



NORTH CAROLINA SCHOOLS TO WATCH MODEL SCHOOL—VISITOR'S GUIDE

William Lenoir Middle School



Designated in 2010

William Lenoir Middle School • Caldwell County Schools •
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[http://sc.caldwellschools.com/education/school/school.php?
sectionid=3](http://sc.caldwellschools.com/education/school/school.php?sectionid=3)

2009-10 School Statistics

(Source: 2009 NC School Report Card.)

Community: Fringe of small town
Enrollment: 520
Grade Levels: 6-8
School Schedule: Traditional

Student Demographics

62% White
27% African American
8% Hispanic
3% Asian

45% Free/Reduced Lunch
5% English Learners

2007 AYP: Expected Growth, School of Progress
Met 15 of 17 performance targets
2008 AYP: High Growth, School of Progress
Met 16 of 17 performance targets
2009 AYP: Expected Growth, School of Progress
Met 24 of 25 performance targets

(Visit <http://www.ncreportcards.org> to view this
school's data for prior years.)

School Characteristics and Replicable Practices

William Lenoir Middle School is located in western North Carolina in the foothills of the Appalachian mountains, and is located in the town of Lenoir. The administration and staff of William Lenoir Middle have created a nurturing environment where students can and do learn, mature, and discover their interests. The entire staff at William Lenoir Middle is involved in the processes that are needed to be a progressive school. Parents are very pleased with programs and the care and concern shown by teachers and staff, and the community is deeply involved in the school and its activities.

Academic Excellence

- High expectations are communicated by everyone
- Specialty programs such as Project Lead the Way (integrating math, science, and engineering) are available to students
- Many effective instructional strategies were observed: Direct instruction, Cooperative Learning, Simulations, Project-based learning, Hands-on Learning
- Every class communicates learning goals to the students in a clear and consistent manner
- Technology is integrated into all classrooms (ceiling mounted data projector, computer, and document camera) and is used effectively to facilitate instruction and promote learning

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Developmental Responsiveness

- Teachers are passionate about students' well-being
- Advisor/Advisee program is strong
- Career awareness is evident in classrooms and is used to connect to the community
- Peer helpers lead fund raising efforts such as *Penny Wars* and *March of Dimes* and *Canned Food Christmas Tree* for the soup kitchen
- It was evident that students have input, choices, and opportunities in their learning
- The encore classes are designed so that every student experiences each encore class at some point in their middle school career
- Sun Trust Bank has an on-site "branch" run by students

Social Equity

- *Communities in Schools* - Over 20 staff members voluntarily tutor at the MLK Community Center after school each week, serving as mentors and providing support and remediation
- Fund Raisers and scholarships are provided to reduce the expense of field trips for families
- Community involvement is strong: Google (server farm in the area) supplied a mobile laptop cart
- Most of the special education students are appropriately served using the inclusion model, with very few students in self-contained classes. Support is provided to help students succeed in the inclusion setting

Organizational Support

- The principal encourages teachers to be risk-takers
- Data gleaned from Tetradata warehouse and EVAAS are regularly used to make educational decisions and make changes in instruction
- Benchmarking program with Discovery Assessment is utilized to gauge student progress
- Community support and communication is very strong
- There is strong professional development support, and a culture of learning is clearly seen in the building
- BRIM – Breaking Ranks in the Middle training for entire staff helped align activities to best practices