

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** Rolesville Middle

**Plan Year** 2014-2016

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<ul style="list-style-type: none"> <li>• RMS met or exceeded all AMO growth targets for each subgroup in both reading and math. This included Hispanic and economically disadvantaged subgroups in math falling within the acceptable confidence interval. In most cases, the percent of proficiency was 3% higher than the target.</li> <li>• The percentage of African American and Hispanic students passing both the reading and math EOG are slightly better than the WCPSS average.</li> <li>• The percentage of economically disadvantaged passing both the reading and math EOG are slightly better than the WCPSS average.</li> <li>• The percentage of level 4 AIG and not AIG passing both the reading and math EOG was better than the WCPSS average.</li> <li>• Overall, females (51%) are performing better than males (46%) based on 2012-2013 EOG test data.</li> <li>• RMS's overall EOG performance composite for 2012-2013 in reading was 52.4%. This is 8.5% above the state average.</li> <li>• 2012-2013 reading EOG performance for 7th grade at 53.5% proficient was 1.4% higher than the 6th grade reading.</li> <li>• Reading for almost all subgroups is higher than the math.</li> <li>• Reading is stronger for females than males.</li> <li>• RMS students with disabilities and those with multiple risk factors performed better than WCPSS average in reading.</li> <li>• RMS African American, Hispanic, white and multiracial students performed better than WCPSS average in reading.</li> <li>• RMS African American males performed more than 8% better in reading than WCPSS African American males.</li> <li>• RMS overall EOG performance composite for 2012-2013 in math was 44.6%.</li> <li>• 2012-2013 Math EOG performance for 7th grade at 47.4% proficient was 3.6% higher than the 6th grade math scores (43.8%).</li> </ul>	<ul style="list-style-type: none"> <li>• 2012-2013 composite EOG scores show 61% proficiency for white students, 34% proficiency for Hispanics, and 29% proficiency for African American students.</li> <li>• Less than 40% of the males and females (about 100 students of each gender out of 534 students) passed both the 2012-2013 EOG tests. About 2.8% more females (38.7%) passed both sections than males.</li> <li>• Slightly less than half the whites (48.9% or about 130 out of 266 students) passed both the 2012-2013 EOG tests. This is 11.2% below the percentage passing for WCPSS.</li> <li>• Only 19.1% of RMS African American students (27 students) passed both the 2012-2013 EOG tests; this is 2% more than the WCPSS average.</li> <li>• 23.0% of RMS Hispanic students (about 20 students) passed both the 2012-2013 EOG tests; this is 0.5% more than the WCPSS average.</li> <li>• About 36% of the 530 students enrolled at RMS for the 2012-2013 school year were economically disadvantaged. Of this group, 20.5% or about 39 students passed both the reading and math EOG for the school year. This is 3.9% higher than the percentage passing for WCPSS.</li> <li>• Only 8.1% of the students with disabilities passed both the reading and math EOG for the 2012-2013 school year. This represented about 7 out of 86 students. This is 2.1% less than the WCPSS average.</li> <li>• RMS overall EOG reading performance composite for 2012-2013 is 1.7% below the average composite score for WCPSS.</li> <li>• The reading subgroups with the greatest risk include African American males and females, Hispanic males and females, LEP students, those with multiple risk factors, and student with disabilities.</li> <li>• There is a 7.2% gap between the WCPSS EOG math score at the 6th grade level and RMS' 6th grade math scores (43.8%). The WCPSS EOG 7th grade math score average proficiency is 3% higher than RMS (50.4%) for 7th grade.</li> <li>• Math subgroups with the greatest risks include students with disabilities, LEP students, multiple risk students, African American students and Hispanic students.</li> <li>• Students with disabilities only exceeded the math AMO growth target by 0/1%.</li> <li>• AIG only exceeded the reading AMO growth target by 0.7% and the math AMO growth target by 0.3%.</li> </ul>

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Instructional Practices/Strategies	<ul style="list-style-type: none"> <li>• As indicated by walkthrough data, daily agendas are posted in over 50% of all learning environments. Further investigation indicated that teachers not directly posting agenda use an overview of the lesson on a power point slide prior to beginning instruction.</li> <li>• As indicated by walkthrough data, learning objectives are posted in student friendly language in over 60% of all classrooms at RMS. Further investigation indicated that teachers not directly posting objectives activate student learning objectives within a power point slide prior to beginning instruction.</li> <li>• 2013-2014 Benchmark assessments show 6th and 8th grade students are performing better in questions that require DOK 1 and DOK 2 responses. While these areas are grade level strengths, they are still slightly below average.</li> <li>• 2013-2014 Benchmark assessments show 7th grade students are performing slightly better with DOK 2 questions and DOK 3 questions than DOK 1 questions. Students are at average or performing slightly better in reading informational text.</li> <li>• Second quarter Pathdriver data shows improvement in 8th grade reading, moving from 4% of students at high risk to 1%.</li> <li>• 2013-2014 Benchmark assessments show 6Plus math students are better than average answering basic knowledge DOK 1 question stems.</li> <li>• 7Plus math students are more aligned with projected success on EOG based on 2013-2014 benchmark data.</li> <li>• 2013-2014 Benchmark assessments show Common Core Math 1 students are performing at average in responses to DOK 3 level questions and significantly above average in responses to DOK 1 questions.</li> </ul>	<ul style="list-style-type: none"> <li>• While trends, patterns, strengths, and needs based on walkthrough data is shared monthly at staff meetings, and is used for IRT instructional staff development, walkthrough data over a three month period indicate the need for additional data to progress monitor engagement strategies that correlate with Bloom's Taxonomy Revised.</li> <li>• Benchmark assessments indicate overall scores in nonfictional reading are higher. Teacher surveys indicate students are reading more informational text throughout all curriculum areas. Teacher surveys suggests PLT's and interdisciplinary teams need to continue to incorporate nonfictional reading throughout lesson planning to allow language arts teachers additional opportunities for students to analyze literary text including short stories, novel excerpts, and poetry.</li> <li>• Teacher survey results indicate PLT's and interdisciplinary teams need to plan student opportunities to build vocabulary, to reread text for different purposes, and to compare and contrast new and old information read by students.</li> <li>• In 2013-2014 RMS used data from decoding classes to shift student groups as mastery of goals specific to reading needs were met. While students supported by decoding classes are making progress, they are not passing the reading EOG. They struggle with non-fiction passages and need support activating their background knowledge before reading. Special education teacher surveys state students need additional practice to use inferential reading skills and to answer higher order question responses. Students need targeted reading involving fluency, decoding, and comprehension. Students need more of an opportunity to read aloud authentic texts in a small group setting in addition to time spent supporting decoding and fluency.</li> <li>• Language arts teachers indicated through teacher survey that grade level PLTs need to continue to develop spiral review for key grammar concepts related to context clues, connotation, denotation, and figures of speech as indicated by deflated benchmark scores in these areas.</li> <li>• Benchmark assessments show core math students are consistently scoring significantly lower than 7Plus students. In addition, often these same students need remediation in both reading and math. Math and language arts teachers compete for the same time slot during ramp up for remediation. Limited site licenses for Successmaker also impact when it can be used impacting continuity of instruction.</li> <li>• Benchmark assessments indicate that students continue to struggle with application of their basic knowledge skills to solve multi-step word problems. Based on teacher survey results, Math PLTs will continue to develop common assessments to provide multi-step problem solving in real world scenarios.</li> <li>• Based on teacher survey results and benchmark assessments, math PLTs will build spiral review questions for additional student practice.</li> </ul>

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Data Components	Areas of Strengths	Areas of Concern
<b>Staff and Student Demographics</b>	<ul style="list-style-type: none"> <li>• RMS has approximately 981 students enrolled for the 2013-2014 school year.</li> <li>• 100% of the classes at RMS are taught by highly qualified teachers. RMS has 70 teachers on staff.</li> <li>• 42% of RMS teachers have advanced degrees. 21% of RMS teachers are nationally board certified.</li> <li>• Based on 2012-2013 data, about 21% if the teachers have taught less than 3 years, 32% have taught between 4 and 10 years, and 47% have taught for more than 10 years.</li> <li>• The teacher turnover rate for the 2012-2013 school year was about 12%. This was about the same as WCPSS; however, this reflected a turn over of 5 positions in a teaching staff that in total was only 38 teachers.</li> <li>• In 2012-2013, RMS reported 41 short term suspensions. Most suspensions were for physical aggression. This is well below the WCPSS 2012-2013 average of 91 suspensions.</li> <li>• In 2012-2013, student attendance was 96%, reflecting the WCPSS average.</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2013-2014 school year, RMS added three additional 7th grade tracks and one 8th grade track. During 2014-2015, RMS will add three 8th grade tracks which will make RMS a complete multi-storied school.</li> <li>• RMS has 493 students with at least one risk indicator impacting potential graduation from high school, approximately half the student population.</li> <li>• 23 students have three or more risk factors impacting successful completion of high school. Attendance for this risk group is 93.2% for the 2012-2013 school year, three percent below the school's average attendance. Students in this risk group also showed absences that included out of school suspensions.</li> <li>• Third grade reading data for 23 students exhibiting multiple at risk indicators for not completing high school shows 61% scored either a level one or two. 30% are either students with disabilities or limited English proficient.</li> </ul>

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Perception	<ul style="list-style-type: none"> <li>Based on 2012-2013 WCPSS student survey results, between 85% and 86% of students surveyed ranked the quality of RMS as excellent or good.</li> <li>Based on 2012-2013 WCPSS student survey results, students indicate that their educational experiences at RMS encourage critical thinking and provide opportunities to volunteer in both school and local communities.</li> <li>Based on 2012-2013 WCPSS student survey results, students indicated that RMS is a caring and supportive environment. 78% of students surveyed feel comfortable talking with an adult at school about their problems. 82% of students surveyed believe RMS is supportive of diversity and cultural awareness. 83% of students surveyed indicate that students get along with each other.</li> <li>Based on staff developed survey, over 80% of staff surveyed indicate that they feel valued as members of RMS.</li> <li>Based on staff developed survey, 92% of staff surveyed feel they are recognized for their accomplishments.</li> <li>Based on staff developed survey, the staff noted the following as positive strengths for RMS: its positive atmosphere, consistent expectations, excellent communication, and an administrative team that supports both staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Based on student focus groups, RMS staff needs to develop consistent across the grade levels study skills to prepare for the rigor of middle school curriculum and provide the direct instruction at a time that would support transfer and generalization of the skills. Students indicated they need help with studying and preparing for tests. They also indicated a need for clear connections between how grades are connected to students' futures. Students reported that they used their agendas sporadically or did not record details to complete homework or study for tests. Students indicated that they would more likely use the agenda if homework was posted in homeroom. Students also indicated that they rely on Blackboard as an instructional resource.</li> <li>Students in focus groups indicated that the majority of their parents do not have access to Parent Portal. Students also do not know how their grades are calculated especially when teachers use weighted categories.</li> <li>Students in focus groups appear to be influenced by external motivators (such as losing privileges ) to make good grades. They want opportunities to celebrate successes and improvements.</li> <li>Staff needs to provide direct instruction to show students how effort is connected to performance. Students in focus groups reported having limited strategies for persevering when confronted with challenging task. Student responses varied from skipping the task and coming back to it later, seeking peer or adult help, or accessing computer resources.</li> <li>Staff survey results noted the following as areas of need for RMS: continue getting to know colleagues, balancing non-instructional duties with instructional duties of staff, protecting and providing time to collaborate with others in content, as well as, across various subject areas.</li> <li>Parent survey needs to be completed to design communication tools to inform parents about expectations and rigors of middle school curriculum, and ways to strengthen the home connection to student learning.</li> </ul>

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Program	<ul style="list-style-type: none"> <li>• In 2013-2014 RMS PBIS enculturated three new tracks of teachers and students at the seventh grade level and one track at the 8th grade level to school behavior expectations. RMS PBIS infused the school with positive behavior through wall posters, administrative review, and the RAMS' Monday morning pledge. Students are encouraged to respect all, accept responsibility, make good decisions, and insure that safety comes first.</li> <li>• In 2013-2014, RMS encouraged student connections to school community through PBIS incentives, as well as, through guidance sponsored character education recognition certificates and breakfasts. In addition, the guidance department sponsored the Upstanders Alliance Club to recognize positive traits to support student citizenry.</li> <li>• In 2013-2014, RMS enriched student school connections for 195 students by initiating club day during the first and third Fridays of Ramp Up.</li> <li>• In 2013-2014, RMS adjusted ISS/ALC to include review of expectations, quote of the day, and student reflection of the day. In addition, RMS added a full time resource officer whose presence has assisted in preventing potential altercations. ALC has been utilized during track out to access supplemental learning programs (Successmaker) to support learning in regular class setting.</li> <li>• In 2013-2014 RMS continued and expanded 40 Book Challenge reading incentive program.</li> <li>• In 2013-14 RMS continued to pursue inquiry learning and research through the use of our WISER research model.</li> </ul>	<ul style="list-style-type: none"> <li>• 2013-2014 winter Pathdriver data indicates an increase in the percentage of students at medium risk from 20% to 22%. The percentage of students at high risk also increased from 20% to 22%. While data shows Achieve 3000 and AMP reading programs have been implemented with fidelity in Ramp Up class period, teachers still report frustration at the lack of computer access needed to support implementation across multiple classes and grade levels during the same instructional time period. Data does show that lexile scores are increasing, and an on line scheduler has been established to co-ordinate sign up for equipment. RMS needs to investigate implementation of a master calendar of instructional dates for individual teams to plan Achieve 3000 and AMP instruction with other supplemental instructional supports.</li> <li>• Ticket out surveys indicate teachers vary in their confident use of technology within the classroom. In 2013-2014, RMS provided staff development through half-day technology training sessions on smartboard, Edmodo, and clicker use. For second semester, a half-time technology facilitator was hired to support use of technologically enhanced instruction within the classroom. This asset needs to be continued and expanded for future years.</li> <li>• In 2013-2014, the guidance department co-ordinated a peer tutoring program in selected classes at the sixth grade level using 8th grade upper classmates as mentors. 7th grade classes implemented lunch reading groups to promote independent readers with reluctant readers based on EOG reading scores. RMS needs to continue to expand opportunities for peer tutoring and small group instruction.</li> </ul>

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Priority Concerns	Root Causes (with evidence)	Solutions
Based on 2012-20113 EOG math composite of 44.6% proficiency, RMS students need to make gradual progress over the next two year period to improve math composite scores to a minimum overall math proficiency of 65%.	<ol style="list-style-type: none"> <li>1. While 61% of white students are overall proficient in both math and reading, only 34% of Hispanic and 29% of African American students are proficient.</li> <li>2. The proficiency gap for students with disabilities is significant. Only 8.1% of students with disabilities passed both reading and math EOGs in 2012-2013.</li> <li>3. While RMS had 3.9% more economically disadvantaged students passing both the reading and math EOGs in 2012-2013 than WCPSS, this represents only 39 out of 191 students in this sub group.</li> <li>4. About half of RMS's student body has at least one risk factor that impact potential graduation from high school.</li> <li>5. Lack of site licenses to Successmaker limits the consistency of directed remediation to build fluency and reduce gaps in basic number sense for at risk learners and students with disabilities.</li> <li>6. While reading comprehension using non-fictional text has been infused throughout the school curriculums, practical real life math applications in non-math courses are not as overtly addressed in lesson plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify foundational number sense skills in math that impede math fluency and understanding for at risk learners. within math PLTs.</li> <li>2. Use Ramp Up time proactively for math teachers to directly teach foundational skills in math fluency to insure mastery of quarterly math skills for the at risk learners.</li> <li>3. Implement a master calendar of instructional dates for math teachers to access technology to support Successmaker and Pathdriver use to individualize remediation and monitor progress for at risk students.</li> <li>4. Develop a school-wide student reflection form for students to monitor progress in acquisition of number sense and fluency skills.</li> <li>5. Use time during monthly staff meetings to share math application practices that can be implemented within non-math courses at RMS.</li> </ol>

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<p>Based on student focus groups statements, and teacher instructional surveys, it is evident that many students at RMS lack structured study skills to successfully master the depth of knowledge and rigor of the common core curriculum.</p> <p>Based on student focus groups statements, and teacher instructional surveys, it is evident that many students at RMS do not have a clear understanding of the relationships between goal setting, effort, and grades.</p>	<ol style="list-style-type: none"> <li>1. While 61% of white students are overall proficient in both math and reading, only 34% of Hispanic and 29% of African American students are proficient.</li> <li>2. The proficiency gap for students with disabilities is significant. Only 8.1% of students with disabilities passed both reading and math EOGs in 2012-2013.</li> <li>3. While RMS had 3.9% more economically disadvantaged students passing both the reading and math EOGs in 2012-2013 than WCPSS, this represents only 39 out of 191 students in this sub group.</li> <li>4. About half of RMS's student body has at least one risk factor that impact potential graduation from high school.</li> <li>5. 2013-2014 benchmark assessments continue to show students are inconsistent in their responses to DOK 2 and 3 questions in both reading and math. 6th and 8th grade are performing better responding to DOK 1 and 2 questions. While these are grade level strengths, they are still below average. 7th grade students are performing slightly better with reading questions at the DOK 2 and DOK 3 level. While all groups are interpreting and analyzing informational text better due to cross curricular applications, they are sometimes over-analyzing or not seeing the connections to previous learning.</li> <li>6. Student focus groups responses show that students need help with studying and preparing for tests. They sporadically use their agendas and fail to record details to complete homework or study for tests.</li> <li>7. Student focus groups responses show that not all parents have access to Parent Portal to monitor student academic progress.</li> <li>8. Student focus group responses show that students do not know how their grades are calculated especially when teachers use weighted categories.</li> <li>9. Student focus group responses show that students have limited strategies for persevering when confronted with challenging tasks. Their strategies include skipping the task, coming back to it later, seeking peer or adult help, or accessing computer resources. Students do not see the purpose for rereading or reviewing notes to analyze and synthesize information to build concept connections.</li> <li>10. Students need a focused time period at the end of the day to set expectations, organize materials, and prepare to successfully implement study skills to complete assigned nightly homework.</li> </ol>	<ol style="list-style-type: none"> <li>1. Alter school schedule to reflect Ramp Up period at end of day to help students prepare and organize to complete homework.</li> <li>2. Develop a comprehensive study skills curriculum to include planning, organization, learning styles, memorization strategies, notetaking organizers, long term planning, test preparation, and student self-reflection.</li> <li>3. Use Ramp Up period to directly teach study skills curriculum within the first semester.</li> <li>4. Identify authentic use of study skill strategies in weekly subject area content and report to administrative staff weekly through RAM team agendas.</li> <li>5. Design and use student self-assessment tool for student use at interim and end of quarter to correlate relationship between consistent implementation of study skills and students' academic progress. Use self-assessment for personal goal setting for the next grading period.</li> <li>6. Provide staff development using <i>Classroom Instruction that Works 2<sup>ND</sup></i> edition to build school common culture to support setting objectives, providing feedback, reinforcing effort and providing recognition.</li> <li>7. Implement instructional practices to support setting objectives, providing feedback, reinforcing effort, and providing recognition as outlined in <i>Classroom Instruction that Works 2<sup>ND</sup></i> edition.</li> <li>8. Expand opportunities for inquiry learning and reflection by collaborative lessons/projects with support for classroom teachers by the SLMC and ITF using our WISER research model.</li> </ol>

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Based on 2012-20113 EOG reading composite of 52.4% proficiency, RMS students need to make gradual progress over the next two year period to improve reading composite scores to a minimum overall reading proficiency of 70%.	<p>1. RMS overall EOG reading performance composite for 2012-2013 is 1.7% below the average composite score for WCPSS.</p> <p>2. The reading subgroups with the greatest risk include African American males and females, Hispanic males and females, LEP students, those with multiple risk factors, and student with disabilities. In 2012-2013, RMS African American, Hispanic, and students with disabilities performed better on the reading EOG than the WCPSS average.</p> <p>3. 2013-2014 benchmark assessments continue to show students are inconsistent in their responses to DOK 2 and 3 questions in both reading and math. 6th and 8th grade are performing better responding to DOK 1 and 2 questions. While these are grade level strengths, they are still below average. 7th grade students are performing slightly better with reading questions at the DOK 2 and DOK 3 level. While all groups are interpreting and analyzing informational text better due to cross curricular applications, they are sometimes over-analyzing or not seeing the connections to previous learning.</p> <p>4. Benchmark assessments indicate overall scores in nonfictional reading are higher. Teacher surveys indicate students are reading more informational text throughout all curriculum areas. Teacher surveys suggests PLT's and interdisciplinary teams need to continue to incorporate nonfictional reading throughout lesson planning to allow language arts teachers additional opportunities for students to analyze literary text including short stories, novel excerpts, and poetry.</p> <p>5. Teacher survey results indicate PLT's and interdisciplinary teams need to plan student opportunities to build vocabulary, to reread text for different purposes, and to compare and contrast new and old information read by students.</p> <p>6. In 2013-2014 RMS used data from decoding classes to shift student groups as mastery of goals specific to reading needs were met. While students supported by decoding classes are making progress, they are not passing the reading EOG. They struggle with non-fiction passages and need support activating their background knowledge before reading. Special education teacher surveys state students need additional practice to use inferential reading skills and to answer higher order question responses. Students need targeted reading involving fluency, decoding, and comprehension. Students need more of an opportunity to read aloud authentic texts in a small group setting in addition to time spent supporting decoding and fluency.</p> <p>7. Language arts teachers indicated through teacher survey that grade level PLTs need to continue to develop spiral review for key grammar concepts related to context clues, connotation, denotation, and figures of speech as indicated by deflated benchmark scores in these areas.</p>	<p>1. Continue collaboration within PLTs to design lessons with literacy integration, develop remedial support, and suggest methods for parent involvement.</p> <p>2. Continue to develop staff understanding of the WISER research process and how it develops reading and writing skills through authentic learning.</p> <p>3. Continue implementation of AMP and Achieve 3000 learning resources through Ramp Up to address target student groups' reading comprehension with informational text.</p> <p>4. Design professional development to support writing connections and to integrate common vocabulary attack strategies school wide to assist students in generalization across curriculums.</p> <p>5. Continue to seek opportunities for independent learning and authentic opportunities for audience and setting.</p> <p>6. Continue to build the library collection for high interest nonfiction and fiction to promote independent reading.</p> <p>7. Alter daily decoding instruction to provide additional instructional time to build reading comprehension.</p> <p>8. Use group reading comprehension experiences within decoding class setting; as well as, Achieve 3000 to support improvement in individualized lexile level reading using informational text.</p> <p>9. Assess student progress monthly and review data to adjust student placement within decoding program throughout the year.</p>



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Based on student and staff surveys, RMS needs to explore new opportunities to increase parent and community connections to clarify expectations and rigor of middle school curriculum.	<ol style="list-style-type: none"> <li>1. While 61% of white students are overall proficient in both math and reading, only 34% of Hispanic and 29% of African American students are proficient. The proficiency gap for students with disabilities is significant. Only 8.1% of students with disabilities passed both reading and math EOGs in 2012-2013. While RMS had 3.9% more economically disadvantaged students passing both the reading and math EOGs in 2012-2013 than WCPSS, this represents only 39 out of 191 students in this sub group. About half of RMS's student body has at least one risk factor that impact potential graduation from high school.</li> <li>2. Students in focus groups indicated that the majority of their parents do not have access to Parent Portal.</li> <li>3. Student focus groups responses show that students need help with studying and preparing for tests. They sporadically use their agendas and fail to record details to complete homework or study for tests.</li> <li>4. Student focus groups responses show that students rely on Blackboard as a study tool resource.</li> <li>5. RMS has not conducted a parent survey related to common core curriculum challenges. Therefore, RMS lacks information that would be important in determining how students can be supported at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a parent survey to obtain baseline data related to common core curriculum rigor and metacognition requirements, level of support for middle school children, and use of parent portal and blackboard to monitor academic progress.</li> <li>2. Explore additional opportunities to educate parents as Ram Shepherds to support their children through their middle school experience.</li> <li>3. Explore ways to promote parent understanding of the WISER research process and how it develops reading and writing skills through authentic learning.</li> <li>4. Explore additional opportunities to make parent connections such as parent focus question surveys during athletic events, revision of focus for open house, exit surveys from parent conferences or parent meetings in community locations.</li> <li>5. Explore additional opportunities to expand parent connections electronically to include opportunities for students to demonstrate team blackboard site, use of tweet outs, and extension of parent tab on RMS website to include study skills tab.</li> </ol>

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### Data Summary

Describe your conclusions

2013-2014 is the second year of Rolesville Middle School. During this school year, Rolesville Middle School has added three tracks of 7th graders and one track of 8th graders. Next year, Rolesville Middle School will expand its third story to include three additional 8th grade tracks. The PBIS team enculturated both students and staff to RMS expectations through wall posters, administrative review, and the RAMS's Monday morning pledge. Students are encouraged to respect all, accept responsibility, make good decisions, and insure that safety comes first. Staff surveys noted that RMS has a strong positive atmosphere. Expectations are consistent, methods of communication are excellent, and the administrative team supports both staff and students. This atmosphere of collaboration and support translates into 92% of the surveyed staff feeling they are recognized for their accomplishments, and 80% of the surveyed staff responding that they feel valued as staff members at RMS. Student survey results also indicate that 85% of the respondents rank the quality of RMS as excellent or good. Students indicate that their educational experiences at RMS encourage critical thinking and provide opportunities to volunteer in both school and local communities. 78% of the respondents feel comfortable talking with and adult at school about their problems, 82% of the respondents believe RMS supports diversity and cultural awareness, and 83% of the respondents report that students get along with each other.

Academically, this sense of acceptance and belonging has established a foundation that resulted in 2012-2013 EOG reading composite proficiency of 52.4%. This is 1.7% below the WCPSS average but well above the state average. In addition, African American, Hispanic, and student with disabilities subgroups performed better than the WCPSS average in reading. Level 4 AIG and Level 4 not AIG also performed better than the WCPSS average in reading. Further investigation of student response patterns in 2013-2014 show that students are more successful in responses related to non-fiction informational text. It is evident that multiple exposure across the middle school curriculum has positively impacted performance. Language arts teachers indicate that more time needs to be extended for students to analyze literary text including short stories, novel excerpts, and poetry. Teacher survey results also suggest PLT's and interdisciplinary teams need to plan student opportunities to build vocabulary, to reread text for different purposes, and to compare and contrast new and old information read by students.

The challenge for Rolesville Middle School staff and students is to increase the number of students that are passing both the reading and math EOGs over the next two years. 2012-2013 composite EOG scores show 61% proficiency for white students, 34% proficiency for Hispanics, and 29% proficiency for African American students. Less than 40% of the males and females (about 100 students of each gender out of 534 students) passed both the 2012-2013 EOG tests. About 2.8% more females (38.7%) passed both sections than males. Slightly less than half the whites (48.9% or about 130 out of 266 students) passed both the 2012-2013 EOG tests. This is 11.2% below the percentage passing for WCPSS. Only 19.1% of RMS African American students (27 students) passed both the 2012-2013 EOG tests; this is 2% more than the WCPSS average. 23.0% of RMS Hispanic students (about 20 students) passed both the 2012-2013 EOG tests; this is 0.5% more than the WCPSS average. About 36% of the 530 students enrolled at RMS for the 2012-2013 school year were economically disadvantaged. Of this group, 20.5% or about 39 students passed both the reading and math EOG for the school year. This is 3.9% higher than the percentage passing for WCPSS.

The proficiency gap for students with disabilities is significant. Only 8.1% of students with disabilities passed both reading and math EOGs in 2012-2013. This represents only 7 out of 86 students and is 2.1% less than the WCPSS average. In 2013-2014 RMS used data from decoding classes to shift student groups as mastery of goals specific to reading needs were met. While students supported by decoding classes are making progress, they are not passing the reading EOG. They struggle with non-fiction passages and need support activating their background knowledge before reading. Special education teacher surveys state students need additional practice to use inferential reading skills and to answer higher order question responses. Based on this data, RMS will initiate a comprehension component using Acheive 3000 to supplement the decoding program and to build lexile scores for these at risk readers.

RMS's overall EOG performance composite for 2012-2013 in math was 44.6%. The Math EOG performance for 7th grade at 47.4% proficient was 3.6% higher than the 6th grade math scores (43.8%). Further data review shows that students in core math classes are not making adequate progress. Benchmark assessments show core math students are consistently scoring significantly lower than 7Plus students. Responses to teacher surveys also indicate that these students continue to struggle with application of their basic knowledge skills to solve multi-step word problems. While reading comprehension using non-fictional text has been infused throughout the school curriculums, practical real life math applications in non-math courses are not as overtly addressed in lesson plans. Based on assessment data and teacher survey reports previously stated, the RMS math department will use time allotted in staff meetings to share math application practices that can be implemented within non-math courses at RMS. Additionally, the lack of an adequate number of site licenses to Successmaker limits the consistency of directed remediation to build fluency and reduce gaps in basic number sense for at risk learners and students with disabilities. In 2013-2014, RMS has incorporated the Successmaker program into ALC to support selected at risk students in remediation over track out. Limited site licenses for Successmaker will require RMS staff to develop a master calendar for math teachers to maximize access time to the program for remedial instruction to bridge math number sense gaps and enhance math fluency. RMS math PLTs will continue to collaborate to identify and proactively teach foundational skills in math fluency in the Ramp Up class setting to insure mastery of quarterly math skills for at risk learners.

Additional investigation and discussion through student focus groups indicate that students need direct instruction to access metacognitive skills required to successfully master common core curriculum. While students stated RMS teachers are attentive to their needs, integrate technology in instruction, vary their instructional methods and frequently post supportive materials to blackboard, students appear to have limited strategies for confronting difficult tasks and do not have structured plans for how to study to connect new information to old. After reflection, RMS will alter the school schedule for 2014-2015 to position Ramp Up at the end of the day to help students prepare and organize materials to complete homework. Also, the IRT, guidance counselors, and selected teachers will develop a comprehensive study skills curriculum to include planning, organization, learning styles, memorization strategies, notetaking organizers, long term planning, test preparation, and student self-reflection. Teachers will directly teach study skills within the Ramp Up setting in the first quarter, will monitor authentic use of the strategies in subject area content, and will report to grade level administrators through team meeting summaries. RMS will also use a student self-assessment tool at interim and end of quarter to assist students in correlating the use of structured study skills to grades. Students will be asked to use the self-assessment for personal goal setting for the next grading period. Research also shows that students need direct instruction to see the connection between effort and grades. RMS will provide staff development using *Classroom Instruction that Works 2<sup>nd</sup>* edition to build school common culture to support setting objectives, providing feedback, reinforcing effort and providing recognition and will implement instructional practices to support setting objectives, providing feedback, reinforcing effort, and providing recognition as outlined in *Classroom Instruction that Works 2<sup>nd</sup>* edition. Finally, it is evident that RMS needs to gather more information from parents as to how students can be supported academically at home.

## School Improvement Plan

### Membership of School Improvement Team

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>Principal:</b>	Dhedra Lassiter
<b>Date:</b>	Jun - 2013

### SIP Team Members

	<b>Name</b>	<b>School Based Job Title</b>
1	Amy Houser	Teacher
2	Amy Walter	Instructional Support Personnel
3	Angie Morris	Instructional Support Personnel
4	Courtney Wainio	Teacher
5	Debbie Lipman	Parent
6	Dhedra Lassiter	Principal
7	Donna Eddins	Instructional Support Personnel
8	Ellen Zaytoun/ Andrea Tennant	Teacher
9	Jean Carter/ Kinea Epps	Other
10	Karen Kimrey	Teacher
11	Kathy Nelson	Teacher
12	Lori Warren	Teacher
13	Rachel Berg	Teacher
14	Scott Robison	Teacher
15	Stacey Privette	Teacher
16	Susan Lavallee	Assistant Principal
17	Tim Kohring	Teacher
18	Wendel Evans	Assistant Principal

**School Improvement Plan****Mission, Vision and Value Statements****School:** Rolesville Middle**Plan Year** 2014-2016**Date:** Apr - 2014**Mission Statement:**

*Rolesville Middle School will prepare students to be self-reliant, community-minded and globally engaged citizens.*

**Vision Statement:**

*At Rolesville Middle School, we envision that*

- RMS is a flagship educational facility where teachers and students build a broad knowledge base through collaboration and integrated learning experiences.
- RMS is an inquiry learning school that equips students with the skills and tools to research, problem solve and apply information in real world contexts to be productive twenty-first century citizens.
- RMS recognizes student's gifts and talents and maintains a learning culture that supports and challenges all students.

**Value Statement:**

*As a school community, we will*

- participate in ongoing professional development and professional learning teams.
- collaborate with staff, parents and community to provide authentic learning experiences.
- utilize state of the art technology to enhance instruction and learning.
- implement the Positive Behavior and Intervention Support program.
- use data to measure progress and make instructional decisions.
- embrace and celebrate diversity.

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>School Goal</b>		<i>By 2016, Rolesville Middle School will achieve 65% overall math proficiency, and all Rolesville Middle School subgroups will achieve AMO target goals in math as measured by NC standardized testing.</i>
<b>Goal Manager</b>		Lori Warren/ Tammy Ballard
<b>Strategic Directive</b>		Focus on Learning and Teaching
<b>State Board of Education Goal</b>		21st Century Students
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>		While 61% of white students are overall proficient in both math and reading as measured on the 2013-2014 EOG, only 34% of Hispanic and 29% of African American students are proficient. The proficiency gap for students with disabilities is significant. Only 8.1% of students with disabilities passed both reading and math EOGs in 2012-2013. While RMS had 3.9% more economically disadvantaged students passing both the reading and math EOGs in 2012-2013 than WCPSS, this represents only 39 out of 191 students in this subgroup. RMS's overall EOG performance composite for 2012-2013 in math was 44.6%. Benchmark assessments show core math students are consistently scoring significantly lower than 7Plus students. Responses to teacher surveys also indicate that these students continue to struggle with application of their basic knowledge skills to solve multi-step word problems. While reading comprehension using non-fictional text has been infused throughout the school curriculums, practical real life math applications in non-math courses are not as overtly addressed in lesson plans.
<b>1</b>	<b>Key Process</b>	Teachers will use research – based instructional strategies with fidelity, monitor student performance, and use data to facilitate mastery of common core state math standards.
	<b>Process Manager</b>	Grade Level PLT
	<b>Completion Date</b>	Jun - 2016
	<b>Restrainers</b>	Limited site licenses to remediation programs such as Successmaker; lack of master calendar to schedule instructional time to use licensed technology; only part time technology facilitative support
	<b>Resources</b>	IRT, Intervention Co-ordinator/ AIG teacher; Instructional Technology Facilitator (ITF); School Library Media Coordinator (SLMC); PLT collaboration; C-Mapp resources; Discovery Education
	<b>Measurable Process Check(s)</b>	Team teachers will monitor student progress monthly using Pathdriver. Leadership will review data monthly to track expected 50% growth target each semester.

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>1</b>	<b>Action Step</b>	Math PLT will identify prerequisite skills in critical areas of math fluency essential for foundational understanding of quarterly math concepts.
	<b>Timeline</b>	From 5/2014 To 1/2015
	<b>2 Action Step</b>	IRT and Intervention co-ordinator will create a student reflection sheet that includes practical math applications to be used school wide for student self-monitoring and reflection of academic progress.
	<b>Timeline</b>	From 7/2014 To 9/2014
	<b>3 Action Step</b>	Team teachers will implement Successmaker learning resources to address target student groups' number sense and math fluency gaps. Teachers will record progress using an individual student electronic-monitoring checklist to be developed by IRT.
	<b>Timeline</b>	From 8/2014 To 6/2016
<b>4</b>	<b>Action Step</b>	Math teachers will use Pathdriver to identify students groups based on number sense and fluency skill levels.
	<b>Timeline</b>	From 8/2014 To 6/2016
<b>2</b>	<b>Key Process</b>	Teachers across all content areas will integrate practical math applications within instruction.
	<b>Process Manager</b>	Tammy Ballard
	<b>Completion Date</b>	Jun - 2015
	<b>Restrainers</b>	Teachers vary in their confidence level in applying math skills in non-math class settings
	<b>Resources</b>	IRT, Intervention Co-ordinator/ AIG teacher; Technology Facilitator; PLT collaboration; C-Mapp resources; Discovery Education
	<b>Measurable Process Check(s)</b>	Leadership will conduct quarterly checks using consensorgrams and exit surveys to monitor teacher comfort level and use of math applications across all content area classes. The percent of teachers responding favorably will increase by 50% quarterly.
	<b>1 Action Step</b>	Leadership team will poll staff for baseline "comfort level" presenting math ideas in a non-math class setting using a consensorgram.
	<b>Timeline</b>	From 7/2014 To 8/2014
	<b>2 Action Step</b>	During monthly staff meetings, math department will share practical math applications in "Monthly Math Moments" to implement within all content classes school wide.
	<b>Timeline</b>	From 8/2014 To 6/2015

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>School Goal</b>		By 2016, Rolesville Middle School students will show competency surrounding mastery goal orientation ( <u>Classroom Instruction that Works 2<sup>nd</sup> edition, Dean et al</u> ) as measured by 50% growth from baseline on staff developed Likert scale survey.
<b>Goal Manager</b>		Grade Level Administrators
<b>Strategic Directive</b>		Focus on Learning and Teaching
<b>State Board of Education Goal</b>		Globally Competitive Students
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>		Investigation and discussion through student focus groups indicate that students need direct instruction to access metacognitive skills required to successfully master common core curriculum. Students appear to have limited strategies for confronting difficult tasks and do not have structured plans for how to study to connect new information to old. Research also shows that students need direct instruction to see the connection between effort and grades.
<b>1</b>	<b>Key Process</b>	Teachers will implement consistent school wide Ram Tough study skills through Ramp Up instruction.
	<b>Process Manager</b>	Team Guidance Counselor/ Team Study Skills Liasion
	<b>Completion Date</b>	Jun - 2015
	<b>Restrainers</b>	Current schedule with Ramp Up at the beginning of the day does not help students organize materials and create a mind set that prepares students to complete work at home. Study skills need to be consistent across the school so students can transfer and generalize skills to implement at home.
	<b>Resources</b>	IRT, guidance counselors and student services staff, ISS/ALC
	<b>Measurable Process Check(s)</b>	1. Administrative team will monitor team meeting agenda feedback to record percentage of study skills and effort components supported through direct use within the content area classes. Administrative team will share with leadership monthly to adjust use of strategies based on student need. 2. Students will complete survey questions within grade level focus groups at end of first semester to determine generalization of study skills and effort components within their academic tool kit.
	<b>1 Action Step</b>	Administrative team will alter school schedule to reflect Ramp Up period at end of the day to help prepare and organize students for successful completion of assignments at home.
	<b>Timeline</b>	From 5/2014 To 6/2014

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>2 Action Step</b>	IRT, guidance counselors, and selected teachers will develop a comprehensive study skills curriculum for first semester instruction to support planning, organization, learning styles, memorization strategies, notetaking organizers, long term planning, test preparation, and student self-reflection.
<b>Timeline</b>	From 3/2014 To 6/2014
<b>3 Action Step</b>	Team teachers and guidance counselors will implement study skills instruction in Ramp Up class period.
<b>Timeline</b>	From 7/2014 To 12/2014
<b>4 Action Step</b>	RMS staff will identify authentic use of study skill strategies in weekly subject area content and will report to administrative staff weekly through RAM team agenda summaries.
<b>Timeline</b>	From 8/2014 To 6/2015
<b>5 Action Step</b>	Students will self-assess at interim and end of quarter to correlate how implementation of study skills impacted learning. Students will use self-assessment for personal goal setting for the next grading period.
<b>Timeline</b>	From 9/2014 To 6/2015

<b>2 Key Process</b>	Teachers will implement Ram Tough instructional practices to support setting objectives, providing feedback, reinforcing effort and providing recognition.
<b>Process Manager</b>	Team Guidance Counselor/ Team Study Skills Liasion
<b>Completion Date</b>	Jun - 2015
<b>Restrainers</b>	Student developmental readiness connecting effort to learning and the impact of grades on student futures
<b>Resources</b>	IRT, guidance counselors and student services staff, ISS/ALC, School Library Media Coordinator (SLMC), Instructional Technology Facilitator (ITF), <i>Classroom Instruction that Works</i> 2nd edition, RMS teachers that are attentive to student needs, integrate technology in instruction, vary their instructional methods and frequently post supportive materials to blackboard
<b>Measurable Process Check(s)</b>	1. Administrative team will monitor team meeting agenda feedback to record percentage of study skills and effort components supported through direct use within the content area classes. Administrative team will share with leadership monthly to adjust use of strategies based on student need. 2. Students will complete survey questions within grade level focus groups at end of first semester to determine generalization of study skills and effort components within their academic tool kit.



## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>1 Action Step</b>	IRT will provide staff development using <i>Classroom Instruction that Works 2<sup>ND</sup></i> edition to build school common culture to support setting objectives, providing feedback, reinforcing effort and providing recognition.
<b>Timeline</b>	From 8/2014 To 12/2014
<b>2 Action Step</b>	IRT, guidance counselors, and selected teachers will develop lesson plans within comprehensive study skills curriculum for first semester instruction to support setting objectives, providing feedback, reinforcing effort and providing recognition based on <i>Classroom Instruction that Works 2<sup>nd</sup></i> edition research.
<b>Timeline</b>	From 4/2014 To 6/2014
<b>3 Action Step</b>	Team teachers and guidance counselors will directly teach students about relationship between effort and achievement during first semester of Ramp Up.
<b>Timeline</b>	From 7/2014 To 12/2014
<b>4 Action Step</b>	RMS staff will insert time for discussion within content area lessons to reflect effort components necessary for successful completion of student task and will report to administrative staff weekly through RAM team agenda summaries.
<b>Timeline</b>	From 8/2014 To 6/2015
<b>5 Action Step</b>	Students will use self-monitoring form to track relationship between effort and achievement for summative assessments for each quarter.
<b>Timeline</b>	From 8/2014 To 6/2015
<b>6 Action Step</b>	As personal growth plan component, teachers will reflect on implementation and practice using the working definition of informative feedback as the effort and care students put into their work, the progress students make in understanding content, and recognition of outstanding accomplishment.
<b>Timeline</b>	From 8/2014 To 6/2015

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>School Goal</b>		<i>By 2016, Rolesville Middle School will achieve 70% overall reading proficiency, and all Rolesville Middle School subgroups will achieve AMO target goals in reading as measured by NC standardized testing.</i>
<b>Goal Manager</b>	Amy Walter	
<b>Strategic Directive</b>	Focus on Learning and Teaching	
<b>State Board of Education Goal</b>	21st Century Students	
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>	<p>The 2012-2013 EOG reading composite proficiency is 52.4%. This is 1.7% below the WCPSS average but well above the state average. In addition, African American, Hispanic, and student with disabilities subgroups performed better than the WCPSS average in reading. Level 4 AIG and Level 4 not AIG also performed better than the WCPSS average in reading. Further investigation of student response patterns in 2013-2014 show that students are more successful in responses related to non-fiction informational text. It is evident that multiple exposure across the middle school curriculum has positively impacted performance. Language arts teachers indicate that more time needs to be extended for students to analyze literary text including short stories, novel excerpts, and poetry. The proficiency gap for students with disabilities is significant.</p> <p>Only 8.1% of students with disabilities passed both reading and math EOGs in 2012-2013. This represents only 7 out of 86 students and is 2.1% less than the WCPSS average. In 2013-2014 RMS used data from decoding classes to shift student groups as mastery of goals specific to reading needs were met. While students supported by decoding classes are making progress, they are not passing the reading EOG. They struggle with non-fiction passages and need support activating their background knowledge before reading. Special education teacher surveys state students need additional practice to use inferential reading skills and to answer higher order question responses.</p>	
<b>1</b>	<b>Key Process</b>	Teachers will use research – based instructional strategies with fidelity, monitor student performance, and use data to facilitate mastery of common core state literacy standards.
	<b>Process Manager</b>	Grade Level PLT
	<b>Completion Date</b>	Jun - 2016
	<b>Restrainers</b>	co-ordination of remediation time for students that need assistance with both math and reading; lack of master calendar to schedule instructional time to use licensed technology such as AMP and Achieve 3000; only part time technology facilitative support

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>Resources</b>	IRT, Intervention Co-ordinator/ AIG teacher; Instructional Technology Facilitator (ITF); School Library Media Coordinator (SLMC); PLT collaboration; C-Mapp resources; Discovery Education	
<b>Measurable Process Check(s)</b>	Team teachers will monitor student progress monthly using Pathdriver. Leadership will review data monthly to track expected 50% growth target each semester.	
	<b>1 Action Step</b>	PLT's will continue collaborating with each other and with SLMC and ITF to design lessons with literacy integration, develop remedial support, and suggest methods for parent involvement.
	<b>Timeline</b>	From 7/2014 To 6/2016
	<b>2 Action Step</b>	Team teachers will continue implementation of AMP and Achieve 3000 learning resources through Ramp Up to address target student groups' reading comprehension with informational text. Teachers will record progress using monthly Pathdriver evaluation.
	<b>Timeline</b>	From 7/2014 To 6/2016
	<b>3 Action Step</b>	IRT will design professional development to support writing connections and to integrate common vocabulary attack strategies school wide to assist students in generalization across curriculums.
	<b>Timeline</b>	From 8/2014 To 6/2015
	<b>4 Action Step</b>	RMS staff will continue to seek opportunities for independent learning and authentic opportunities for audience and setting.
	<b>Timeline</b>	From 7/2014 To 6/2016
<b>2 Key Process</b>	Special Education staff will use data to facilitate targeted instruction to support reading decoding and comprehension.	
<b>Process Manager</b>	Susan Lavallee	
<b>Completion Date</b>	Jun - 2016	
<b>Restrainers</b>	Current program model lacks comprehension component to mirror responses students must make to inferential question stems in regular setting; current program model lacks enriched reading selections to motivate students.	
<b>Resources</b>	SRA and other decoding materials, Achieve 3000 and AMP materials, special education teachers, IRT, Intervention co-ordinator, Technology Facilitator	
<b>Measurable Process Check(s)</b>	Special education decoding teachers will monitor student progress monthly using Pathdriver. Class rosters will be adjusted based on students progression and evidence of mastery through the programs.	

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>1</b>	<b>Action Step</b>	Special Education teachers will alter daily decoding instruction to provide additional instructional time to build reading comprehension.
	<b>Timeline</b>	From 6/2014 To 7/2014
<b>2</b>	<b>Action Step</b>	Special education teachers will use group reading comprehension experiences; as well as, Achieve 3000 to support improvement in individualized lexile level reading using informational text.
	<b>Timeline</b>	From 7/2014 To 6/2016
<b>3</b>	<b>Action Step</b>	Special Education teachers will continue to assess student progress monthly and will review data to adjust student placement throughout the year.
	<b>Timeline</b>	From 7/2014 To 6/2016

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>School Goal</b>		<i>By 2016, RMS will increase parental and community connections as measured by school generated surveys.</i>
<b>Goal Manager</b>		Dhedra Lassister
<b>Strategic Directive</b>		Focus on Learning and Teaching
<b>State Board of Education Goal</b>		Globally Competitive Students
<b>Data Justification for Goal Based on Comprehensive Needs Assessment</b>		Student surveys indicate they need help to study and prepare for assessments. They do report that they use Blackboard as a resource, but Parental Portal is not consistently accessed to monitor grades. Information has been gathered from both students and teachers; however, parental input must also be considered to maximize student academic support.
<b>1</b>	<b>Key Process</b>	RMS will seek parent input related to common core curriculum rigor and metacognition requirements, level of support for middle school children, and use of parent portal and blackboard to monitor academic progress.
<b>Process Manager</b>		Dhedra Lassiter
<b>Completion Date</b>		Jun - 2015
<b>Restrainers</b>		not all parents are using Parental Portal; not all parents have computer access; creating random sample group to best represent all parent groups of RMS students
<b>Resources</b>		electronic survey instruments; PTA; Media and Technology Advisory Committee (MTAC)
<b>Measurable Process Check(s)</b>		Principal will consult PTA and parent focus groups to create and revise parent surveys based on the needs of students and their families annually.  Based on survey results, leadership will seek alternatives to strengthen student-parent-school connection.
<b>1 Action Step</b>		RMS will create a parent survey to obtain baseline data.
<b>Timeline</b>		From 9/2014 To 4/2015
<b>2 Action Step</b>		Based on baseline data, RMS will explore additional opportunities to educate parents as Ram Shepherds to support their children through their middle school experience.
<b>Timeline</b>		From 5/2015 To 6/2016
<b>3 Action Step</b>		RMS will explore non-traditional opportunities to make parent connections such as parent focus question surveys during athletic events, revision of focus for open house, exit surveys from parent conferences or parent meetings in community locations.
<b>Timeline</b>		From 5/2015 To 6/2016

## School Improvement Plan

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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>LEA:</b>	Wake County (920)

<b>4 Action Step</b>	RMS will explore additional opportunities to expand parent connections electronically to include opportunities for students to demonstrate team blackboard site, use of Twitter, and extension of parent tab on RMS website to include study skills tab.
<b>Timeline</b>	From 5/2015 To 6/2016

**School Improvement Plan****Waiver Request****School:** Rolesville Middle**Plan Year** 2014-2016

<b>Date</b>	Apr - 2014
<b>Waiver Requested</b>	
No waivers are requested at this time.	
<b>How will this waiver impact school improvement?</b>	
No waivers are requested at this time.	
<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>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

### Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
<p>Mastery Goal Orientation through <u><i>Classroom Instruction that Works</i></u> 2nd edition, Dean et al. This will build school culture and common understanding of how setting objectives, providing feedback, reinforcing effort, and providing recognition can support and improve student performance. Along with a structured consistent study skills curriculum taught across all grade levels, teachers will implement key principles from CIW2 to help students see the connection between goal setting, effort, and performance. Students will also use self-reflections to review how the effort they spent studying is related to the grade earned on major assessments. Students will also use goal setting to change or maintain habits to plan for success in other quarters throughout the school year.</p>	<p>All instructional staff will participate.</p>	<p>By 2016, Rolesville Middle School students will show competency surrounding mastery goal orientation ( <u><i>Classroom Instruction that Works</i></u> 2nd edition, Dean et al) as measured by 50% growth from baseline on staff developed Likert scale survey.</p>	<p>While between 85% and 86% of RMS students in WCPSS 2012-2013 student survey ranked the quality of RMS as excellent or good, recent 2013-2014 student focus group surveys indicate that students need help developing consistent study skills to prepare for the rigor of middle school curriculum. They need support to transfer and generalize skills to study for tests. They also indicated that they need clear connections as to how grades impact their futures.</p>
<p>Literacy Through Writing Across the Curriculum and Vocabulary Attack Strategies</p>	<p>All instructional staff will participate.</p>	<p>By 2016, Rolesville Middle School will achieve 70% overall reading proficiency, and all Rolesville Middle School subgroups will achieve AMO target goals in reading as measured by NC standardized testing.</p>	<p>Overall reading performance in 2012-2013 is 1.7% below the average composite score for WCPSS. Benchmark assessments indicate that are interpreting and analyzing informational text better due to cross curricular applications, students are not making connections to previous learning. Teacher survey results indicate that PLT's and interdisciplinary teams need to plan student opportunities to build vocabulary, to reread text for different purposes, and to compare and contrast new and old information read by students.</p>



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

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2015-2016

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>	<b>Supporting Data:</b>
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## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2014-2015

	Reading	Math	Behavior
<b>Student Identification</b>	Compiling data	Compiling data	Compiling data
<b>Intervention Structure</b>	Compiling data	Compiling data	Compiling data
<b>Instruction</b>	Compiling data	Compiling data	Compiling data
<b>Assessment</b>	Compiling data	Compiling data	Compiling data
<b>Curriculum/Resources</b>	Compiling data	Compiling data	Compiling data

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Rolesville Middle
<b>Plan Year</b>	2014-2016
<b>School Year:</b>	2015-2016

	Reading	Math	Behavior
<b>Student Identification</b>			
<b>Intervention Structure</b>			
<b>Instruction</b>			
<b>Assessment</b>			
<b>Curriculum/Resources</b>			