

EDGECOMBE COUNTY PUBLIC SCHOOLS
North Edgecombe High School
STRATEGIC IMPROVEMENT PLAN
2015-2016

SCHOOL/DEPARTMENT: North Edgecombe High School

MISSION:

North Edgecombe High School will prepare students both academically and socially to successfully meet the challenges of an ever changing society.

VISION:

Our belief, “**Growing Learners, Graduating Leaders**”, allows the faculty to create a collaborative educational setting that prepares our students for the 21st Century.

To lead us toward our mission, our school community shares the following beliefs:

- NEHS will create and nourish a safe and orderly school environment in which students are free from mental or physical duress. ***SAFE AND ORDERLY SCHOOLS***
- NEHS will develop the academic ability of all students regardless of race, economics status, intellectual ability, and physical or mental disability. ***CONTINUOUS IMPROVEMENT***
- NEHS will prepare students to be functioning and responsible citizens in a democratic society. ***COMMUNITY***
- NEHS will help to develop and nurture the intellectual growth of students as social beings. ***RELATIONSHIPS***
- NEHS must assist students in developing the business, occupational, professional, and technological skills necessary to become economically independent in modern society. ***RIGOROUS CURRICULUM AND INSTRUCTION***

DATA ANALYSIS

End-of-Year (EOY)

READY Performa nce Indicators	2013-2014 Achievem ent (ACH)	2014-2015 Achievem ent (ACH)	(+/-)
English II	30.14%	25.0%	- 5.14%
Math I	19.4%	13.92%	- 5.50%
Biology	17.9%	24.5%	+6.63%
ACT	15.1%	15.0%	-0.01%

NEEDS ASSESSMENT

What does the analysis tell us about strengths?

For the 2014-2015 school year, administration met with science teacher, specifically Biology weekly during PLCs to discuss and provide additional instructional supports in the area of interactive notebooks. As a team, we regularly examined benchmark data to gauge student learning. We put a more intense focus on evolution, molecular biology and other heavily tested areas in order to adequately prepare students for EOY state assessments. As a result, we noted a 6.63% increase in EOY data results.

Administration, staff, and student services provided many supports for students during the 2014-2015 school year through regular home visits, parent conferences, and after school buy-back tutorial. At-risk students were identified and counseled on the importance of high school graduation. Students that were eligible for the 22 credit program were assigned accordingly based on all relative factors. As a result, North Edgecombe demonstrated a 1.44% increase for the 4-year Cohort Graduation rate for the 2014-2015 school year.

ACT Workkeys	40%	35.7%%	-4.30%
Math Course Rigor	80.9%	69.8%	-11.1%
4-year Cohort Graduation Rate (CGR)	81.69%	83.13%	+1.44%

Student Discipline Data

	2014-2015	Rate per 100 students	Notes
2013-2014 Discipline Reports	570 infractions Approximately 1/3 of the infractions came from 9th grade	2.25%	During 2013-2014 NEHS had several students who had alternate placements.
2014-2015 Discipline Reports	290 infractions Approximately 1/3 of the infractions came from 10th grade)	.81%	Over 180 referrals were for disruption, disrespect, and excessive tardies.

Student Attendance Data

2013-2014 School Year	2014-2015 School Year	(+/-)
89.93%	90.37%	+0.44%

What does the analysis tell us about our gaps or opportunities for improvement?

English II had a non-certified substitute teacher from August 2014-January 2015 which may have impacted student performance with the transition of teachers. In Math I for 2014-2015, North Edgecombe had an influx of students that were repeating Math I from 2013-2014. As such, all students now take Foundations of Math I as a prerequisite before enrolling in higher level math classes.

In addition, we had a decrease in our Math Rigor over the previous year, so we require students take a prerequisite foundational math course in order to prepare students to take and pass higher level math courses such as Math II, Math III, and other advanced math courses. There was also a decrease in student ACT WorkKeys achievement levels, however the percentage of students who have earned four CTE credits in a career cluster and were awarded a Silver Level Career Readiness Certificate based on the three WorkKeys assessments.

READY Performance Indicators Noted Declines:

- English II - **5.14%**
- Math I - **5.50%**

Disciplinary Infractions

- The majority of student infractions occurred within the classroom.
- Most of the classroom infractions were disruptive behavior, disrespect/insubordination with excessive tardies following close behind. Administration implemented a weekly hall sweep procedure to counteract and help to decrease the number of tardies to class.
- The vast majority of infractions came from 9th and 10th grades respectively.
- During the 2013-2014 school year, several students who had more extreme at-risk behaviors were placed in alternative settings. Three students were alternatively placed in the district HOPE program during the 2014-2015 school year.
- Our school-wide PBIS has assisted in decreasing the amount of disruptive behaviors in the learning environment.

Certified Employee Attendance Data

ECPS began using the Aesop system (October 2014). For 2014-2015 school year, 202 days were missed by NEHS certified staff, which equates to 1,489 instructional hours lost. Additionally, our certified employee attendance data is based on reports from Aesop, which began in October 2014.

How will 2015-2016 data be collected?

- READY Performance Indicators:*
 - Pre/Post Assessments
 - Benchmark Data
 - Data Notebooks
 - Data dissemination during Content PLCs to discuss Work Keys- (identify concentrator students- 6 week review of assessment data)

Certified Employee Attendance Data (October 2014 - June 2015)

Days Missed (Not including professional leave)	202 days
Instructional Time Lost	1489 hours

and Math Course Rigor -review of data from 6 week assessment data results

- *Disciplinary Infractions:*
 - Continued analysis of PBIS monthly ODR reports
 - Data dissemination during staff meetings/PLCs
- *Certified Employee Attendance Data:*
 - Aaeop Monthly Reports
 - Staff Attendance Incentives

Based on the analysis, what 3-4 top priorities emerge?

- *English II Proficiency*
- *Math I Proficiency*
- *Student Attendance*
- *Staff Attendance*

TOP PRIORITIES (3-4)

SMART GOAL #1	WHAT SUCCESS LOOKS LIKE										
North Edgecombe High School English II students will achieve a 10% increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 35.0% by the end of 2015-2016 school year.	<table><tr><th>READ Y Performance Indicator</th><th>2014-2015 Achievement (ACH)</th><th>2015-2016 Achievement (ACH)</th><th>Percent age Points ()</th><th>Percent age Growth ()</th></tr><tr><td>English II</td><td>25.0%</td><td>35.0%</td><td>≥10.0 %</td><td>≥10.0 %</td></tr></table>	READ Y Performance Indicator	2014-2015 Achievement (ACH)	2015-2016 Achievement (ACH)	Percent age Points ()	Percent age Growth ()	English II	25.0%	35.0%	≥10.0 %	≥10.0 %
READ Y Performance Indicator	2014-2015 Achievement (ACH)	2015-2016 Achievement (ACH)	Percent age Points ()	Percent age Growth ()							
English II	25.0%	35.0%	≥10.0 %	≥10.0 %							
SMART GOAL #2	WHAT SUCCESS LOOKS LIKE										
North Edgecombe High School Math I students will achieve a 10% increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 23.92% by the end of 2015-2016 school year.	<table><tr><th>READ Y Performance Indicator</th><th>2014-2015 Achievement (ACH)</th><th>2015-2016 Achievement (ACH)</th><th>Percent age Points ()</th><th>Percent age Growth ()</th></tr><tr><td>Biology</td><td>13.92%</td><td>23.92%</td><td>≥10.0 %</td><td>≥10.0 %</td></tr></table>	READ Y Performance Indicator	2014-2015 Achievement (ACH)	2015-2016 Achievement (ACH)	Percent age Points ()	Percent age Growth ()	Biology	13.92%	23.92%	≥10.0 %	≥10.0 %
READ Y Performance Indicator	2014-2015 Achievement (ACH)	2015-2016 Achievement (ACH)	Percent age Points ()	Percent age Growth ()							
Biology	13.92%	23.92%	≥10.0 %	≥10.0 %							
SMART GOAL #3	WHAT SUCCESS LOOKS LIKE										
North Edgecombe High School students will achieve a 5% increase in student attendance rate to 94.89% by the end of 2015-2016 school year.	<table><tr><th>Student Attendance</th><th>2014-2015</th><th>2015-2016</th><th>Plus</th><th>Percent age Decrease</th></tr></table>	Student Attendance	2014-2015	2015-2016	Plus	Percent age Decrease					
Student Attendance	2014-2015	2015-2016	Plus	Percent age Decrease							

	<table><tr><th colspan="2">ance</th><th colspan="3">se</th></tr><tr><td>Rate</td><td>90.37%</td><td>≤94.89</td><td>+4.52</td><td>≥5.0%</td></tr></table>	ance		se			Rate	90.37%	≤94.89	+4.52	≥5.0%
ance		se									
Rate	90.37%	≤94.89	+4.52	≥5.0%							
SMART GOAL #4 (Optional)	WHAT SUCCESS LOOKS LIKE										
North Edgecombe High School certified staff will achieve a 15% decrease in absences (not including professional leave) at a number of no more than <u>180</u> instructional days by the end of 2015-2016 school year.	<table><tr><th>Attend ance</th><th>2014- 2015</th><th>2015- 2016</th><th>Less (-) Absenc es</th><th>Percent age Decrea se</th></tr><tr><td>Certifie d Staff</td><td>202</td><td>≤182</td><td>-20.2</td><td>≥10.0 %</td></tr></table>	Attend ance	2014- 2015	2015- 2016	Less (-) Absenc es	Percent age Decrea se	Certifie d Staff	202	≤182	-20.2	≥10.0 %
Attend ance	2014- 2015	2015- 2016	Less (-) Absenc es	Percent age Decrea se							
Certifie d Staff	202	≤182	-20.2	≥10.0 %							

EDGECOMBE COUNTY PUBLIC SCHOOLS
North Edgecombe High School
Targeted Priority Areas

SMART Goal 1:	North Edgecombe High School English II students will achieve a 10% increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 35.00% by the end of 2015-2016 school year.					
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence of Completion
Continuous Improvement	Develop, and implement supported/monitored action plans to align student achievement data with formal and informal staff evaluations.	August 2015	No cost associated	Administration	Certified Staff Action Plans	Increased student growth and proficiency.
	Develop and implement student Personalized Education Plans (PEPs) to improve the output of students at risk of failing	October 2015-June 2016	No cost associated	Certified Staff Students	Completed PEPs Student Work Samples Report Cards	Increased student performance and achievement.

	Provide Intervention/Enrichment (I/E) daily to all students that focuses on literacy skills.	September 2015	Use of \$500 of Title I dollars to purchase literacy and supplemental materials.	Certified Staff	Master Schedule Walk-through Data	Increased student growth and proficiency.
	Implement strategic use of data in PLCs, and faculty meetings in an effort to re-teach, remediate, and/or enrich.	August 2015-June 2016	No cost associated	Certified Staff	Data Notebooks PLC Minutes Staff Meeting Minutes Student Assessment Data, Lesson Plans EVAAS Data, EOC and MSL scores	Increased student growth and proficiency.
	Create and administer School Net district and school-wide common formative assessments for each department.	August 2015	No cost associated	District Staff Certified Staff	SchoolNet Schoolology Edgenuity	Increased student growth and proficiency.
	Conduct frequent walkthrough observations (10 per administrator weekly) and provide descriptive feedback based on Teach Like a Champions strategies.	September 2015	No cost associated	Administration	Walk-through Tool	Improvement in instructional strategies and increased student performance and achievement
	Continue with HillRap program to increase reading proficiency in identified students.	October 2015	District cost associated with the training	EC Certified Staff	Pre and post assessment data	Increased literacy/reading skills in students.
	Continuation of weekly buyback tutorial program to reteach and remediate students.	October 2015	Tutorials are funded with Focus Intervention dollars (approximate \$14,000) to provide tutoring to struggling students.	Selected Certified Staff	Student Attendance Sheets	Increased student performance and achievement
	Enroll all 9th and 10th grade students in a Pre-English course as a prerequisite to hone in on literacy skills that will be needed in English I and English II to be prepare students for NC Final Exams and state EOC in English II.	August 2015-June 2016	No cost associated	Certified ELA Staff	Student Work Samples Report Cards	Increased student performance and achievement

	Provide staff professional development on global learning through VIF Modules	September 2015 October 2015 February 2016 April 2016	District mandated initiative, no cost associated	Certified Staff	Completed Modules 1-4	Increased teacher awareness of global instructional practices; increased student performance and achievement in all content areas.
Rigorous Curriculum and Instruction	Utilize district template to compile weekly lesson plans and use district provided pacing guides to enrich instructional practices.	August 2015	No cost associated	Certified Staff	Lesson Plan Template Pacing Guides Data Notebooks PLC Minutes	Increased student performance and achievement
	Require all teachers to focus on instructional goals that directly impact student achievement on their PDP in an effort to enrich instructional practices.	October 2015-June 2016	No cost associated	Certified Staff	Completed PDP plans	Increased student performance and achievement

	Implement strategies from the school wide literacy plan to increase literacy across the curriculum.	August 2015-June 2016	No cost associated	Certified Staff	Completed literacy plan Lesson Plans	Increased student performance and achievement
	Implement Data Days to review data from all informal and formal data sources in order to reteach and remediate.	December 2015 March 2016	Substitute Pay for Certified Staff	Administration Testing Coordinator ELA Certified Staff	Data Day Agenda Minutes	Increased student performance and achievement

Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	
8/2015-6/2016	Pre/Post Benchmark Tests via Schoolnet	Identify via data analysis	Identify via data analysis	Restructure/Intervene/Reteach/Reassess
8/2015-6/2016-	Reading/Writing Across Curriculum	Performance-based	Performance-based	Restructure/Intervene/Reteach/Reassess
8/2015-6/2016	VIF: Going Global Instructional Learning & Teach Like A Champion Strategies	Performance-based	Performance-based	Restructure/Intervene/Reteach/Reassess

EDGECOMBE COUNTY PUBLIC SCHOOLS

North Edgecombe High School

Targeted Priority Areas

SMART Goal 2:	North Edgecombe High School Math I students will achieve a 10% increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 23.92% by the end of 2015-2016 school year.
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Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Continuous Improvement	Develop, and implement supported/monitored action plans to align student achievement data with formal and informal staff evaluations.	August 2015	No cost associated	Administration	Certified Staff Action Plans	Increased student growth and proficiency.
	Develop and implement student Personalized Education Plans (PEPs) to improve the output of students at risk of failing	October 2015-June 2016	No cost associated	Certified Staff Students	Completed PEPs Student Work Samples Report Cards	Increased student performance and achievement.
	Provide Intervention/Enrichment (I/E) daily to all students that focuses on literacy skills.	September 2015	Use of \$500 of Title I dollars to purchase literacy and supplemental materials.	Certified Staff	Master Schedule Walk-through Data	Increased student growth and proficiency.
	Implement strategic use of data in PLCs, and faculty meetings in an effort to re-teach, remediate, and/or enrich.	August 2015-June 2016	No cost associated	Certified Staff	Data Notebooks PLC Minutes Staff Meeting Minutes Student Assessment Data, Lesson Plans EVAAS Data, EOC and MSL scores	Increased student growth and proficiency.
	Create and administer School Net district and school-wide common formative assessments for each department.	August 2015	No cost associated	District Staff Certified Staff	SchoolNet Schoology Edgenuity	Increased student growth and proficiency.
	Conduct frequent walkthrough observations (10 per administrator weekly) and provide descriptive feedback based on Teach Like a Champions strategies.	September 2015	No cost associated	Administration	Walk-through Tool	Improvement in instructional strategies and increased student performance and achievement

	Continuation of weekly buyback tutorial program to reteach and remediate students.	October 2015	Tutorials are funded with Focus Intervention dollars (approximate \$14,000) to provide tutoring to struggling students.	Selected Certified Staff	Student Attendance Sheets	Increased student performance and achievement
	Enroll all 9th grade students in a Foundations of Math I course as a prerequisite to hone in on math skills that will be needed in Math I state EOC.	August 2015-June 2016	No cost associated	Certified Math Staff	Student Work Samples Report Cards	Increased student performance and achievement
	Establish and continue the use of IXL Math program and Accelerated Math to diagnose student deficiencies and supplement classroom materials.	August 2015-June 2016	Tutorials are funded with Title I (approximate \$1238.00 and \$2,003 for Accelerated Math, Kuta \$996.00) to provide tutoring to struggling students.	Certified Math Staff	Student Work Samples Report Cards	Increased student performance and achievement
	Provide staff professional development on global learning through VIF Modules	September 2015 October 2015 February 2016 April 2016	District mandated initiative, no cost associated	Certified Staff	Completed Modules 1-4	Increased teacher awareness of global instructional practices; increased student performance and achievement in all content areas.

Rigorous Curriculum and Instruction	Utilize district template to compile weekly lesson plans and use district provided pacing guides to enrich instructional practices.	August 2015	No cost associated	Certified Staff	Lesson Plan Template Pacing Guides Data Notebooks PLC Minutes	Increased student performance and achievement
	Require all teachers to focus on instructional goals that directly impact student achievement on their PDP in an effort to enrich instructional practices.	October 2015-June 2016	No cost associated	Certified Staff	Completed PDP plans	Increased student performance and achievement
	Implement Data Days to review data from all informal and formal data sources in order to reteach and remediate.	December 2015 March 2016	Substitute Pay for Certified Staff	Administration Testing Coordinator ELA Certified Staff	Data Day Agenda Minutes	Increased student performance and achievement

Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	
October 2015-June 2016	Implement and monitor CFA assessments and Benchmarks	Benchmark assessments are aligned with Common Core Standard of Study	Revisions to CFA assessments	Address concerns of CFA assessments with the district counselor
October 2015-June 2016	Continue after-school buyback and tutorial for remediation	The frequency and format of the buyback program that is offered, supports academic growth for the students who participate.	Motivation of the student body to participate in the remediation effort.	Brainstorm ways to increase student participation in after-school tutorial

October 2015- June 2016	Enhance collaborative relationships with parents and guardians	Incorporation of Parent Portal	Establish means of motivating parents to participate in report card pickup	Conceptualize creative ways to influence parents to participate in academically-based school activities
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EDGECOMBE COUNTY PUBLIC SCHOOLS

North Edgecombe High School

Targeted Priority Areas

SMART Goal 3:	North Edgecombe High School students will achieve a 5% increase in student attendance rate by the end of 2015-2016 school year.					
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence
Continuous Improvement -	Increase student attendance school-wide by administration and students meeting weekly with NEHS’s student support services. (Attendance committee)	August 2015 June 2016	No known associated cost at this time.	Administration All Staff Parents Students	Student attendance reports (powerschool) documented home visits and attendance meeting	End of year attendance student report, increased grade level proficiency
Safe Schools	Enforce the Positive Behavior Intervention Support (PBIS) attendance goals	August 2015-June 2016	Varies based on PBIS funding for PBIS celebrations highlighting attendance goals	Administration All Staff Parents Students Stakeholders	PBIS Report PBIS Committee Agendas PBIS Committee Meeting Minutes	District attendance awards presented monthly at BOE meetings.
Relationships	Home visits conducted by school social worker and administration Enhance collaborative relationships with ALL stakeholders (i.e.,	August 2015	Transportation (district mileage funding)	NEHS Student support services	Mentor/Mentee Program (existing) Attendance Reports Meeting Log	Improved student performance and achievement

	parents/guardians, teachers, students, coaches, student services, administration, etc.)			All Staff Parents Students Community Stakeholders	Parent Contact Logs Stakeholder Attendance Rosters Agendas	Improved student performance and achievement
	Host Report Card Pick-Up/Parent Meetings	Oct. 15, 2015 March 19, 2016	No cost associated	All Staff		
	Complete Title I Compact Forms with students and families	September 22, 2015	No cost associated	All Staff Parents Students	Parent Attendance Parent Logs/ Rosters	Commitment to improved student performance and achievement
	Highlight Teacher Warrior of the Month and Student Warrior of the Month	October 2015-June 2016	No cost associated	All Staff Students	Signed compact contracts by all stakeholders Website/Roster and photographs of selected winners	Increased student engagement in the learning process to increase student performance and achievement.

Community	Maintain relationships with local churches and civic groups who provide mentoring to our at risk youth	September 2015-June 2016	No cost associated.	Administration, staff and community	Visitors log, and attendance reports by grading period.	District attendance awards presented monthly at BOE meetings.
	Create an electronic daily bulletin that houses important information for faculty and staff	September 2015-June 2016	No cost associated	Administration	Completed monthly newsletter	Increased parental involvement in the learning process Increased parental involvement in the learning
	Produce a monthly electronic calendar that highlights upcoming events, best practices, and research based instructional strategies for our school community	August	No cost associated	Administration	Connect Ed Reports	Increased parental involvement in the

	(Warrior Newsletter)	2015-June 2016				learning process
	Produce weekly Connect Ed messages that inform staff of weekly events Improve external communication	August 2015-June 2016	No cost associated	Administration	Administration & School Improvement Team	Increased parental involvement in the learning process
	Rebuild/Restructure the Parent/Teacher/Student Organization	August 2015-June 2016	No cost associated	Administration	Connect Ed Reports	Increased parental involvement in the learning process
	Utilize the Connect Ed system to inform our school community of school events	August 2015-June 2016	No cost associated	Clerical Staff & Communications Committee	Photographs Connect Ed Reports	Increased parental involvement in the learning process
	Utilize the school's marquee to advertise events and accomplishments	August 20, 2015 & September 22, 2015	No cost associated	Administration	Connect Ed Reports	More informed parents
	Utilize a parent contact log for teachers to keep in their data notebooks	August 2015- June 2016	No cost associated	Certified Staff	Completed marquee	Increased parental involvement
	Conduct Open House and Parent Information Meetings	August 2015-June 2016	No cost associated	Certified Staff	Attendance rosters, meeting agendas Photographs	Increased parental involvement
	Utilize the school's website as a communications tool to our school community	August 2015 & February 2016	No cost associated	Certified Staff	Attendance rosters	Increased parental involvement
		August 2015-June 2016	No cost associated	Media Specialist	Website advertisements	More informed parents

Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	
8/2015-12/2015	Attendance Reports, documentation of home visits, attendance meetings, attendance contracts, PBIS reports	Increase overall student attendance by 3%	Attendance, Behavior	Identify high risk students, schedule attendance meetings with stakeholders, promote buy back program, conduct home visits, staff collaboration
12/2015-3/2016	Attendance Reports, documentation of home visits, attendance meetings, PBIS reports	Increase overall student attendance by 4%	Attendance, Behavior	Evaluate current data, continue to identify students , schedule attendance meetings and stakeholders, promote buy back program, conduct home visits, staff collaboration
3/2016-6/2016	End of year attendance and PBIS reports	Increase overall student attendance by 5%		Evaluate data, PBIS incentives

EDGECOMBE COUNTY PUBLIC SCHOOLS

North Edgecombe High School

Targeted Priority Areas

Priority Area #4:

SMART Goal 4:	North Edgecombe High School certified staff will achieve a 20% decrease in absences (not including professional leave) at a number of no more than 182 instructional days by the end of 2015-2016 school year.					
Core Value Strand	Actions, Strategy, Intervention	Timeline	Estimated Cost, Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation & Impact on Student Learning	
					Artifacts	Evidence

Continuous Improvement	Enforce and publicize staff tardy and absentee expectations as set forth by the district and school administration.	August 2015- June 2016	No known associated cost at this time.	Administration	Staff Handbook ECPS Board Policies AESOP Reports	AESOP Reports/ End of the Year Attendance Data
	Share monthly attendance data at faculty meetings and PLCs.	August 2015-June 2016	No known associated cost at this time.	Administration	Meeting Agendas/Minutes AESOP Reports	
	Verbal and Written Reprimands for Staff with Repeated Absentee Offenses/ Potential Monitored Plan for PDP	August 2015-June 2016	No known associated cost at this time.	Administration	Follow-Up Emails Formal Letters AESOP Reports, and NCEES	
Relationships	Implement an incentive plan: Shout-Outs in Newsletter Breakfast, and dinner certificates Departmental Awards Perfect Attendance Awards	August 2015-June 2016	Varies based on PBIS Fund. School General Fund	Administration Relationship Committee	Newsletter Update School Website with Winner Pictures Certificates Meeting Agendas/Minutes	AESOP Reports/End of the Year Attendance Data

Progress Monitoring

Date	Data	Progress Towards Goal		Next Steps
		Areas of Growth	Areas for Improvement	
9/2015-5/2016	Monitor/track teacher attendance	Teacher attendance, Increase instructional time	Fewer teacher absences	Monthly incentives given for department with fewest absences (gift card, lunch, announcement on intercom)
9/2015-6/2016	Individual teacher attendance	Increase teacher attendance and instructional time	Fewer teacher absences on an individual basis	Yearly/Semester incentive given (Early leave on workdays, certificate, treats, free game day, etc)

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Edgecombe County Public Schools

THE KEYS TO SUCCESS: HOME, SCHOOL, COMMUNITY

Edgecombe County Board of Education

Re: *Low Performing Schools Summary Plan*

Date: October 12, 2015

From: John D. Farrelly, Superintendent

Background and Overview

The North Carolina General Assembly has recently enacted legislation (G.S. 115c-105.37) regarding public schools that have been identified as “Low performing”. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” as defined by G.S. 115C-83.15. Seven (7) ECPS schools have met this definition. They are as follows:

Princeville Elementary

Coker-Wimberly Elementary

Stocks Elementary

West Edgecombe Middle

Phillips Middle

Martin Millennium Academy

North Edgecombe High School

Within 30 days of the initial identification of a school as a low-performing by the State Board, the superintendent shall submit to the local board of education a preliminary plan for improving both the school performance grade and school growth score, including how the superintendent and other central office administrators will work with the school and monitor the school's progress.

District School Improvement Planning Process

The ECPS school improvement planning process is a systematic, data-driven process for planning and evaluating improvement over time. Improvement planning aims to reduce the gap between a school's current level of performance and its potential performance. Each ECPS school improvement team conducted a needs assessment to identify current gaps and their driving factors. Each school then set out to create rigorous yet attainable goals. Our school improvement planning process focused on student learning, and a planning approach that will result in positive change for all students.

School improvement planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. Effective school improvement planning contributes to overall school performance by:

- (1.) Establishing an understanding of the “big picture” of a school's current state, including student achievement, school environment, teacher community, parent community, and administrative issues;
- (2.) Reaching consensus across the school community on which needs represent the highest priorities for action based upon the potential to improve overall student and school performance; and
- (3.) Identifying for implementation goals and strategies, including specific targets, indicators and milestones required to address the school priorities.

The ECPS school improvement plan process is guided by the five (5) ECPS core values: Community, Relationships, Safe Schools, Continuous Improvement and Rigorous Curriculum and Instruction. The District has a comprehensive multi-tiered approach to providing support to all schools within the District with a special emphasis on the seven (7) school designated as “Low-performing”. The goal is to increase school accountability measures including school performance grades and growth measures. Our Board of Education, administration and staff are committed to providing safe learning environments, educating every child and implementing strategies that will enable each student to achieve grade level proficiency and beyond. We are committed to preparing students to be globally competitive problem solvers who can be contributing members of society. Recognizing and investing in family involvement in our schools is paramount to our

mission. Student achievement increases when the responsibility for children's learning is shared by the home, school and community. Strong communicative relationships both within the school system and throughout the school community are vital to growth in our school system. We welcome and encourage parent involvement.

Turnaround the lowest performing schools

ECPS provides wrap-around services to the lowest performing schools that includes:

- Selection and implementation of instructional models based on student needs
- Job embedded professional development designed to build capacity
- Effective use of district pacing guides and exemplar lesson plans
- Continuous use of data to inform and differentiate instruction
- Providing ongoing community and family engagement programming
- Sufficient operating flexibility
- Technical assistance
- Mentorships
- Implementation of strategies to recruit and retain exemplary staff

Comprehensive Themes

The District strategic plan builds on the foundational transformation work embedded in four core comprehensive themes:

1. College and career standards
2. Data systems to guide teaching and learning
3. Evaluate and support teachers and school leaders
4. Turnaround the lowest performing schools

College and Career Standards

Edgecombe County Public Schools has demonstrated growth for success in college and career standards. North Carolina has focused on the graduation rate for many years and is encouraged at the increase made in many local education units. ECPS has shown significant increases in high school graduation rates in the past three to five years. The districts alternative learning programs offer greater support to those at higher risk of not graduating due to poor attendance. Flexibility in face-to-face or virtual instruction as well as flexible instructional hours makes school more appealing and obtainable to some students.

ECPS maintains on-going business and industry partners that support school events, participate in career days, and provide guest speakers. Community programming enhances these partnerships and presents a keen focus on connections of *Common Core Standards* and *NC Essential Standards* to the workplace as a means of adding relevance to the standards.

Global Education Professional Development

Edgecombe County Public Schools is partnering with VIF International to provide global education professional development in all 14 schools within the District. ECPS teachers logged more than 14,000 hours of online and face to face global competency based instruction in the 2014-15 academic year. VIF International Education (www.vifprogram.com) builds global education programs that prepare students for success in an interconnected world. For more than 25 years, educators have leveraged VIF's professional development and curriculum, language acquisition, and teacher exchange programs to generate engaging learning environments where students can excel in core curriculum as well as develop valuable critical and creative thinking skills. VIF provides a pathway for teachers, schools and districts to become globally designated. Our globally based lessons will equip students with the critical thinking, problem solving, global awareness and cultural sensitivity to succeed in an interconnected world.

Evaluate and Support Teachers and School Leaders

Every student in Edgecombe County Public Schools is deserving of a great teacher in every classroom. Exemplary teachers are difference makers and a high priority in the ECPS. While most North East North Carolina Tier 1 counties struggle with attracting and retaining highly effective teachers, ECPS has created several innovative programs to attract and retain talent at both the school and administrative levels. ECPS has created incentive bonuses for hard to fill certification areas (Math, Science, and Special Education). In addition, Coker-Wimberly Elementary School, one of the lowest performing elementary Schools as identified by the North Carolina Department of public Instruction; provides student achievement based incentives to all academic teaching staff. Beyond growing outstanding teachers, ECPS has a commitment to growing and supporting exemplary leaders is as equally emphasized. Edgecombe County Public Schools is involved in a very unique, innovative administrative partnership program with NC State University. ECPS participates in North Carolina State University's Northeast Leadership Academy (NELA). The Northeast Leadership Academy is an innovative leadership program designed to help participating districts plan for the future by building a deep pool of highly qualified 21st Century school leaders. NELA is designed to develop highly skilled school leaders in fourteen northeast North Carolina school districts. The program focuses on preparing principals who are instructional leaders for rural, high poverty schools.

ECPS Administrators Non-Negotiables

- Ensure safe school learning environments.
- Lead teacher learning and development.
- Ensure that the curriculum is taught in grades K-12 with rigor and relevance.
- Improve teaching and learning through your influence on staff motivation, commitment and working conditions.
- Be actively involved with teacher teams about effective practices.

Central Office Support and Administrator Coaching

ECPS places high value in growing and sustaining exemplary administrative teams. There are multiple approaches of support the superintendent and central office administrators provide school based leaders including:

*Summer leadership institute

- *Monthly Principals professional development PLC's
- *Monthly Assistant Principals professional development PLC's
- *Individual mentors for each school based administrator
- *Monthly elementary, middle and high school professional development "Breakout" sessions
- *Quarterly assessment meetings for all Principals
- *Classroom and school walkthroughs with Supervisor
- *Community initiatives assessment of Principals
- *Faculty meetings assessment of Principals
- *Surveys and feedback
- *Quarterly data and assessment meetings

Professional Development and Best Practices:

The tenets of the ECPS teacher professional development, best practices and support plan are as follows:

Multiple Group Instruction Approaches

A differentiated curriculum is one where teachers adapt the curriculum in different ways to meet the needs of all their students. The content taught, the process used, the product expected. Task choices and flexible grouping may be used to accommodate background knowledge and interests of small groups or individual students.

- Direct Instruction
 - 15-20 minutes (Beginning and End of lesson)
- Small Group Instruction
 - Interest/Ability (fluid and interchangeable)
- Differentiated Group Instruction
 - Content
 - Process
 - Product

Literacy Strategies

- Whole Group Instruction
- Small Group Instruction
- Literacy Centers/Stations
- Read Aloud
- Sharing Reading
- Guided Reading
- Independent Reading

Writing Across the Curriculum

- Modeled and Sharing
- Interactive Writing
- Independent Writing

Inquiry Based Learning

- “A seeking for truth, information, or knowledge—by questioning”
- More than just questions, this framework attempts to convert information and data into useful knowledge (new knowledge)
- Problem Based Learning
- Develop inquiry skills and nurturing of inquiry attitudes (Quest for Knowledge)

Project Based Learning

- Activating
- Investigating/Analyzing
- Synthesizing/Creating

Project Based Inquiry (PBI) is used to develop lesson plans. With this framework, the lesson’s goals are to first activate the student knowledge then have students to investigate/analyze the content to explore at a deeper level and finally synthesize/create to show their understanding of the content.

TPACK

- Technology: The ability to use tools
- Pedagogy: How to teach
- Content: Subject matter
- Knowledge

Global Competencies

- Understanding
- Investigating
- Connecting
- Integrating

Instructional Enrichment

- Enrichment
- Extension
- Reteach
- Remediate

Literacy Across the Curriculum

- Every teacher is a reading teacher
- Vocabulary
- Writing
- Speaking
- Listening

Assessment

- Pre/Post Test
- Benchmark Testing

Data

- Students
- Teacher
- Grade Level/Subject Area
- School
- County
- Data Notebooks
- Interactive Notebooks
- Goal Setting

We believe that a teacher's job is to know where the student falls on the continuum and then to individualize the curriculum to meet the child's needs (scaffolding). We expect that teachers will know the developmental continuum and then use the balanced literacy components to build on what the

child already knows. Our goal is to provide the best possible education through engaging and intriguing lessons. We aspire to assure that all students have a safe and secure school environment with caring and nurturing adults.

Central Office Roles in Supporting Low Performing Schools

The central office staff:

*Facilitates a process with instructional staff that focuses on rigorous coursework to prepare all students for the global community.

* Regularly and consistently uses formal and informal classroom visits to monitor the alignment of the written, taught, and tested curriculum.

* Ensures on-going opportunities for teachers and administrators to learn and practice the use of instructional technology.

*The central office has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on the data analysis.

* The central office leads teachers and administrators in processes that monitor student work to ensure high standards of rigor and relevancy.

* Effectively supports the schools' work in meeting the social and emotional needs of all students.

* The central office has a systematic, on-going process for monitoring the progress toward achieving the goals of the strategic plan.

* The superintendent and central office have developed effective processes to ensure regular, on-going classroom observations.

* Student data and school needs inform the majority of the professional development plan and provide the basis for differentiating professional development offerings.

* The central office consistently collaborates with appropriate stakeholders in making budgetary decisions.

* Consistently encourages positive relationships with parents by actively sharing best practice parental engagement techniques with all schools.

Summary

Our goals in school improvement and school turnaround aim to improve student outcomes by changing how schools and classrooms operate. While school turnaround can involve quick, dramatic improvement within two - three years, school improvement is often marked by steady, incremental improvements over a longer time. Our approach is a comprehensive sustainable approach that will ensure short and long term gains in student achievement. Our goal is to create conditions that build systemic capacity, create the necessary school-based conditions for success, and build accountability and data systems to track progress and inform decisions.

North Edgecombe - School Improvement Amendment 2015-16

The school improvement plan includes demographic data on student and teacher attendance. Consider adding demographic data on student ethnic groups and subgroups that exist within the school. Also consider adding data on teacher certification and teacher retention rates.

What does the last teacher working conditions survey say about the climate and culture of the school?

According to the 2014 TWC survey results the staff at NEHS consistently agreed or strongly agreed to questions about school climate and culture. The data listed below indicates the staff feels as though they have a voice in decision making, they are respected as professionals, and their administrative team supports them all of which speaks about the culture and climate at North Edgecombe High school.

- 52% agreed and 48% strongly agreed that teachers and staff have a shared vision for the school
- 60% agreed and 40% strongly agreed that there is an atmosphere of trust and mutual respect at the school
- 56% agreed and 40% strongly agreed that teachers feel comfortable raising issues and concerns that are important to them
- 44% agreed and 52% strongly agreed that the school leadership consistently supports teachers

The goals of the school improvement plan are aligned with the vision of school improvement. Consider revisiting the evidence of completion of the goal to ensure alignment with the intended outcomes.

If the goal is to increase an EOC area by 10%, how will the school know it is making progress toward that goal?

- Benchmark results are analyzed and reviewed during data PLCs. Team members identify instructional areas of focus based on data which is used to drive instruction.
- In addition to benchmarks pre/post assessments also provide data to support and drive instruction

The school improvement plan contains researched based strategies and there is monitoring for effectiveness.

Consider naming one person as the person responsible by and how?

- Administrators will monitor through Data PLCs analyzing data and adjusting results based on student assessment results
- Subject Content Area Department Chairs will monitor ELA, Math, and Science content areas during Data PLCs analyzing data and adjusting instruction to meet the needs of the students