

Data Analysis - River Road Middle School (700322)

The data sources our team analyzed to develop our improvement initiatives include: EVAAS growth indicators, school-wide benchmark data, End-of-Grade student performance, and End-of-Grade Goal Summary reports. We also analyzed data from the 2014 Teacher Working Conditions Survey and an in-house teacher survey regarding staff morale to inform the development of our third improvement goal.

Located in a rural area in the Northeastern region of North Carolina, our demographics show the following percentages: Black/African American - 48.4, White - 40.9%, Hispanic/Latino - 5.2%, Two or More Races - 3.9%, Asian - 1.3%, and American Indian/Alaska Native - 0.2%. Out of 611 students enrolled at River Road Middle School, 56.69% of these students receive Free or Reduced Lunch.

The data informs us that academically preparing students to be college and career ready will take committed teachers that intentionally design work for students that provide them with the necessary skills for college success. Students show poor performance in reading as well as math.

According to the data, reading scores are increasing, but at a slower rate than anticipated. As measured by the 2014-2015 EOG, 54% of our students are proficient in Reading. Root causes of poor performance in reading include misalignment of classroom instruction and ELA standards. In addition, classroom instruction did not reflect the rigor required for student success by the ELA standards and the End-of-Grade test. There was also a lack of consistent literacy structures within the classroom. Based on anecdotal data from teachers, intrinsic student motivation was also a concern. Fifty six percent proficiency represents an increase from previous years but this increase is occurring at a slower rate than anticipated. We attribute the increase in student reading proficiency to the intentional implementation of literacy strategies by Reading teachers. Reading teachers exposed students to informational text structures and also informational text itself within the structure of their classroom. Based on the current EOG proficiency scores, we have learned that a Balanced Literacy Framework is needed in English Language Arts classes to support the rigor of the standards. While all teachers were expected to implement literacy across the content in 2014-2015, we recognize that literacy continues to be a school-wide challenge so the plan includes identification of school-wide literacy strategies that all teachers will use in the facilitation of instruction of their classes.

The 2014-2015 student proficiency composite shows that 38% of students are proficient in Mathematics and 95.8% are proficient in Math I. Students demonstrated a high level of proficiency in Math I in part because student selection for this course was determined by the use of EVAAS predictor scores. This helped to ensure that students were correctly placed. In addition, we reduced the number of Math I sections, allowing the teacher to dedicate more time to individualized student attention. The three year math trend demonstrates a decline in overall student performance in math. We recognize that Math teachers have not been teaching the standards as specified by the unpacking documents; therefore, students have not been exposed to the appropriate level of instruction and rigor that would yield sufficient command of the skills and knowledge expected of that grade level. We also recognize there is a transitional decline in assessment results from grade 6 to grade 7 as identified by the North Carolina End-of-Grade assessments. The root cause of this decline is due to 7th grade staffing challenges in the past two academic years. Based on identification of these root causes, the data supports implementation of professional development for teachers to deeply know and understand

their standards. In addition, the student performance data indicates a need for strategic, targeted math remediation utilizing the results of teacher-developed pre- and post-assessments.

Based on 2014-2015 End-of-Grade assessments, 61.1% of students were proficient in science. This represents an increase of 13 percentage points from 2013-2014. The root cause of this increase is that students were provided more opportunities for hands-on, inquiry-based instruction.

As reported in the 2014-15 Powerschool database, there were 418 individual referrals from teachers with varying incidents. The infractions are as follows: Disruptive Behavior - 50.7%, Aggressive Behavior - 10.3%, Insubordination - 9.8%, Fighting - 7.7%, Bus Misbehaviors - 4.5%, Disrespect of faculty/staff - 3.1%, Bullying - 3.1%, Inappropriate Language - 2.6%, Class cutting - 1.7%. All other offenses were less than 1% of total referrals. 89% of the referrals resulted in Out of School suspensions. 61.2% of referrals were the result of behaviors that occurred in the classroom. 21.5% of referrals were students who were referred for repeat offenses. Root causes of the numbers of referrals and suspensions may be lack of consistency and effectiveness of classroom management strategies. In addition, instruction may not have been designed in an adequate manner so as to maintain authentic student engagement. The loss of instructional hours due to out-of-school suspensions may have had a negative impact on student achievement in reading and math.

According to the 2014 Teacher Working Conditions Survey, when dealing with issues within the school, the teachers felt there was not an effective problem solving model as outlined in the Teacher Leadership section of the survey. When asked the question, "The faculty has an effective process for making group decisions to solve problems", 65.9% of the teachers agreed with this statement which was a decline of 17.1 percentage points from the 2012 Teacher Working Conditions Survey. The root cause of this decline arose from a change in leadership, beginning with the 2012-2013 school year. At this transition, formal structures for problem-solving were not put into place. As a result of the data from the 2014 TWC, the school improvement team will begin the process of outlining, communicating and implementing a formal process. We also noticed from the Teacher Working Conditions Survey School Leadership measure, when asked if the faculty and staff have a shared vision, that 61.4% of teachers agreed with this statement. This presented a decline of 25.4 percentage points. Also, when asked if there is an atmosphere of trust and mutual respect in this school, 47.7% of teachers agreed, which suffered a decline of 24.5%. We recognize there is a communication issue between administration and teachers. School leadership should design structures that provide a clear vision of the school, the initiatives and the intended impact on student achievement. These structures should be implemented on a consistent basis and implemented within the culture of the school.

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the

title

cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, the rows are able to be stretched if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.

To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

District Name:	School Name:	School Code:	Year:
Elizabeth City - Pasquotank Public Schools	River Road Middle School	322	2015-2016
Principal Name (or Designee)	LeVar Mizelle	Principal Name (or Designee) Email	lmizelle@ecpps.k12.nc.us
School Mission	River Road Middle School prepares students for high school and beyond in collaboration with home and community by providing quality learning experiences.		
School Vision	River Road Middle School strives to provide a safe environment that stimulates lifelong learning. RRMS values, respect and responsibility, promote positive relationships among our culturally diverse students, parents, teachers, and community.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, See attached document)			

District Name:	School Name:	School Code:	Year:
Elizabeth City - Pasquotank Public Schools	River Road Middle School	322	2015-2016
River Road Middle School will increase proficiency in mathematics by at least 22 percentage points as measured by the 2016 NC End of Grade testing.			
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal 3: The mission of ECPPS is to educate all students by creating experiences that produce life-long learners which is achieved by: using appropriate instructional strategies to teach the North Carolina Standard Course of Study through meaningful learning experiences that engage all students; assessing learning of all students to promote the growth of knowledge, and having structures in place to ensure that family and community are engaged in their students' education in meaningful ways. Goal 5: Realizing the need to provide challenging experiences that result in student learning at high levels, Elizabeth City-Pasquotank Public Schools uses data to build the capacity for change and to provide a rigorous curriculum. Shared leadership among stakeholders ensures satisfaction of the level and type of learning students are experiencing. Elizabeth City-Pasquotank Public Schools collects a variety of data related to student learning and instructional effectiveness and uses the results for continuous improvement	
Progress:	Indistar Indicator: (if applicable)		Has Begun
	Progress Monitoring Status:		Has Begun
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal 3: The mission of ECPPS is to educate all students by creating experiences that produce life-long learners which is achieved by: using appropriate instructional strategies to teach	
Progress:	Indistar Indicator: (if applicable)		Has Begun
	Progress Monitoring Status:		Has Begun
River Road Middle School will improve the problem solving process and school leadership areas on the 2016 Teacher Working Condition Survey to 75%.			
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 3: Every student, every day has excellent educators.	
	LEA Goal Alignment:	Goal 2: ECPPS will build a leadership environment that builds relationships in such a way that all district activity is centered on supporting schools in providing students with engaging and challenging work; adopt and train staff to use a decision-making model that ensures all district, school-level and classroom decisions are in line with the district vision and mission; and construct and establish a stable structure of leadership that promotes a culture of continuous improvement and innovation	
Progress:	Indistar Indicator: (if applicable)		Has Begun
	Progress Monitoring Status:		Has Begun

District Name:	School Name:	School Code:	Year:
Elizabeth City - Pasquotank Public	River Road Middle School	322	2015-2016
GOAL #1:	River Road Middle School will increase proficiency in mathematics by at least 22 percentage points as measured by the 2016 NC End of Grade testing.		
Strategy #1: Describe the strategy that will support this goal	Clarify and pace essential student learning outcomes in mathematics using standard unpacking documents, curriculum guides, assessment specifications from the NC Department of Public Instruction, and data during PLCs and school-level math work sessions with the support of district-level and school level Instructional Facilitators. In recent years, teachers were expected to teach the standards with the expectations of using the documents to assist them with teaching the standards. The instructional coach will facilitate Professional Learning Communities and Unpacking Sessions with teachers to ensure teachers are getting to know their standards. All core content teachers will be expected to write Learning Goals that are aligned with their standards. When necessary, school instructional coach will provide support through regular school-level PLC meetings and additional Unpacking Sessions. These Learning Goals will be integrated into unit plans, daily lesson plans and posted in each classroom for student and teacher reference. This will be measured by review of unit and lesson plans, as well as classroom walk-through visits conducted by the entire Administrative Team and school-level and district-level Instructional Coaches.		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Create pacing guides to use for all benchmark tested subjects/course 2) Provide school level coach to facilitate instructional initiatives 3) Provide curriculum support strategies for teaching mathematics		
Strategy #2: Describe the strategy that will support this goal	Evidence: (Identify documents and artifacts)	1) Grade level curriculum guides 2) Record of Hiring - Instructional Coach 3) Agendas, classroom walk-throughs, 4) LCES, observations.	
	Person(s) Responsible:	Principal, Assistant Principal, Instructional Coach, Program Services (Central Services)	
	Timeline:	Ongoing 2015-2016	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	Instructional Supply and Title I
	Teacher-developed pre & post assessments will be administered to provide a laser like focus on the skills students need to master the standards. Assessments will be developed by teachers with support from administration and the Instructional Coach, and administered every 3 to 4 weeks to inform them of the students who need support. The data gathered will be used provide intervention and enrichment for students on a school-wide basis, during a common instructional block dedicated to this purpose. Small, flexible student groups will be formed based on pre-assessment data and intervention/enrichment strategies will be facilitated during this time.		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Align teacher-developed pre- and post-assessments to instructional pacing; 2) Development of pre- and post-assessments by teachers during PLC meetings; 3) Development of mastery criteria when pre- and post-assessments are developed; 4) Utilize data analysis tool to ensure consistent analysis process, school-wide		
	Evidence: (Identify documents and artifacts)	1) Teacher Pre-Post Assessments, 2) PLC Agendas, 3) Drill-down documentation sheet, 4) Drill-down Documentation sheet	
	Person(s) Responsible:	Principal, Assistant Principals, Instructional Facilitator, Program Services (Central Services)	
	Timeline:	Ongoing 2015-2016	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	Title I
	Math teachers will implement literacy strategies within the content designed work for students during common intervention/enrichment block and in core math classes. Math fluency activities will be provided to all students during the common intervention/enrichment block to ensure they become more fluid math thinkers.		
Progress:	Progress Monitoring Status:	Has Begun	
Strategy #3: Describe the strategy that will support this goal	1) Provide school level coach to facilitate instructional initiative 2) Analyze school level data from benchmark assessments and target specific grade levels who score below level III for targeted intervention 3) Provide teaching support strategies for teaching mathematics		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	1) Record of Hire for Instructional Coach 2) Common intervention/enrichment planning agendas 3) Classroom walk-through results 3) Benchmark data 4)	
	Person(s) Responsible:	Principal, Assistant Principals, Instructional Facilitator, Program Services (Central Services)	
	Timeline:	Ongoing 2015-2016	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	Title I

District Name:	School Name:	School Code:	Year:
Elizabeth City - Pasquotank Public Schools	River Road Middle School	322	2015-2016
GOAL #2:	<i>With the implementation of school wide literacy, River Road Middle School will increase proficiency in reading by at least 6 percentage points as measured by the 2016 NC End of Grade testing.</i>		
Strategy #1: Describe the strategy that will support this goal	Students will continue to engage in cooperative learning strategies facilitated by teachers within all content areas to provide students with collaboration opportunities. The principal, assistant principal, and instructional coach will provide support and coach teachers through cooperative learning strategies during Professional Learning Communities. Classroom walkthroughs will show evidence that teachers are using cooperative learning strategies within the structure of learning environment.		
Progress:	Progress Monitoring Status: Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Provide school level instructional coach to facilitate instructional initiatives 2) Provide cooperative learning support strategies for teaching in all content areas		
Strategy #2: Describe the strategy that will support this goal	Evidence: (Identify documents and artifacts) Person(s) Responsible: Timeline: Budget Amount: (if applicable)		
	1) Record of hire for Instructional Facilitator 2) Classroom walk-throughs, sign-in sheets, and agendas Principal, Assistant Principals, Instructional Coach, Program Services (Central Services) Ongoing 2015-2016 Budget Source: (if applicable)		
Progress:	Progress Monitoring Status: Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Provide school level instructional coach to facilitate instructional initiatives 2) Provide curriculum support strategies for teaching reading, writing, speaking and thinking 3) Provide release time for professional development		
	Evidence: (Identify documents and artifacts) Person(s) Responsible: Timeline: Budget Amount: (if applicable)		
	1) Record of hire for Instructional Coach 2) Classroom walk-throughs, sign-in sheets, and agendas 3) Teacher lesson plans 4) NCEES observations Principal, Assistant Principals, Instructional Coach, Program Services (Central Services) Ongoing 2015-2016 Budget Source: (if applicable)		
	\$5,000		Instructional Supply

District Name:	School Name:	School Code:	Year:
Elizabeth City - Pasquotank Public Schools	River Road Middle School	322	2015-2016
GOAL #3:	<i>River Road Middle School will improve the problem solving process and school leadership areas on the 2016 Teacher Working Condition Survey to 75%.</i>		
Strategy #1: Describe the strategy that	<i>Design and establish a school-wide formal problem solving process to provide faculty an effective strategy to arrive at solutions.</i>		
Progress:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Analyze TWC data 2) Design a formal problem solving process to share with staff 3) Survey staff twice per year		
Evidence: (Identify documents and artifacts)	1) PLC agenda 2) Google survey		
Person(s) Responsible:	Principal, Assistant Principals, Instructional Facilitator, Program Services (Central Services)		
Timeline:	Ongoing 2015-2016		
Budget Amount: (if applicable)	Budget Source: (if applicable)		
Strategy #2: Describe the strategy that	<i>Teachers will design and adhere to norms and structures that will positively influence Professional Learning Communities to directly impact student academic growth and achievement.</i>		
Progress:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Establish PLC norms and structures 2) Instructional Facilitator will guide PLC meetings to ensure positive structures are designed and implemented		
Evidence: (Identify documents and artifacts)	PLC norms, structures, and agendas		
Person(s) Responsible:	Principal, Assistant Principals, Instructional Coach, Program Services (Central Services)		
Timeline:	Ongoing 2015-2016		
Budget Amount: (if applicable)	Budget Source: (if applicable)		
Strategy #3: Describe the strategy that will support this goal	<i>Faculty and staff will develop a shared vision of instruction that fosters an atmosphere of trust and mutual respect in this school. Administration will clearly frame the vision of the school and new initiatives to the staff to ensure there is an understanding of the impact it has on student achievement and the operations of the school.</i>		
Progress:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Administration completes a New Initiative Implementation Form to ensure initiatives match the vision of the school and clearly defines its purpose for clarity of the staff.		
Evidence: (Identify documents and artifacts)	New Initiative Form		
Person(s) Responsible:	Principal, Assistant Principal, Instructional Coach		
Timeline:	Ongoing 2015-16		
Budget Amount: (if applicable)	Budget Source: (if applicable)		