

## School Improvement Plan

**School:** Leesville Road MS

**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>LRMS remains above the district and state average in Proficiency and Career and College Readiness in all grade levels and all tested areas.</p> <p><b>Assessment information for 2017-2018 School Year</b></p> <p><b>Reading</b>  <b>7th grade proficiency is 76.8%. This is a 4 point increase over the past three years and is 10 percentage points above the county average.</b>  <b>8th grade proficiency is 71.2%. This is a 5 point increase over the past three years and is 5 percentage points above the county average.</b>  <b>We met all AMO targets in Reading for all subgroups and grade levels.</b>  <b>Proficiency for all grade levels is 71.8% This has maintained over the past three years and is 5 percentage points above the county average.</b></p> <p><b>Math</b>  <b>6th grade proficiency is 70.1%. This is a 10 point increase over the past three years and is 7 percentage points above the county average.</b>  <b>7th grade proficiency is 68.6. This is a 6 point increase from the previous school year and is 7 percentage points above the county average.</b>  <b>We met all AMO targets in Math for all subgroups and grade levels.</b>  <b>Proficiency for all grade levels is 63.8% This has maintained over the past three years and is 5 percentage points above the county average.</b></p> <p><b>Science 8</b>  <b>82.2% of the students are proficient which is 3 percentage points above the county average. We met all AMO targets in Science for all subgroups and grade levels.</b></p>	<p>While all tested areas met or exceeded growth and we exceeded growth as a school we did see a decrease in some areas in Proficiency and Career and College Readiness.</p> <p>Sixth grade ELA decreased in proficiency from 73.1% to 67.7%.</p> <p>There is a differential in the performance of boys and girls within each subgroup on every EOG. With boys under performing girls in each subgroup.</p>

## School Improvement Plan

## Comprehensive Needs Assessment

<b>School:</b>	Leesville Road MS
<b>Plan Year</b>	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	<p>Teachers have time to collaborate with colleagues.            PLT's have common planning time.            Teachers are encouraged to try new things and feel empowered to make instructional decisions.            All PLT's have the opportunity to participate in instructional rounds.            Literacy Coaching available to all teachers.            Many opportunities for Co-Teaching embedded throughout the school day.</p> <p>Instructional Rounds show that teachers are utilizing strategies from PD to increase student collaboration and critical thinking.</p>	<p>Instructional rounds data suggests that we need to increase collaboration, critical thinking, and communication in classrooms.</p> <p>We need to provide more strategies for teachers to help students collaborate together and communicate with one another.</p> <p>In order to increase proficiency in all subgroups we want more professional development on increasing Culturally Responsive Teaching.</p>
Staff and Student Demographics	<p><b>2017-2018 Student Demographics:</b>            Enrollment 946            Asian 4%            Black 28%            Hispanic 15%            Two or more races 5%            White 48%</p> <p><b>Teacher Demographics</b>            Highly Qualified: 100%            Number of Teachers with Advanced Degrees: 27</p>	<p>Our population grows drastically over what we are initially allotted. It makes planning a master schedule to meet all students needs challenging.</p>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<p>(From TWC)</p> <p>All areas of the 2016 TWC survey showed improvement from the 2014 survey. The majority of categories were above the district and state average.</p> <p>Overall Teachers reported</p> <p>90 - 100% of teachers report that Parents/Guardians are an essential part of the school and the community is supportive of the school. That communication is clear between the school and community.</p> <p>Teachers are empowered and view themselves as instructional leaders and educational expert who are trusted to make decisions.</p> <p>There is uninterrupted time for Teacher Collaboration.</p> <p>90 - 100 % of teachers agreed that Professional Development is differentiated, data driven, enhances teachers' ability to implement instructional strategies, improves student learning, and is aligned with the SIP.</p> <p>Teachers agree that they have appropriate access to digital resources.</p> <p>Teachers report that LRMS is a safe place work and learn.</p>	<p>36% of teachers agree that class sizes are reasonable such that teachers have time to meet the needs of all students, according to the TWC.</p> <p>Teachers reports on the TWC that they would like more access to supplies. We can do more to build the community between the three connected schools.</p>

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Students belonging to SWD, Black, Hispanic, and LEP subgroups are not increasing in proficiency as much as our other subgroups.	Students who come to us behind need more scaffolding and acceleration to help them meet learning targets.	Professional Development on culturally responsive teaching. Professional development on scaffolding and acceleration.
Students not feeling connected or have a sense of belonging to Leesville Road Middle.	Population shift with new school opening. Many students are bused from different areas of the county and do not feel like they are a part of the community.	Focus on the four C's during core instruction. Create clubs and other extra-curricular activities that interest all students and are equally accessible for all students. Provide additional opportunities for tutoring and enrichment programs. Focus on Proximity, Visibility, and connecting to students.

**Data Summary**

Describe your conclusions

In response to this data we have decided to focus on strengthening the community of Leesville and creating a sense of belonging for all students through core instruction and extra-curricular activities.

## School Improvement Plan

### Membership of School Improvement Team

<b>School:</b>	Leesville Road MS
<b>Plan Year</b>	2016-2018
<b>Principal:</b>	Cindy Kremer
<b>Date:</b>	Sep - 2017

### SIP Team Members

	<b>Name</b>	<b>School Based Job Title</b>
1	Angela Sorenson	Teacher
2	Bethany Wilcox	Teacher
3	Chanel Smith	Teacher
4	Cindy Kremer	Principal
5	Emily Carey	Teacher
6	Jackie Sinor	Teacher
7	Kathleen Osinski	Teacher
8	Kelly Ward	Assistant Principal
9	Lisa Nelson	Teacher
10	Liz Kaulfuss	Teacher
11	Mandy Haymore	School Improvement Chair
12	Michael Ronco	Teacher
13	Sarah Hamel	Instructional Support Personnel
14	Susan Wasilewski	Teacher
15	Suzy Rigsbee	Teacher
16	Tammie Britt	Teacher
17	Tonalisa Edmunds	Assistant Principal
18	Valerie Gordon-Elliot	Teacher

## School Improvement Plan

### Mission, Vision and Value Statements

**School:** Leesville Road MS

**Plan Year** 2016-2018

**Date:** Oct - 2014

#### Mission Statement

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

#### Vision Statement

Leesville Road Middle School is committed to developing student leaders who are critical thinkers and persistent problem solvers ready to contribute and succeed in a complex and changing world.

#### Core Beliefs

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

#### Value Statement

##### At Leesville Road Middle School We Value:

- a climate of respect for ourselves, the environment, and the community.
- parent and community involvement in the education of our students.
- the use of data, research, and reflective practices to make informed educational decisions.
- academic growth as the criteria of recognizing student individuality and teaching practices focused on enhancing achievement
- a school community that fosters students' sense of belonging

## School Improvement Plan

## Summary of Goals, Key Processes and Action Steps

**School:** Leesville Road MS

**Plan Year** 2016-2018

**LEA:** Wake County (920)

School Goal		
By June 2018, 100% of Leesville Road Middle School students will grow as collaborative, creative, critical thinkers and communicators and will demonstrate proficiency (growth) in core standards as measured by multiple state, local and school assessments.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Amanda Haymore	Learning and Teaching	Globally Competitive Students
<b>Resources</b>		
EVAAS data EOG data We wish to utilize DPI flexibility with funds transfer Healthy Active Children Policy (k-8) Duty Free Lunch/Planning Safe and Orderly Schools Plan Character Education Plan		

Key Process
<b>1.</b> PLTs will work to tighten alignment with written, taught, and tested curriculum.
<b>Tier</b>
Tier 1 / Core Instruction
<b>Process Manager</b>
Lucine Barker
<b>Measurable Process Check(s)</b>
The SIP team will review case 21 and common assessment results quarterly by grade level and sub groups to monitor progress toward school goals.

Action Step(s)
<b>1.</b> Administration will structure master schedule to allow grade level and subject area PLTs to have common planning time.
<b>Timeline</b> From 6/2017 To 8/2017
<b>2.</b> PLTs will revise and implement lesson plans that reflect objectives and rigor of the Unpacked Standards.
<b>Timeline</b> From 9/2016 To 6/2017
<b>3.</b> PLTs will revise formative and summative assessment to reflect the objectives and rigor of the Unpacked Standards.
<b>Timeline</b> From 9/2017 To 6/2018
<b>4.</b> Teams will use SMART lunch to provide enrichment, remediation, and focus on power standards.

## School Improvement Plan

## Summary of Goals, Key Processes and Action Steps

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

**Timeline** From 9/2017 To 5/2018

### Key Process

- Teachers/staff will use MTSS a multi tiered system of supports structure and data based problem solving process will be used to identify, target, and support students that have not made growth and/or met proficiency in order to provide the appropriate interventions to support these students.

#### Tier

Tier 2

#### Process Manager

Kelly Ward

#### Measurable Process Check(s)

The SIP team will review MTSS and quarterly assessment data every 9 weeks and evaluate the fidelity of the use of evidence-based practices.

The leadership team will use teacher feedback on professional development and evaluate its effectiveness and use in classrooms.

### Action Step(s)

- The ILT team will develop data-based decision making protocols to assist staff supporting students.

**Timeline** From 9/2017 To 4/2018

- The ILT team will facilitate staff professional development on the MTSS process and focused data decision making protocols.

**Timeline** From 10/2017 To 4/2018

- The MTSS team will develop a draft of possible interventions and solutions for staff to use in the MTSS process; teachers will update and edit lists as needed to support students.

**Timeline** From 11/2016 To 2/2017

- Teachers, counselors and administrators will use Friday team meetings to identify intervention strategies based on grades, behavior, missing work, and attendance. Intervention strategies include daily behavior point sheets, ALC, conferences, working lunch, extended time, study hall, and alternate assignments.

**Timeline** From 8/2017 To 5/2018



## School Improvement Plan

## Summary of Goals, Key Processes and Action Steps

**School:** Leesville Road MS

**Plan Year** 2016-2018

**LEA:** Wake County (920)

School Goal		
By June 2018, ninety percent of students will report that they feel connected to the Leesville Road Middle School community as measured by an in school survey.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Amanda Haymore	Learning and Teaching	Globally Competitive Students
<b>Resources</b>		
technology, MTSS process Professional development, school survey		

Key Process
<b>1.</b> Teachers will seek ways to connect with students and create a sense of belonging for all students through tutoring, extra-curricular activities, sports and clubs.
<b>Tier</b>
Tier 1 / Core Instruction
<b>Process Manager</b>
Suzy Rigsbee
<b>Measurable Process Check(s)</b>
The SIP team will evaluate data collected on club and tutoring attendance quarterly. The SIP team will administer a survey to students to evaluate their sense of belonging to LRMS twice a year.

Action Step(s)
<b>1.</b> The SIP team will analyze survey data from 2016 and make recommendations on types of clubs and activities in which students would like to participate.
<b>Timeline</b> From 8/2017 To 9/2017
<b>2.</b> Each staff member will give one hour a week toward a club, tutoring, or other student-centered activities.
<b>Timeline</b> From 9/2016 To 4/2017
<b>3.</b> Teacher teams will work with each other and students to establish a team identity.
<b>Timeline</b> From 8/2016 To 11/2016
<b>4.</b> Administrators will observe each teacher twice a month and collect data on visibility, proximity, and connecting content to students.
<b>Timeline</b> From 9/2017 To 6/2018

Key Process
<p><b>2.</b> Teachers will be provided Professional Development structured around increasing student collaboration, creativity, communication, and critical thinking.</p> <p><b>Tier</b> Tier 1 / Core Instruction</p> <p><b>Process Manager</b> Amanda Haymore</p> <p><b>Measurable Process Check(s)</b> Learning rounds will be performed by PLT's every Wednesday which will collect evidence of collaboration, creativity, communication, and critical thinking. The SIP team will review data collected at each quarterly review.</p>
Action Step(s)
<p><b>1.</b> Teachers will use grade level and/or team meetings to plan cross curricular connections and support for students.</p> <p><b>Timeline</b> From 11/2016 To 12/2016</p> <p><b>2.</b> The IRT, Literacy Coach, Administration and Lead Teachers will provide professional development to teachers on how to more effectively use scaffolding and collaboration to reach students.</p> <p><b>Timeline</b> From 9/2017 To 10/2017</p> <p><b>3.</b> All teachers will be provided literacy strategies to utilize in the classroom to support identified needs and increase critical thinking and communication.</p> <p><b>Timeline</b> From 10/2016 To 12/2016</p> <p><b>4.</b> Professional development, modeling, and coaching will be provided to teachers on how to increase classroom engagement and equity.</p> <p><b>Timeline</b> From 9/2016 To 4/2017</p>
Key Process
<p><b>3.</b> The MTSS team will establish procedures for helping new students best acclimate and feel connected to Leesville Road Middle School.</p> <p><b>Tier</b> Tier 1 / Core Instruction</p> <p><b>Process Manager</b> Suzy Rigsbee</p> <p><b>Measurable Process Check(s)</b></p>

## School Improvement Plan

## Summary of Goals, Key Processes and Action Steps

**School:** Leesville Road MS  
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The SIP team will review student survey data specifically for students new to Leesville twice a year. Core teachers will discuss the involvement and acclimation of new students at Friday team meetings.

### Action Step(s)

1. The MTSS team will create protocols that will be used for students who enroll after the school year has started.

**Timeline** From 8/2016 To 10/2016

2. Teacher leaders will create a plan for how new students will be introduced to key information such as team websites, LIONS' expectations throughout the school, and other team procedures.

**Timeline** From 8/2016 To 9/2016

3. Team leaders and administrators will host a Pride Camp for 7th and 8th graders that are new to Leesville Road Middle prior to the start of the school year to orient them to the school.

**Timeline** From 8/2016 To 9/2016

4. Counselors will implement protocols designed by the MTSS team throughout the school year.

**Timeline** From 10/2016 To 6/2017

5. The MTSS team will investigate programs and protocols that can be used to increase parental engagement.

**Timeline** From 1/2017 To 6/2017

### Key Process

4. Teachers will implement Positivity Project into SMART Lunch lessons at least three days a week.

#### Tier

Tier 1 / Core Instruction

#### Process Manager

Angela Sorenson

#### Measurable Process Check(s)

10% of students from each grade level will be surveyed each month to measure fidelity and impact of project.

### Action Step(s)

1. The Leadership team will create a master schedule for all teachers to implement the positivity project.

**School Improvement Plan****Summary of Goals, Key Processes and Action Steps**

**School:** Leesville Road MS  
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**Timeline** From 8/2017 To 9/2017

2. The positivity team will provide teachers with lessons to implement each week.

**Timeline** From 8/2017 To 4/2018

## School Improvement Plan

### Waiver Request

**School:** Leesville Road MS

**Plan Year** 2016-2018

<b>Date</b>	Apr - 2016
<b>Waiver Requested</b>	
None	
<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>	none

## School Improvement Plan

### Summary Sheet of Professional Development Activities

<b>School:</b>	Leesville Road MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

### Development Activities for

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
Effectively incorporating student Collaboration	Whole Staff	Goal 1
Scaffolding to help all students reach Learning Targets	Whole Staff	Goal 1 and Goal 2
Teaching students to communicate effectively	Whole Staff	Goal 1
Increasing Critical Thinking	Whole Staff	Goal 1 and Goal 2
MTSS	Whole Staff	Goal 2

## School Improvement Plan

### Summary Sheet of Professional Development Activities

<b>School:</b>	Leesville Road MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

### Development Activities for

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
iReady	Whole Staff	Goal 1
The 4 C's	Whole Staff	Goal 1
Positivity Project	Whole Staff	Goal 2
3:1 Technology Integration	Whole Staff	Goal 1
Equity	Whole Staff	Goal 2

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Leesville Road MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	<p>ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> <li>History of Level 2 on previous reading EOGs.</li> <li>EVAAS probability of proficiency between 51% and 69%.</li> <li>Common formative post assessments between 40% and 60%.</li> <li>Below 60% on core benchmark indicators.</li> <li>One to two levels below grade level on iReady diagnostic.</li> </ul> <p>Intensive:</p> <ul style="list-style-type: none"> <li>History of Level 1 on most or all previous reading EOGs.</li> <li>EVAAS data probability of proficiency below 50%.</li> <li>Common formative post assessments below 39%.</li> <li>Below 59% on core benchmark indicators.</li> <li>More than 3 grade levels below on iReady diagnostic.</li> </ul> <p>New Students: Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. The same criteria as above will be used to determine the placement in intervention. Additional data points can be used for new students such as another state's CC testing data. EXIT (Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)</p> <p>Strategic &amp; Intensive: Students has met benchmark as evidenced by progress monitoring data points and formative assessment data from ELA core classroom teacher.</p>	<p>ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> <li>History of Level 1 and/or level 2 on previous math EOGs.</li> <li>EVAAS probability of proficiency between 51% and 69%.</li> <li>Common formative post assessments between 40% and 60%.</li> <li>Below 60% on core benchmark indicators.</li> <li>One to two levels below grade level on iReady diagnostic.</li> </ul> <p>Intensive:</p> <ul style="list-style-type: none"> <li>History of Level 1 on most or all previous math EOGs.</li> <li>EVAAS probability of proficiency below 50%.</li> <li>Common formative post assessments below 39%.</li> <li>Below 59% on core benchmark indicators.</li> <li>More than 3 grade levels below on iReady diagnostic</li> </ul> <p>New Students: Using the screening and documents from previous school, the teacher will determine if any further assessments are needed. The same criteria as above will be used to determine the placement in intervention. Additional data points can be used for new students such as another state's CC testing data. EXIT (Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.)</p> <p>Strategic &amp; Intensive: Students has met benchmark as evidenced by progress monitoring data points and formative assessment data from math core classroom teacher.</p>	<p><b>IN PROGRESS</b> Core: SIRS discipline data: Minor and Major referrals will be consistently collected and entered into Easi ENTRY (Must show need in at least 2 data points) Strategic:</p> <ul style="list-style-type: none"> <li>Minor Referrals</li> <li>Major Referrals</li> <li>Absences</li> <li>Suspensions</li> </ul> <p>Intensive:</p> <ul style="list-style-type: none"> <li>Minor Referrals</li> <li>Major Referrals</li> <li>Absences</li> <li>Suspensions</li> </ul> <p>MTSS Explorer Early Warning System: -Red (Likely intensive support needed): 4 or more consecutive unexcused absences for current quarter -Yellow (Likely strategic support needed): 3 consecutive unexcused absences for current quarter -Green (Likely core support only): 2 or fewer consecutive unexcused absences for current quarter -Red (Likely intensive support needed): 10% or more unexcused absences/membership days current year -Yellow (Likely strategic support needed):10% unexcused absences/membership days current year -Green (Likely core support only):9% or less unexcused absences/membership days current year</p> <p>EXIT(Plan to gradually decrease intensity, frequency, and duration of intervention. Continue to monitor success within Core.) Strategic: Student has met goal(s) outlined in Tier II Plan.</p> <p>Intensive: Student has met goal(s) outlined in Tier III Plan.</p>



## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Leesville Road MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p>Strategic: Options: Literacy strategies with high interest reading materials. Placement in class with Literacy Coach Structure: Core + weekly intervention instruction with core ELA teacher during SMART LUNCH. (25 minutes)</p> <p>Intensive: Options: Placement in Reading Acceleration class Placement in class with Literacy Coach Moby Max MCI Structure: Core + weekly intervention instruction with core ELA teacher during SMART LUNCH. (25 minutes) Reading Acceleration daily for 60 mins</p> <p>Additional optional choices: After school tutoring with Core teacher After school tutoring with high school students Lunch tutoring</p>	<p>Strategic: Options: High-yield math instructional strategies for pre-teaching, teaching, and re-teaching skills and concepts Placement in class with Math Coach Structure: Core + weekly intervention instruction with core Math teacher during SMART LUNCH. (25 minutes)</p> <p>Intensive: Options: Core + weekly intervention instruction with core Math teacher during SMART LUNCH. (25 minutes) Placement in class with Math Coach</p> <p>Structure: Core + weekly intervention instruction with core Math teacher during SMART LUNCH. (25 minutes) Additional optional choices: After school tutoring with Core teacher After school tutoring with high school students Lunch tutoring</p>	<p>Strategic: Options: Small Groups Check in - Check out</p> <p>Structure: Core + strategic intervention, which will vary by group size, frequency, and duration based on student need and responsiveness.</p> <p>Intensive: Options: Individual counseling FBA</p> <p>Structure: Core + intensive interventions will vary by frequency and duration based on student need and responsiveness</p>

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Leesville Road MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Instruction</b>	<p>Strategic: ELA teachers will use literacy strategies with high interest reading materials. These materials will be chosen and used for planning lessons during weekly PLT meetings.</p> <p>Intensive: Reading acceleration teacher will use MCI with fidelity. Moby Max will be used with fidelity for additional reading reinforcement. Literacy Coach will work with small groups on literacy strategies.</p>	<p>Strategic: Math teachers will use materials high yield strategies for pre-teaching, teaching, and re-teaching concepts. These materials will be chosen and used for planning lessons during weekly PLT meetings.</p> <p>Intensive: Math Coach will work with small groups of students. i-Ready data and materials will be used to meet individual student needs.</p>	<p>Strategic: Explicit core behavioral/social emotional instruction + Tier 2, targeted intervention as outlined in Tier 2 plan.</p> <p>Intensive: Explicit core behavioral/social emotional instruction + Tier 3, targeted intervention as outlined in Tier 3 plan.</p>
<b>Assessment and Progress Monitoring</b>	<p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>PLT with the case manager will meet monthly to review progress monitoring results and plan accordingly during Friday meetings.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.</p>	<p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>PLT with the case manager will meet monthly to review progress monitoring results and plan accordingly.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.</p>	<p>Strategic: Fidelity check within 2 weeks of implementation of plan.</p> <p>Progress monitoring will be documented in EASi and targets will be outlined in Tier II Intervention Plan.</p> <p>PLT with the case manager will meet to review data monthly and adjust intervention as needed.</p> <p>Intensive: Fidelity check within 2 weeks of implementation of plan.</p> <p>Daily progress monitoring will occur using Behavior Rating Scale. Data type collected for PM will be determined by Intervention Team and/or sub-committee (frequency, duration, intensity).</p> <p>Intervention team will meet monthly to review progress monitoring results and plan accordingly for students.</p>

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### Intervention Planning Matrix

<b>School:</b>	Leesville Road MS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Curriculum/Resources</b>	<ul style="list-style-type: none"> <li>• High-yield reading comprehension, fluency, and vocabulary instructional strategies for pre-teaching, teaching, and re-teaching skills and concepts</li> <li>• i-Ready Diagnostic</li> <li>• Iready data and teaching materials</li> <li>• MCI</li> <li>• Moby Max</li> </ul>	<ul style="list-style-type: none"> <li>• High-yield math instructional strategies for pre-teaching, teaching, and re-teaching skills and concepts</li> <li>• i-Ready diagnostic</li> <li>• i-Ready data and teacher materials</li> </ul>	<p>Strategic:</p> <p>CICO- <a href="#">Responding to Problem Behavior</a></p> <p>Small Groups-<a href="#">Why Try</a></p> <p><a href="#">Anxiety Workbook</a> (school counselors K-12)</p> <p>CMAPP curriculum (small groups)</p> <p><a href="#">Homework, Organization and Planning Skill Manual</a> (School Psychologists)</p> <p>Intensive:</p> <p><a href="#">PTR-Prevent, Teach, Reinforce</a></p>

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### Intervention Planning Matrix

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<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	Please view intervention matrix here. <a href="https://docs.google.com/a/wcpss.net/document/d/1Yr6IPTug4oBAy9K-M0lbVCvhwv801mo9nABXiBis1xM/edit?usp=sharing">https://docs.google.com/a/wcpss.net/document/d/1Yr6IPTug4oBAy9K-M0lbVCvhwv801mo9nABXiBis1xM/edit?usp=sharing</a>	/	/
<b>Intervention Structure</b>	/	/	/
<b>Instruction</b>	/	/	/
<b>Assessment and Progress Monitoring</b>	/	/	/
<b>Curriculum/Resources</b>	/	/	/