.79 is ranked third in the district, and our graduation rate increased last year by 3.6% to 91.7%. Although our number of students taking Advanced Placement exams has increased from 328 to 410 over the past school year, and our total number of tests taken increased from 586 to 803, there is a decrease of 10.7% in the percentage of students who scored a level 3 or above from 85.1% in 2013-2014 to 74.47% in 2014-2015. Despite our high overall academic achievement, we notice discrepancies between our overall graduation rate and rates of several of our subgroups (e.g., black students, students with disabilities, and economically disadvantaged students). Our graduation rate data indicates gaps which are consistently wider than the district average between selected subgroups and our white subgroup: 15.5% for LRHS vs. 13.8% district-wide gap for black students, and a 25.5% gap for students with disabilities vs. a 23.8% gap district-wide. While the gap between white and economically disadvantaged students is narrower than the district average, we recognize it as one of our subgroups to target. There are also notable discrepancies in EOC scores among these subgroups. On last year's Math I EOC, white students scored an average of 30.3% higher than black students. They also scored 46.9% higher than students with disabilities. In biology the difference was 41.9% for black students and 51.8% for students with disabilities. On the English II EOC, the differences were 40.3% for black students and 51% for students with disabilities. For many of our students, we continue to notice that irregular school attendance contributes to their lack of academic success. As a school, it appears clear that we must focus on these students who are not being successful by improving instructional strategies so that they are differentiated and relevant to all students. We must also tighten intervention team processes for recognizing and addressing the needs of students who are not responding to traditional instructional and support practices.

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School Improvement Plan

Membership of School Improvement Team

School:	Leesville Road HS
Plan Year	2016-2018
Principal:	Dr. Anthony J. Muttillo
Date:	Oct - 2015

SIP Team Members

	Name	School Based Job Title
1	Anastasia George	Teacher
2	Andrew Hall	Teacher
3	Angela Browning	Teacher
4	Anna Hardy	Teacher
5	Anthony J. Muttillo	Principal
6	Betsy Shpurker	Parent
7	Connie Johnson	Parent
8	Elisabeth White	Teacher Assistant
9	Ericka Knightstep	Other
10	Gabriel Argao	Teacher
11	Gabrielle Paradise	Teacher
12	Jody Robson	Parent
13	Kathy Flor	Instructional Support Personnel
14	Mark Mash	School Improvement Chair
15	Molly Moore	Assistant Principal
16	Nancy Mosley	Teacher
17	Suzanne Sager	Parent
18	Tabitha Hinnant	Teacher
19	Tonya Dickens	Teacher

WAKE COUNTY
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School Improvement Plan

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

Leesville Road High School staff along with parents and other community stakeholders will provide students with a safe, supportive, engaging environment conducive to learning. Teachers will plan and facilitate rigorous learning experiences that spark each student's interest to achieve academic success and pursue learning beyond the classroom. Students will be accountable partners in their learning and will graduate from Leesville Road High School as critical thinkers with the necessary skills to solve future challenges.

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

• Purposeful instruction enables students to learn in a variety of styles and at different paces.
• Upholding high expectations fosters student achievement.
• A safe and orderly school environment is essential for optimal learning.
• All stakeholders (students, staff, and parents) are valued and respected.
• Participation in academic and extracurricular activities increases engagement in the school community.
• Community involvement is vital to our school's success.

School Goal

By June 2018, 95% of students will graduate in four years and grow as collaborative, creative, critical thinkers and communicators.

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

Resources

WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

School: Leesville Road HS
Plan Year 2016-2018
LEA: Wake County (920)

KP#1
• State-mandated testing data, Education Value Added Assessment System (EVAAS) and Quickr (Wake County Public School System Electronic Data Storage System)
• NC Department of Public Instruction (DPI) website (http://www.ncpublicschools.org/acre/)
• Response to Instruction/Pyramid of Interventions
• PowerSchool
• GradPoint (online learning system)
• Alternative Learning Center (ALC)
• Curriculum Management Application (C-MAPP)
• Scheduling models
• Instructional money
• *Utilization of all budget flexibilities allowed by* Department of Public Instruction *(DPI), general statutes, applicable laws and local policies*
• Utilization of conversion of positions as allowed by Department of Public Instruction (DPI) to support instruction
• Special Education assessments:
Language Live (online) program
Graded Word List (Basic Reading Inventory, Jerry Johns)
Reading Comprehension (Basic Reading Inventory, Jerry Johns)
Fluency (Assessing Reading Multiple Measures, CORE or Path Driver)
Vocabulary (Assessing Reading Multiple Measures, CORE)
Phonics (Assessing Reading Multiple Measures, CORE)
• Reading Curriculum Assistance (CA)
• Study Island (online program for practice and remediation)
• Special Populations Coordinator
• Character Education Plan
• Lockdown drills
• Fire drills
• Pre-selling dance tickets
• Emergency Red Bags in classrooms
• School Resource Officer (SRO)/School Safety Plan
• Supervision/coverage schedules per semester
• Leesville Road High School parents, families, and PTSA
• Duty-free lunch and planning
KP#2
• WCPSS Strategic Plan and Vision 2020
• Revised Bloom's Taxonomy
• WCPSS Literacy Lifesavers Bulletins
• Research-based literacy resources:
http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=8
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf
http://www.adlit.org/strategy_library/
• Learning Rounds narratives
• Technology facilitator
• Professional Learning Teams (PLTs)
• Professional Development School Improvement Professional Learning Team (PLT)
• Professional Development training
• NC Department of Public Instruction (DPI) website (http://www.ncpublicschools.org/acre/)
• ACT Data
 KP#3
• WCPSS guidelines for course recommendations
• College Board AP course descriptors
• AP Potential list
• AP Informational Sessions for Parents
• Student grades and course selections
• Teacher recommendations
• Student test data
• EVAAS

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Key Process
1. School staff will identify students who may need additional support from staff to reach promotion requirements for graduation so that all students are ready for productive citizenship as well as higher education or a career.

Tier

Tier 2

Process Manager

TBA

Measurable Process Check(s)

Every quarter, Student Services staff, in conjunction with the intervention team, will review quarterly grades and revise the list of at-risk students in order to identify students who may need additional support from staff to reach promotion requirements for graduation.

Action Step(s)

1. • Intervention Coordinator will maintain an academic coach list that pairs at-risk students with a faculty mentor for academic support.

   Timeline   From 5/2016 To 6/2018

2. • All teachers will monitor students' academic achievement and adjust support plans as needed.

   Timeline   From 5/2016 To 6/2018

3. • All staff will utilize SMART lunch to provide academic support and enrichment.

   Timeline   From 5/2016 To 6/2018

4. • PTSA will pilot a program to support student achievement by coordinating parent volunteers to assist teachers during SMART lunch tutorial sessions.

   Timeline   From 5/2016 To 6/2018

5. • Administrative staff and Student Services staff will schedule students strategically to meet their academic needs.

   Timeline   From 5/2016 To 6/2018

6. • Intervention Coordinator will distribute attendance data bimonthly to academic stakeholders, who will contact students and their families to discuss strategies to improve attendance and academics.

   Timeline   From 5/2016 To 6/2018

7. • MTSS team will work in conjunction with the Student Services Department and Leadership Team to monitor progress of students at-risk either academically, behaviorally, or due to poor attendance, implementing strategies as needed.

   Timeline   From 5/2016 To 6/2018

8. • Special Education teachers and other staff will periodically review reading assessments to determine areas of need.

   Timeline   From 5/2016 To 6/2018

Key Process

2. Faculty members will incorporate the 4Cs (Collaboration, Creativity, Communication, and Critical Thinking) into their weekly lessons through the use, among others, of literacy strategies and higher levels of Revised Bloom's Taxonomy in order to provide a relevant and engaging curriculum.

Tier

Tier 1 / Core

Process Manager

TBA

Measurable Process Check(s)

Every semester, each PLT will develop, document, and disseminate exemplary lessons aligned with the 4Cs (Collaboration, Creativity, Communication, and Critical Thinking) to the school's Shared Directory.

Action Step(s)

1. • Faculty will participate in training on research-based activities for incorporating the 4Cs into their teaching, including literacy strategies and higher levels of Bloom's.

   Timeline   From 5/2016 To 6/2018

2. • All teachers will discuss instructional strategies with their Professional Learning Teams (PLTs) to incorporate the 4Cs into their weekly lessons.

   Timeline   From 5/2016 To 6/2018

3. • Professional Learning Teams (PLTs) will review Learning Rounds Data and utilize best practices to develop lesson plans.

   Timeline   From 5/2016 To 6/2018

Key Process

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3. Staff will evaluate data and identify students, particularly in under-represented groups, who are strong candidates for honors and AP courses and take action to increase their enrollment so that all students will be successful in courses of the highest appropriate rigor.

Tier

Tier 1 / Core

Process Manager

TBA

Measurable Process Check(s)

Every spring, administration, counselors, and department chairs will evaluate student data and identify students with a high probability of success in honors and AP courses. Every year, staff will contact students and parents to encourage them to enroll in honors and AP courses.

Action Step(s)

1. • Departments will establish descriptive and quantitative guidelines for recommending student to honors and AP courses.

   Timeline   From 5/2016 To 6/2018

2. • Teachers and counselors will encourage students who meet department guidelines to enroll in honors and AP courses.

   Timeline   From 5/2016 To 6/2018

3. • Every year, staff will contact students and parents to encourage them to enroll in honors and AP courses.

   Timeline   From 5/2016 To 6/2018

4. • English Department will continue to offer blended English I Academic and Honors courses and pre-AP English II courses.

   Timeline   From 5/2016 To 6/2018

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School Improvement Plan

Date	May - 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

Development Activities for

Topic:	Participants:	Goal Supported:
MTSS (Multi-Tiered System of Supports)	LRHS Staff	Goal 1
Learning Rounds	LRHS Staff	Goal 1
4Cs (Collaboration, Creativity, Communication, and Critical Thinking)	LRHS Staff	Goal 1

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:

School Improvement Plan

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

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School Improvement Plan

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