

School Improvement Plan - Overview

School: <u>East Lee Middle School</u>					
Goal	Baseline Data (2024-2025)	Target Data (2025-2026)	Performance Indicator(s) (How it will be measured)	Action Steps	Which LCS Strategic Plan Goals do the School's Goals Align and Support?
Our school will recruit and retain highly qualified teachers by cultivating a positive culture, empowering teachers to succeed, providing teachers with ongoing support, and creating better work conditions with no more than 35% teacher turnover rate.	Turnover Data~ 2023: 34% 2024: 34 % 2025: 43 % Staff Attendance (How many days teachers are out of the classroom) 2025: 232	No more than 35% turnover Staff Attendance (How many days teachers are out of the classroom) 2026: 175	Turnover rates Staff attendance rates NC Teacher Working Conditions Survey Watch how this goal affects discipline referral rates.	Key Indicators: C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168) • We have hired 3 additional international teachers to our staff this year. They come to ELMS with teaching experience. • New Academic Coach focused on growing teachers and is data driven for student and teacher success. • Focused PD and PLC meetings to support teacher success • Prioritizing staff culture building events and activities.	Goal 4B: By 2030, LCS will increase teacher retention to 86% and remain below the state average through establishing human capital pathways and improving staff engagement.

Overall student proficiency will increase from 35.8% to 41% during the 2025-2026 school year and the school will at least meet expected or exceeded growth	Overall Proficiency 2024-2025 is: 35.8% Reading: 37.9% Math: 37.0% Science: 38.8%	Overall Proficiency 2025-2026: 41% Reading: 43% Math: 42% Science: 45%	Intervention Data Best Teaching Practices Walkthrough Data EVAAS Results EOG Scores NC Check In Data ALEKS Data Achieve 3000 Data Participation in Common Formative Assessments	Key Indicator: C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses the data to make decisions about school improvement and professional development needs. • Weekly PLCs focused on data • Implementation of researched based intervention programs, ALEKS (Math) and Achieve 3000 (Reading) • Participate in common formative assessments • Using EVAAS data to make decisions about interventions • Designated intervention time for reading and math • Comprehensive PD plan to meet the needs of teachers	Goal 1A: By 2030, LCS will achieve a 10% increase in overall student achievement based on the performance composite and growth for K-12.
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Our school will provide academic and behavioral support for students through a multi-tiered system. When quality support is in place for students we will see a reduction in student absences and office referrals that results in loss of instructional time (ISS/OSS).	Educator Handbook 2024-2025 ISS: 812 OSS: 659 Student Attendance 2024-2025 94.5%	ISS:400 OSS:300 Attendance Rate: 95%	Instructional days lost to ISS Instructional days lost to OSS Student attendance data	Key Indicator: A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. • The schedule is designed to allow for intervention time that does not remove students from Core instruction. • Intervention time built into the schedule for 30 minutes • Use of a school-wide behavior expectation matrix • Implementation of structured day to help reduce ISS	GOAL 2A: By 2030, LCS will increase the percentage (baseline gathered in 2025) of parents or caregivers reporting that school services are favorable and safe. GOAL 2B: By 2030, LCS will increase the student daily attendance rate to 95%.
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Needs Assessment Template East Lee Middle School

East Lee Middle School Profile

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025
Student Enrollment	648	585	530	441	469
Students with Disabilities	65	69	63	60	57
Students identified AIG	122	89	83	77	93
Students identified EL	60	88	85	137	126
Students Eligible for F & R Lunch	67.48%	46.63%	74.6%	83%	55.94%
Attendance Rate	92.95%	88.83%	90.4%	95.8%	94.52%
Promotion Rate	100%	100%	99.6%	100%	100%
Retention Rate			.004%	0	0
Dropout Rate	1	3	2	0	0
Suspensions	171	149	186	118	179
In-School Suspensions	435	281	423	400	540
Bus Suspensions	55	70	75	37	23
Ethnic Make-Up of Students					
• American Indian	5	3	2	1	0
• Asian	3	1	0	0	2
• Black	121	118	107	98	109
• Hispanic	255	246	221	242	222
• Multi-Racial	29	27	33	25	33
• White	234	190	161	127	145

	2022-23	2023-2024	2024-2025
Number of Assistant Principals	2	4	4
Number of Classroom Teachers	29	38	35
Number of Support Staff	4	7	7
Number of Classified Staff	2	8	5
Teacher Attendance	76%	87%	75%
Teacher Turnover Rate	34%	34%	43%

Student Performance

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025
Achievement	51.7	34.5	41.7	39.2	35.8
Growth Index	-4.30	-6.98	-0.20	-0.28	-10.32
Growth Conversion	59.5	55.0	79.0	78.6	50.0
Overall Exceed / Met / Not Met	Not Met	Not Met	Met	Met	Not Met
Overall Score (Performance)	53	39	49	47	39
SPG	D	F	D	D	F

2023-2024
FINAL ACHIEVEMENT RESULTS BY SUB-GROUPS

	ALL	BLCK	HISP	MULT	WHITE	EDS	ELS	SWD	Reading	Math	AIG
# Students	441	85	215	12	115	332	137	52	441	440	77
# Scores	1025	196	498	24	267	771	310	118	441	440	174
Index	-0.28	-1.24	0.63	-1.21	-0.39	0.93	1.50	0.92	1.06	0.72	0.11
Stratus	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met

2024-2025
FINAL ACHIEVEMENT RESULTS BY SUB-GROUPS

	ALL	BLCK	HISP	MULT	WHITE	EDS	ELS	SWD	Reading	Math	AIG
# Students	469	105	197	19	137	272	126	57	468	466	93
# Scores	1086	236	457	38	316	626	293	127	468	466	204
Index	-10.32	-2.75	-6.86	-1.74	-7.14	-8.12	-4.91	-3.08	-5.56	-7.22	-5.97
Stratus	Not Met	Not Met	Not Met	Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met

Looking at the data from [Educator's Handbook](#) from the 2024-2025 school year, there was an increase in student referrals.

Please Note:

- 24-25 School Year- Referrals we documented one student only on each referral, this could have increased our data
- 24-25 School Year- We implemented a school wide matrix and asked for teachers to make sure they documented every behavior needed. This increased our data, but was used to address needs.

Year	Office Referrals	Minor Incidents
22-23	859	1,495
23-24	721	1,102
24-25	1,163	1,712

Data Analysis

After reviewing all of the data, use “Qualitative Data Collection around the Key Indicators” to identify significant areas /practices needing improvement in the following areas:

- Improve Academic Performance
 - Over the past several years, East Lee Middle School has experienced both areas of growth and ongoing challenges. Academic performance data indicates periods of improvement, with the school meeting growth expectations in both 2022–2023 and 2023–2024. Subgroup performance also showed gains during that time, particularly in engagement and meeting growth standards across all student groups. While the 2024–2025 results reflect a decline in overall performance, the earlier growth years demonstrate the school’s capacity to make positive academic gains when instructional practices and support systems align.
- Recruiting and Retaining Highly Qualified Teachers
 - Data shows ongoing challenges with teacher stability at East Lee Middle. Teacher attendance dropped to 75% in 2024–25 and turnover rose to 43%, contributing to inconsistent instruction and classroom management. This instability aligns with declining student achievement (35.8 overall score) and increased referrals. Strengthening recruitment, retention, and teacher support is critical to improving both student outcomes and school culture.
- Increasing Parent and Community Engagement
 - Parent engagement continues to be an important factor in student success. Attendance at events such as curriculum nights and conferences has provided opportunities for families to connect with teachers and leadership. The school’s work to increase communication with families, along with a clear behavior matrix and documentation system, has ensured parents are better informed about both academic and behavioral expectations.
 - A parent survey will be used to address and monitor engagement needs. (25-26 School Year)

- Suspension Increased

Behavior data from Educator’s Handbook shows an increase in documented office referrals and minor incidents during the 2024–2025 school year. Office referrals rose from 721 in 2023–2024 to 1,163 in 2024–2025, while minor incidents increased from 1,102 to 1,712 during the same period.

It is important to note that two key changes likely contributed to this increase:

- In 2024–2025, each referral documented only one student, which increased the total count.
- A schoolwide behavior matrix was implemented, and teachers were asked to document all behaviors, even minor ones, in order to better track and address student needs.

Although the data reflects higher numbers, the increase is largely due to more consistent and accurate documentation practices, allowing the school to better identify trends and provide targeted behavioral support.

Identify and analyze root causes:

- The data shows that East Lee Middle is experiencing a combination of high teacher turnover, inconsistent teacher attendance, and declining student achievement, which are contributing to increased behavioral incidents and office referrals. While the rise in documented referrals reflects better tracking, it also points to underlying issues with student engagement and classroom management. Achievement gaps across subgroups, coupled with the school’s inability to sustain growth, suggest that instability in staffing and inconsistent instructional practices are root causes impacting both academics and behavior.

Goals Revisions and Additions:

- Our School Improvement Team will work to revise goals based on data.

Action Steps – What, How, Why:

Action Steps

1. Improve Academic Performance

- **What:** Strengthen Tier I instruction with a focus on standards-based teaching, small-group interventions, and differentiated supports for ELs, SWD, and EDS students.
- **How:** Provide targeted professional development on high-yield instructional strategies, implement common formative assessments,

PLCs, and use data-driven interventions.

- **Why:** Consistent, high-quality instruction and data-informed practices will close achievement gaps and improve growth across all subgroups.

2. Recruit, Support, and Retain Teachers

- **What:** Build systems to reduce turnover and strengthen teacher satisfaction.
- **How:** Implement a mentorship program for new staff, provide regular coaching and feedback cycles, and ensure teacher voice is included in decision-making. Recognize and celebrate staff contributions regularly.
- **Why:** High turnover disrupts student learning and culture; supporting and retaining effective teachers increases stability, improves instruction, and builds long-term trust.

3. Address Student Behavior & Engagement

- **What:** Refine behavior systems to balance accountability with proactive support.
- **How:** Continue using the schoolwide behavior matrix, pair it with PBIS (positive reinforcement), embed SEL practices into the school day, and provide teachers with classroom management training.
- **Why:** Clear, consistent expectations reduce disruptions, and proactive support build student responsibility while keeping students engaged in learning.

4. Strengthen Family & Community Engagement

- **What:** Increase opportunities for families to be involved in academic and behavioral success.
- **How:** Offer workshops on supporting student learning at home, provide regular progress updates through ParentSquare, and expand family events focused on academics, not just social gatherings.
- **Why:** Engaged families improve attendance, behavior, and achievement, helping students feel supported both at school and at home.

5. Monitor & Adjust with Data

- **What:** Use real-time data to track academic, behavior, and attendance trends.
- **How:** Establish monthly data team meetings to review performance, referrals, and teacher/student attendance, and make adjustments as needed.
- **Why:** Continuous monitoring ensures interventions are timely, targeted, and effective, preventing issues from compounding over time.

Programs

Program/Resource	Cost/School	School	District
Formative			X
Successmaker			X
Common Lit			X
Study Island			X
Reveal Math			X
My Perspectives			X
Star (Reading and Math)			X
SchoolNet			X
Achieve 3000		X	
ALEKS		X	

Funding/Budget
2024-2025

Funding Source 2022-2023 Ex. Title I, grants	Amount	Uses: Be Specific
State	\$8,449	Instructional Supplies Stamps Band/ Athletics
Local	\$16,160	Mobile Desks for Admin Classroom Supplies Paper
Title I	\$172,202	Dean of Students Tutors Workshop Expenses Parent/ Family Engagement Technology Needs Remediation Supplies and Materials