

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** Leesville Road MS

**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<ul style="list-style-type: none"> <li>• LRMS exceeded growth for the 2015-2016 School Year</li> <li>• LRMS had the highest growth index of all Middle Schools in Wake County</li> <li>• LRMS remains above the district and state average in all grade levels and tested areas in proficiency and Career and College Readiness.</li> <li>• We are one of the few middle schools in Wake County that maintained their school rating of "B".</li> <li>• We remain above the district and state average in Proficiency and Career and College Readiness in all grade levels and all tested areas.</li> </ul> <p><b>Reading</b> 6th and 7th grade exceed growth expectations in reading. 8th grade met growth expectations. Proficiency remains the same at 70% which is above the district and county average. The percent of students who are Career and College and Ready is 60% which is above the district and State Average. We met 85% of our AMO targets in Reading.</p> <p><b>Math</b> 6th and 7th grade exceeded growth expectations in mathematics. 8th grade met growth. The percent of students in the 8th grade that are proficient increased by 10% and the percent of students in the 8th grade that are career and college increased by 14%. The percentage of students in the school earning level IV's increased by 6%. The percent of students in the school that are proficient is 63% which is above the district and state averages. The percent of students in the school that are Career and College Readiness is 56.4% which is above the district and state averages. We met 75% of our AMO targets in Math.</p> <p>Students exceeded growth in Math I. The percent of students proficient is 96% the percent of students who are Career and College Ready increased by 9% to 91% both are above the district and state average.</p> <p><b>Science</b> Students exceeded growth expectations in Science. 82.6% of the students are proficient and 73.4% are Career and College Ready. Science met 100% of there AMO targets.</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 math decreased in proficiency from 67.7% to 60.90% and CCR 59.6% to 55.80% but overall exceeded growth expectations.</p> <p>All grade levels in reading saw about a 3% decrease in proficiency but saw an increase in career and college readiness.</p> <p>We saw a decrease in performance composite of level 3, 4, 5's decreased from 70.7 to 70, we are 3.4 above the district average. Performance composite of level 4, 5's decreased from 62.1 to 60.8, we are 3.3 above the district average</p> <p><b>AMO Targets Missed</b> Reading:</p> <ul style="list-style-type: none"> <li>• Asian (2 years)</li> <li>• Black (1 year)</li> <li>• Economically Disadvantaged (2 years)</li> <li>• SWD (2 years)</li> <li>• LEP (2 years)</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>• Hispanic (2 years)</li> <li>• Black (1 year)</li> <li>• Economically Disadvantaged (5 years)</li> <li>• SWD (2 years)</li> <li>• LEP (2 years)</li> </ul> <p>Science: None</p>

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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            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 using Learning Targets and there are opportunities for student collaboration.</p>	<p>Instructional rounds data suggests that we need to increase collaboration and critical thinking in classrooms.</p> <p>Teachers want more professional development using technology in the classroom (BYOD).</p>
Staff and Student Demographics	<p><b>2015 - 2016 Student Demographics:</b>            Enrollment 1236            Asian 5%            Black 25%            Hispanic 14%            Two or more races 5%            White 51%</p> <p><b>Teacher Demographics</b>            Total number of teachers: 72            Highly Qualified: 100%            Number of Teachers with Advanced Degrees: 24</p>	<p>Our LEP population tends to grow as the year progresses and we need additional support in this area.</p> <p>A new school opening will change our population and staffing.</p>
Perception	<p>(From TWC)            Parents/Guardians are an essential part of the school and the community is supportive of the school.</p> <p>Administration is supportive of teacher's efforts in the classroom.            Overall teachers feel that LRMS is a good place to work and learn.</p>	<p>Only 18.4% of teachers agree that class sizes are reasonable compared to 55.6% in WCPSS            We have many opportunities for co-teaching that are being under utilized</p> <p>We can do more to utilize our community and unique campus.</p>

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## Comprehensive Needs Assessment

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

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Students in subgroups not meeting AMO Targets	Students who come to us behind need more scaffolding and acceleration to help them meet learning targets.	Professional development on Learning in the Fast Lane to accelerate all students.
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.

### Data Summary

Describe your conclusions

LRMS exceeded growth for the 2015-2016 School Year and had the highest growth index of all Middle Schools in Wake County. We remain above the district and state average in all grade levels and tested areas in proficiency and Career and College Readiness. We have not met all of our AMO targets, but continue to see growth in each subgroup area. 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 classes 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 - 2015

### SIP Team Members

<b>Name</b>	<b>School Based Job Title</b>
1 Arolyn Kiser	Teacher
2 Carrie Jacobs	Assistant Principal
3 Christine Wheeler	Teacher
4 Cindy Kremer	Principal
5 Emily Carey	Teacher
6 Erin McDermott	Teacher
7 Frederick Thomas	Instructional Support Personnel
8 Jarrod Haymore	Teacher
9 Kathleen Osinski	Teacher
10 Kelly Ward	Assistant Principal
11 Kristen Riccuiti	Teacher
12 Lisa Nelson	Teacher
13 Liz Kaulfuss	Teacher
14 Lucine Barker	Teacher
15 Mandy Haymore	School Improvement Chair
16 Mason Bell	Parent
17 Stephanie Chamberlain	Teacher
18 Susan Wasilewski	Teacher
19 Suzy Rigsbee	Teacher
20 Tonalisa Edmunds	Teacher
21 Tyler McFadyen	Teacher
22 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. All subgroups will meet or exceed their AMO targets.		
<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> subgroup EVAAS data, EVAAS data for students. 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
<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 6/2016 To 8/2016
<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 9/2016 To 6/2017
<b>4.</b> Teams will use SMART lunch to provide enrichment, remediation, and focus on power standards.

**Timeline** From 9/2016 To 5/2017

**Key Process**

2. 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)**

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

**Timeline** From 9/2016 To 11/2016

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

**Timeline** From 10/2016 To 12/2016

3. 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

4. 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 8/2016 To 5/2017

<b>School Goal</b>		
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		

<b>Key Process</b>
<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
<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.

<b>Action Step(s)</b>
<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 8/2016 To 9/2016
<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>Key Process</b>
<b>2.</b> Teachers will be provided Professional Development structured around increasing student collaboration, creativity, communication, and critical thinking.



## School Improvement Plan

## Summary of Goals, Key Processes and Action Steps

**School:** Leesville Road MS

**Plan Year** 2016-2018

**LEA:** Wake County (920)

### Tier

Tier 1 / Core

### Process Manager

Amanda Haymore

### Measurable Process Check(s)

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.

### Action Step(s)

1. Teachers will use grade level and/or team meetings to plan cross curricular connections and support for students.

**Timeline** From 11/2016 To 12/2016

2. 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.

**Timeline** From 9/2016 To 10/2016

3. All teachers will be provided literacy strategies to utilize in the classroom to support identified needs and increase critical thinking and communication.

**Timeline** From 10/2016 To 12/2016

4. Professional development, modeling, and coaching will be provided to teachers on how to increase classroom engagement and equity.

**Timeline** From 9/2016 To 4/2017

### Key Process

3. The MTSS team will establish procedures for helping new students best acclimate and feel connected to Leesville Road Middle School.

### Tier

Tier 1 / Core

### Process Manager

Suzy Rigsbee

### Measurable Process Check(s)

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.

## School Improvement Plan

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

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

Action Step(s)	
1. The MTSS team will create protocols that will be used for students who enroll after the school year has started.	
<b>Timeline</b>	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.	
<b>Timeline</b>	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.	
<b>Timeline</b>	From 8/2016 To 9/2016
4. Counselors will implement protocols designed by the MTSS team throughout the school year.	
<b>Timeline</b>	From 10/2016 To 6/2017
5. The MTSS team will investigate programs and protocols that can be used to increase parental engagement.	
<b>Timeline</b>	From 1/2017 To 6/2017

**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>
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## 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>	EOG scores, Case 21 scores, teacher grades, teacher made summative and formative assessments, teacher recommendations.	EOG scores, Case 21 scores, EVAAS, teacher grades, teacher made summative and formative assessments, teacher recommendations.	Behavior point sheets, PBIS discipline log, teacher evaluations and recommendations, counselor evaluations.
<b>Intervention Structure</b>	<ul style="list-style-type: none"> <li>• In class through co-teaching model: Literacy coach co-teachers with classroom teacher daily.</li> <li>• SMART Lunch: Teacher works on targeted skills during daily SMART lunch time</li> <li>• Accelerated Readers Class: students are assigned to accelerated reading as an additional support to ELA class.</li> <li>• After school tutoring ELL: ELL students work weekly with adjoining HS students</li> <li>• After school tutoring by teacher: Core teachers work with identified students once a week after school.</li> </ul>	<ul style="list-style-type: none"> <li>• In class through co-teaching model: IRT co-teachers with classroom teacher daily.</li> <li>• SMART Lunch: Teacher works on targeted skills during daily SMART lunch time</li> <li>• Accelerated Readers Class: students are assigned to accelerated reading as an additional support to ELA class.</li> <li>• After school tutoring HS: identified students work weekly with adjoining HS students</li> <li>• After school tutoring by teacher: Core teachers work with identified students once a week after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior point sheet</li> <li>• PBIS reward system</li> <li>• Small groups scheduled to meet weekly with counselor</li> <li>• Students assigned a mentor staff member</li> </ul>
<b>Instruction</b>	Varies based on the intervention structure. Targeted to fill individual students gaps but designed to accelerate students.	Varies based on the intervention structure. Targeted to fill individual students gaps but designed to accelerate students.	<ul style="list-style-type: none"> <li>• WhyTry</li> <li>• Weekly meetings with counselors/mentors</li> <li>• Social Skills Elective</li> </ul>
<b>Assessment and Progress Monitoring</b>	<ul style="list-style-type: none"> <li>• Teacher made formative and summative assessments</li> <li>• Case 21</li> <li>• EOG's</li> <li>• Pathdriver</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made formative and summative assessments</li> <li>• Case 21</li> <li>• EOG's</li> <li>• Pathdriver</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior point sheets</li> <li>• Student data tracking sheet discussed in team meetings</li> <li>• PBIS log</li> <li>• Teacher evaluations and feedback</li> <li>• Counselor evaluations and feedback</li> </ul>
<b>Curriculum/Resources</b>	CMAPP, Moby Max, iReady	CMAPP, Moby Max, iReady	MTSS resources, WhyTry curriculum

## School Improvement Plan

### Intervention Planning Matrix

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

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