

School Improvement Plan

Comprehensive Needs Assessment

School: Leesville Road ES

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>EOG Data:</p> <ul style="list-style-type: none"> • According to EOG composite data all students are holding stable at 71% proficiency from 2012-2015. • According to EOG reading data all students are holding stable at 71% proficiency from 2012-2015. • EOG composite data SWD has increased by 7%, from 26% to 33% proficient from 2012-2015. • EOG math data SWD has increased by 9%, from 29% to 38% proficient from 2012-2015. • EOG science data SWD has increased by 24%, from 15% to 39% proficient from 2012-2015. • EOG composite data indicates that the Hispanic subgroup shows an increasing trend in proficiency from 45% in 2012-2013 to 53% in 2013-2014 and to 56% in 2014-2015. • EOG reading data indicates that the Hispanic subgroup shows a increasing trend in proficiency from 47% in 2012-2013, 48% in 2013-2014, 58% in 2014-2015. • EOG science data indicates that the Hispanic subgroup shows an increasing trend in proficiency from 31% in 2012-2013, 50% in 2013-2014, 58% in 2014-2015. <p>mClass Data:</p> <ul style="list-style-type: none"> • mCLASS DIBELS Composite scores in Kindergarten through 3rd grade of students in the green increased from 81% in 2013-14 to 85% 2014-15 to 86% in 2015-16. • mCLASS Black subgroup DIBELS Composite scores of students showing proficiency increased from 66% in 2013-14 to 69% in 2014-15 to 70% in 2015-16. <p>AMO Goals:</p> <ul style="list-style-type: none"> • According to percent of AMO targets in Reading and Math, the Hispanic subgroup has an increasing trend from 2013 to 2015 (Reading 32% to 38% to 52% Math 45%, to 48% to 54%). • There in an increasing trend for percent of AMO targets in Reading that met proficiency from 2013 to 2015 (59.7% to 63.4% to 64.3%). • According to percent of AMO targets in Reading and Math, the White subgroup has an increasing trend from 2013 to 2015 (Reading 67.9% to 77.3% to 77.7% Math 78.6%, to 80% to 81.4%). 	<p>EOG Data:</p> <ul style="list-style-type: none"> • According to EVAAS Growth Estimate LRES met expected growth for 2013 and 2014 but did not meet expected growth for 2015. • According to EOG math data all students are showing decreasing proficiency from 73% in 2012-2013 to 71% in 2014-2015 • EOG reading proficiency for SWD has decreased by 3%, from 29% to 26% proficient from 2012-2015 • EOG composite data indicates that the Asian subgroup shows a decreasing trend in proficiency from 85% in 2012-2013 to 81% in 2013-2014 and to 70% in 2014-2015 • EOG reading data indicates that the Asian subgroup shows a decreasing trend in proficiency from 79% in 2012-2013, 75% in 2013-2014, 63% in 2014-2015 • EOG math data indicates that the Asian subgroup shows a decreasing trend in proficiency from 90% in 2012-2013, 88% in 2013-2014, 74% in 2014-2015 <ul style="list-style-type: none"> • EOG reading data indicates that the Black subgroup shows a decreasing then stable trend in proficiency from 51% in 2012-2013, to 44% in 2013-2014, to 45% in 2014-2015. • EOG math data indicates that the Black subgroup shows a decreasing to increasing trend in proficiency from 49%, to 37%, to 41% between 2012-2015. <p>mClass Data:</p> <ul style="list-style-type: none"> • mCLASS TRC in Kindergarten through 3rd grade of students in the red increased from 13% (in 2013-14) to 33% (in 2014-15) to 41% (in 2015-16). • mCLASS TRC in Kindergarten through 3rd grade of students in the blue decreased from 44% (in 2013-14) to 29% (in 2014-15) to 16% (in 2015-16). • mCLASS TRC Black subgroup in K-3 of students in the red increased from 27% in 2013-14 to 53% in 2014-15 to 60% in 2015-16. • mCLASS TRC Black subgroup in K-3 of students in the blue decreased from 22% in 2013-14 to 18% in 2014-15 to 5% in 2015-16. <p>AMO Data:</p> <ul style="list-style-type: none"> • According to AMO targets in Reading and Math, black students did not meet AMO targets for the first time in 2014 - 2015. • According to AMO targets in Reading and Math, economically disadvantaged students did not meet AMO targets from 2013 to 2015. • According to AMO targets in Reading and Math, students with disabilities did not meet AMO targets for the first time in 2014 - 2015.

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	<ul style="list-style-type: none"> • 2015-2016 School Year, 80% of the teachers agree or strongly agree, we systematically gather evidence about the impact of various instructional strategies on student learning during PLT's • 83% of teachers agree or strongly agree that we consider the instructional tiers (tiers 1, 2, or 3) in considering how to best address student needs. • 86% of teacher agree or strongly agree that as a PLT, we engage in problem solving to adjust instruction, curriculum, and the learning environment to maximize student outcomes. • 91+% of teachers agree or strongly agree that in general, students that I teach can work effectively in pairs and groups and students that I teach communicate with each other in a respectful and productive manner. • 90% of teachers agree or strongly agree or In general, students that I teach can use technology effectively as a tool for learning. • 90+% of teachers agree The following language services are available to LEP parents in my school/department: Free translation of critical documents; Free interpretation services 	<ul style="list-style-type: none"> • 40% of teachers disagree or strongly disagree that they are familiar with Wake County's Effective Teaching Framework (ETF) initiative.
Staff and Student Demographics	<p>Teacher/Staff:</p> <ul style="list-style-type: none"> • 2015-2016 School Year, 46% of the teachers have an advanced degree. • 2015-2016 School Year, 8 teachers are National Board Certified. • 2015-2016 School Year, 50% of teachers have more that 11 years of experience. • 2015-2016 School Year, there is a 1:22 teacher/student ratio. • Teacher Turnover Rate has decreased from 11% to 9.5% from 2013-2015. <p>Student Data:</p> <ul style="list-style-type: none"> • 2015-2016 School Year, less than 1% of the student population has been suspended. • 2015-2016 School Year, 95.62% attendance rate for the entire school. • 2015-2016 School Year, diverse student population with 5.9% Asian, 21.5% African American, 57.3% White, 12.7% Hispanic, 2.7% Multi-Racial. 	<p>Teacher/Staff Data:</p> <ul style="list-style-type: none"> • 2015-2016 School Year, only 8.2% of teachers are Black compared to 21.5% of the student population. • 2015 - 2016 School Year, only 0% hispanic teachers compared to 12% of our student population. <p>Student Data:</p> <ul style="list-style-type: none"> • 2015-2016 School Year, only 52% of kindergarten students report that their parents read to them daily. • The number of suspensions has increased from 8 to 15 from 2014-2015 to 2015 - 2016. • Black students represent 21% of the student population, but comprise 70% of our students suspended. • Males represent 55.3% of student population, but comprise 69% of the write-ups. • Special education student represent 10.2% of student population, but comprise 24% of the write-ups. • Blacks represent 21.5% of student population, but comprise 51% of the write-ups.

School Improvement Plan

School: Leesville Road ES

Plan Year 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<ul style="list-style-type: none"> 83% of teachers agree or strongly agree in general, students that I teach take responsibility for their actions. In 2014, 82% of teachers state they have time available to collaborate with colleagues, an increase from 65.6% in 2012. In 2014, 86.7% of teachers are protected from duties that interfere with their essential role of educating students, an increase from 78.5% in 2012. In 2014, 100% believe that the school does a good job encouraging parent/guardian involvement. In 2014, 100% of teachers believe that the community we serve is supportive of this school, an increase from 93.7% in 2012. In 2014, 93% of teachers believe school administrators support teacher efforts to maintain discipline in the classroom, an increase from 64.1% in 2012. In 2014, 95% believe that faculty and staff have a shared vision for the school, an increase from 70.5% in 2012. 	<ul style="list-style-type: none"> In 2014, only 73.8% of staff believe the reliability and speed of internet connections in this school are sufficient to support instructional practices, a decrease from 93.8% in 2012. In 2014, only 55% of teachers believe procedures for teacher evaluation are consistent, a decrease from 71.7% in 2012.

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
LES' composite EOG scores have been decreasing or holding steady around 71% for the past three years (71% proficiency in reading and 71% in math (down from 73%).	Teachers are not consistently using academic word walls/anchor charts to promote the use of higher-level vocabulary in the classroom. There is a lack of consistency in the ways in which we teach vocabulary throughout the grade levels. There is also a lack on consistency in problem solving strategies taught throughout the grade levels. Students may not be given the opportunity to use academic vocabulary when collaborating with peers (small groups/pairs). Students are not practicing writing across all content areas (science, math, etc.). Students are continuing to struggle with their basic math facts and often miss problems due to small errors.	Strategic use of intervention teachers in reading and math, based on evidence. Create a plan to recruit parent volunteers to help students struggling with their basic math facts. Increase the use of a writing component to focus on comprehension. Focus on content vocabulary using a graphic organizer. Teachers will increase their use of academic word walls and anchor charts. Develop a Professional Development Plan for the staff to implement best practices in reading/math.

School Improvement Plan

Comprehensive Needs Assessment

School:	Leesville Road ES
Plan Year	2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
According to AMO targets in Reading and Math, economically disadvantaged students did not meet AMO targets from 2013 to 2015.	There is a disconnect between students' skills and their ability to show this knowledge on assessments. Only 52% of kindergarteners report being read to daily at home. Some of these students are coming into a grade level behind their peers, as they did not show mastery of the skills in the prior year. There does not seem to be enough intervention services for struggling students in math. These students and parents may not feel involved with the school community due to their inability to take part in after-school events.	Teachers, specialists and other staff will record their conversations with the parents of these students biweekly on a phone log. Teachers will focus these conversations on positive comments and invitations to school events. The school will host a Career Day, with a focus on recruiting parent volunteers from this community. The school will also organize quarterly events in these communities to help engage those families who may not be able to visit the campus.

Data Summary

Describe your conclusions

Our school population will drop considerably as we begin our new plan due to redistricting, from 900 students to approximately 700 students. Our school has a strong PBIS program, including class and individual rewards, that is used consistently by all staff members. As a school, our EOG scores have remained fairly stable over the past three years. According to data, our white and Hispanic populations are meeting AMO targets, whereas the black, SWD and economically disadvantaged subgroups have missed AMO targets in at least one out of the last three years. Our mClass data shows quite a discrepancy, with 86% of students being proficient in DIBELS and only 34% showing proficiency on the TRC assessment. Our first priority concern is that the composite EOG scores have been stagnant and are not showing improvement based on changes we have made in the school. We plan to work on vocabulary strategies, increase the use of word walls and anchor charts in the classroom, promote the use of academic language within students conversations, and provide more opportunities for teachers to learn from others by participating in walk-throughs. We also hope to increase the use of research-based strategies for those students who are struggling with their basic math facts, implement a school-wide problem solving strategy model, and utilize parent volunteers to offer extra help to those students who have not mastered the concepts. Our second priority concern is that the economically disadvantaged students have not met AMO targets for the past three years. On a bi-monthly basis, faculty and staff will contact families belonging to this subgroup with positive feedback and invitations to school-wide events and record those contacts. The school will implement a "Career Fair" with presenters that are from this subgroup. Faculty and staff will also make community visits in an effort to reach out to the subgroup families.

School Improvement Plan

Membership of School Improvement Team

School:	Leesville Road ES
Plan Year	2016-2018
Principal:	Mr. Ari Cohen
Date:	Sep - 2016

SIP Team Members

	Name	School Based Job Title
1	Annie Reed	Instructional Support Personnel
2	Ari Cohen	Principal
3	Averi Avent	School Improvement Chair
4	Donesha Hall	Instructional Support Personnel
5	Jodi Lay	Assistant Principal
6	Julia Bove	School Improvement Chair
7	Kara LaBella	Teacher
8	Katie Spencer	Teacher Assistant
9	Kelly McNamara	Teacher
10	Kristan Handley	Teacher
11	Mary Millan	Instructional Support Personnel
12	Megan Allen	Teacher
13	Nick Simpson	Teacher
14	Shannon McEnteer	Instructional Support Personnel

School: Leesville Road ES**Plan Year** 2016-2018**Date:** Sep - 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 elementary creating a school community where our capabilities are limitless.

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 Elementary, we as staff, students and parents will:

- **Use current data, based on common assessments, as a performance measurement to focus on student learning.**
- **Have high expectations for everyone to achieve excellence.**
- **Respect everyone and everything, own our actions, aim for success and remember safety.**
- **Celebrate all accomplishments.**
- **Foster leadership and global responsibility of our entire community.**
- **Communicate clearly with our students, staff and families.**
- **Encourage community ownership in the school and its mission.**

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

School Goal		
By June 2018 all students at LES will exceed expected growth in reading TRCs for K-2 grades as measured by mClass data, and EOG data for 3-5. and all subgroups will exceed their AMO targets in reading for an overall proficiency of 80%.		
Goal Manager	Strategic Objective	State Board of Education Goal
Pam Rose	Learning and Teaching	Globally Competitive Students
Resources		
<ul style="list-style-type: none"> • State and local assessments (Case 21, EOGs, mClass assessments) • C-MAPP (Curriculum Management Application) • We wish to utilize DPI flexibility with funds transfer • K-3 Read to Achieve Plan • Duty Free Lunch and Planning • Safe and Orderly Schools Plan • Character Education Plan • Healthy Active Children Policy • Readers and Writers Workshop Professional Development • Daily Five and CAFE • PowerSchool/Homebase • NC Department of Public Instruction (DPI) website http://www.dpi.state.nc.us/ • MTSS Professional Development • Weekly PLT Meetings • Learning Rounds Data • Teacher Self-Assessments • RACE Question Strategy 		

Key Process
<p>1. Teachers and administrators will conduct instructional learning rounds in order to provide feedback to peers and reflection for themselves to improve on instructional practices in the classroom. The focus will be on what the students are doing in the classroom (ie: use of multiple strategies to express their thinking and learning, working collaboratively in pairs or groups, and responding to questions using complete sentences).</p>
Tier
Tier 1 / Core
Process Manager
Megan Allen
Measurable Process Check(s)
Instructional learning rounds data, Case 21, and common formative assessments will be reviewed and analyzed quarterly by PLTs and the SIP team to determine if effective instructional practices are being implemented in the classroom. Teachers/SIT will review and analyze self assessments quarterly compared to the instructional learning rounds data to determine if best practice strategies are effective in increasing student comprehension in their classrooms.

Action Step(s)	
1. Based on quarterly instructional learning rounds data, Case 21, and common formative assessments, the PLTs and SIT will determine what, if any support materials, training, and coaching cycles for staff will be needed to increase the knowledge and use of effective instructional strategies to increase student comprehension. The IRT will support staff as needed. [August-October 2016)	
Timeline	From 8/2016 To 6/2018
2. All certified staff will perform two instructional learning rounds a quarter for reflection and determination of school-wide trends.	
Timeline	From 8/2016 To 6/2018
3. PLTs will review instructional learning rounds data, Case 21, and common formative assessments quarterly, and share among their grade levels instructional strategies that are working in their classrooms in order to improve student achievement.	
Timeline	From 8/2016 To 6/2018

Key Process
2. Strengthen and increase student reading comprehension through direct and explicit vocabulary instruction.
Tier
Tier 1 / Core
Process Manager
Kelly McNamara
Measurable Process Check(s)
Instructional learning rounds data, Case 21, and common formative assessments will be reviewed and analyzed quarterly by PLTs and the SIP team to determine if effective instructional practices are being implemented in the classroom. Teachers/SIT will review and analyze self assessments quarterly compared to the instructional learning rounds data to determine if best practice strategies are effective in increasing student comprehension and academic vocabulary in their classrooms.

Action Step(s)
1. Teachers will use an interactive word wall and/or anchor charts in the classroom to support student learning of academic vocabulary.
Timeline
From 8/2016 To 6/2018

School Improvement Plan**Summary of Goals, Key Processes and Action Steps****School:** Leesville Road ES**Plan Year** 2016-2018**LEA:** Wake County (920)

- 2.** Teachers in grades K-5 will provide graphic organizers (specifically selected for vertical and horizontal alignment) for students to enhance their comprehension of texts and content specific vocabulary words across the curriculum.

1. Exploration phase- Select shared tools for vocabulary instruction during PLT compilation of the PowerStandards grids

2. Implementation phase- Begin August 2016

Timeline From 8/2016 To 6/2018

- 3.** Teachers in grades K-5 will teach, model, and reinforce students using academic vocabulary when working collaboratively in pairs and groups across the curriculum.

Timeline From 8/2016 To 6/2018

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

School Goal		
By June 2018, all students at LES will exceed expected growth, as measured by state and local assessments, and all subgroups will exceed their AMO targets in math for an overall proficiency of 80%.		
Goal Manager	Strategic Objective	State Board of Education Goal
Mary Millan	Learning and Teaching	Globally Competitive Students
Resources		
<ul style="list-style-type: none"> • State and local assessments (Case 21, EOGs, mClass assessments) • C-MAPP (Curriculum Management Application) • We wish to utilize DPI flexibility with funds transfer • Duty Free Lunch and Planning • Safe and Orderly Schools Plan • Character Education Plan • Healthy Active Children Policy • PowerSchool/Homebase • NC Department of Public Instruction (DPI) website http://www.dpi.state.nc.us/ • MTSS Professional Development • Weekly PLT Meetings • Learning Rounds Data • Teacher Self-Assessments • WISE Problem Solving Strategy 		

Key Process
<p>1. Students will increase their ability to understand and solve a variety of math problems, with a focus on word problems using a variety of strategies as dictated by curriculum.</p> <p>Tier</p> <p>Tier 1 / Core</p> <p>Process Manager</p> <p>Nick Simpson</p> <p>Measurable Process Check(s)</p> <p>Instructional learning rounds data, Case 21, and common formative assessments, and DPI Semester Assessments in K-1 will be reviewed and analyzed quarterly by PLTs and the SIP team to determine if effective instructional practices are being implemented in the classroom. Teachers/SIT will review and analyze self assessments quarterly compared to the instructional learning rounds data to determine if best practice strategies are effective in increasing student proficiency.</p>

Action Step(s)

1. Teachers will provide higher order questions that require students to explain their thinking using a variety of strategies, such as complete sentences, pictures, diagrams, etc. in written form 9-10 times per quarter.

Timeline From 8/2016 To 6/2018

2. Teachers will use an updated math word wall in the classroom to support student learning of academic vocabulary, as measured by walk-through data and PLT minutes.

Timeline From 8/2016 To 6/2018

3. Develop a common problem-solving model to be used K-5, with a focus on student inquiry.

Timeline From 8/2016 To 6/2018

Key Process

2. Students will master their basic math facts according to their grade level standards, and individual student needs.

Tier

Tier 1 / Core

Process Manager

Math Sub-Committee

Measurable Process Check(s)

Grade levels will implement a quarterly common formative assessment on basic math facts according to grade level standards and individual student needs.

Action Step(s)

1. Focus homework on practicing math facts, differentiated based on students' needs.

Timeline From 8/2016 To 6/2018

2. Recruit parent volunteers to provide differentiated math facts practice with students within classrooms.

Timeline From 8/2016 To 6/2018

3. Provide parents resources on how to help students practice math facts at home.

Timeline From 8/2016 To 6/2018

4. Teach higher-order thinking strategies for how students can solve problems without knowledge of basic math facts.

Timeline From 8/2016 To 6/2018

School Improvement Plan

Summary of Goals, Key Processes and Action Steps

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

School Goal

By June 2018, LES will increase proficiency scores of Black, Hispanic, SWD, and Economically Disadvantaged subgroups by 20% as measured by subgroup AMO targets.

Goal Manager

Mallorie Butler

Strategic Objective

Learning and Teaching

State Board of Education Goal

21st Century Students

Resources

- State and local assessments (Case 21, EOGs, mClass assessments)
- C-MAPP (Curriculum Management Application)
- We wish to utilize DPI flexibility with funds transfer
- K-3 Read to Achieve Plan
- Duty Free Lunch and Planning
- Safe and Orderly Schools Plan
- Character Education Plan
- Healthy Active Children Policy
- Readers and Writers Workshop Professional Development
- Daily Five and CAFE
- PowerSchool/Homebase
- NC Department of Public Instruction (DPI) website <http://www.dpi.state.nc.us/>
- MTSS Professional Development
- Weekly PLT Meetings
- Learning Rounds Data
- Teacher Self-Assessments
- RACE and WISE Question Strategies
- Parent Contact Logs (Parental Engagement)
- Parent Volunteers for school Career Days
- Community visits to local neighborhoods
- School-Wide Community Events

Key Process

1. Target students who belong to subgroups to provide greater access to curriculum through in-school enrichment, after-school activities and additional two-way parent/school communication.

Tier

Tier 1 / Core

Process Manager

Annie Reed

Measurable Process Check(s)

- Parent Contact Log
- MClass data
- CASE 21/EOG data
- PBIS Data
- Attendance Data
- Attendance at after school events of students in targeted subgroups

Action Step(s)	
1. At least bi-weekly phone contact by classroom teachers with families of students in subgroups that are below proficient, with a focus on positive feedback and invitations to school events.	
Timeline	From 8/2016 To 6/2018
2. Design systems for increased two-way communication between families of subgroups and specialists and support staff members.	
Timeline	From 8/2016 To 6/2018
3. Establish community visits/conferences with parents on a semesterly basis. Survey parents on ways we can help families support their children.	
Timeline	From 8/2016 To 6/2018
4. Establish yearly career days a year with community representatives that reflect an increase in presenters from different subgroups.	
Timeline	From 8/2016 To 6/2018

School Improvement Plan**Waiver Request****School:** Leesville Road ES**Plan Year** 2016-2018

Date	Aug - 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

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Leesville Road ES
Plan Year	2016-2018
School Year:	2016-2017

Development Activities for

Topic:	Participants:	Goal Supported:
Readers & Writers Workshop (Teacher's College-Columbia University)	All Instructional Staff	Reading Goal
Math Training with Valerie Faulkner	All Instructional Staff	Math and Community Goal
Weekly PLTs <ul style="list-style-type: none"> • "Almost There Writing" to strengthen mClass written component • Analyzing mClass and testing data • Common Planning • mClass Scoring Training 	All Instructional Staff	Reading, Math and Community Goals

School Improvement Plan**Summary Sheet of Professional Development Activities**

School:	Leesville Road ES
Plan Year	2016-2018
School Year:	2017-2018

Development Activities for

Topic:	Participants:	Goal Supported:
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School Improvement Plan

Intervention Planning Matrix

School:	Leesville Road ES
Plan Year	2016-2018
School Year:	2016-2017

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	"Will be completed pending EOY 15-16 and BOY 16-17 data" so that the matrix is not blank and will be able to be "marked complete."		
Intervention Structure	"Will be completed pending EOY 15-16 and BOY 16-17 data" so that the matrix is not blank and will be able to be "marked complete."		
Instruction	"Will be completed pending EOY 15-16 and BOY 16-17 data" so that the matrix is not blank and will be able to be "marked complete."		
Assessment and Progress Monitoring	"Will be completed pending EOY 15-16 and BOY 16-17 data" so that the matrix is not blank and will be able to be "marked complete."		
Curriculum/Resources	"Will be completed pending EOY 15-16 and BOY 16-17 data" so that the matrix is not blank and will be able to be "marked complete."		

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Intervention Planning Matrix

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School Year:	2017-2018

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