District Improvement Plan

Wayne County Public Schools

District Improvement Plan
2012 through 2014

Dr. Steven D. Taylor
P. O. Box 1797
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Revised, 2014

District Improvement Plan
Goals and Vision

State Board of Education Goals:
Goal 1 – North Carolina public schools will produce globally competitive students.
Goal 2 – North Carolina public schools will be led by 21st Century professionals.
Goal 3 – North Carolina Public School students will be healthy and responsible.
Goal 4 – Leadership will guide innovation in North Carolina public schools.
Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Wayne County Public Schools (960)
District Goal 1 – Wayne County Public Schools will produce globally competitive students.
District Goal 2 – Wayne County Public Schools will be led by 21st Century professionals.
District Goal 3 – Wayne County Public Schools students will be healthy and responsible.
District Goal 4 – Leadership will guide innovation in Wayne County Public Schools.
District Goal 5 – Wayne County Public Schools will be governed and supported by 21st Century systems.

District Mission Statement for Wayne County Public Schools (960)
Mission: Wayne County Public Schools holds high expectations for all students by collaborating with parents and the community to provide individualized support. (vote pending)

District Vision and Beliefs Statement for Wayne County Public Schools (960)
Vision: Cultivation, Personalization, Innovation – Every Student, Every Day! (vote pending)
Beliefs: ***** The education of children is a priority and is the responsibility of the entire community. * Education is a sound investment for society and a key to ending the cycle of poverty. * Understanding and respecting cultural diversity enriches the learning environment. * All students deserve a quality education. * Learning is a lifelong process.

Cover Sheet – Wayne County Public Schools

LEA or Charter Name/Number:	Wayne County Public Schools - 960
School Name/Number:	
School Address:	2001 E. Royall Ave, Goldsboro NC 27530
Plan Year(s):	2012-2014

District Improvement Team Membership	
Name	**Position**
Dr. Steven Taylor	Superintendent
Dr. Sandra McCullen	Associate Superintendent of Curriculum and Instruction
Dr. Marvin McCoy	Assistant Superintendent of Human Resources
Mr. David Lewis	Assistant Superintendent of Accountability and Instructional Technology
Mrs. Allison Pridgen	Executive Director of Student Services
Mrs. Beverly Boltinhouse	District Finance Officer

Executive Summary –Wayne County Public Schools

Synopsis of School Demographics

This section of the district improvement plan is devoted to an overview of the characteristics of the district and its clientele. First and foremost is student data -- performance and demographic. Also included are community demographics, school district characteristics, and our stakeholders' perspective.

Student Performance Data

The Wayne County Public School system has been held accountable to two accountability programs, the state ABC Program and the federal ESEA Title I Program. Although the two programs assess the same students using many of the same tests, they often reach very different conclusions about the effectiveness of a school. This summary of Wayne County's student performance data, therefore, is presented using both the ABC Model and the ESEA Title I Model.

ABC Model

New, more stringent standards have been implemented by the State Board of Education since the 2005-06 school year. The new standards have had a dramatic impact on the overall ABC results and make analysis over time difficult. Prior to the new math standards which were implemented in 2005-06, Wayne County had 27 (of 31) schools with ABC Performance Composites at or above 60% and 16 schools at or above 80%. When the new math standards were implemented, the number of schools with ABC Performance Composites over 60% fell to 20 and the number of schools at or above 80% fell to one. When the new reading standards were implemented in 2007-08, the number of schools with ABC Performance Composites at or above 60% remained nearly the same, at 19 schools and the number of schools at or above 80% increased to 4 schools. The number of Wayne County schools meeting the ABC Growth Standard for 2013-2014 was 19 of 30 schools (Edgewood Community Development School and Wayne Middle./High is not included in the data reporting) . The school system has had higher percentages of schools making at least Expected Growth than schools across the state for 11 of the past 16 school years, since the ABC Accountability Program began. The most current data available (2012-2013) indicate 7 schools exceed expected growth, and 12 schools met expected growth.

Analysis of student performance data over time shows that the percentage of students scoring at or above grade level on the EOG Mathematics Tests in grades 3 through 8 increased from 57.7% in 1993 (the first year of EOG testing) to 85.0% in 2005, the year before the State Board of Education raised the math standards. In the seven years since math standards were raised, the percentage of Wayne County students scoring at or above grade level on the EOG Mathematics Test (grades 3-8) increased from 58.6% to 77.5%. The percentage of Wayne County students scoring at or above grade level on the End-of-Grade (EOG) Reading Tests, administered in grades 3 through 8, increased from 62.4% in 1993 to 85.1% in 2007, the year before the State Board of Education raised the reading standards. In the five years since the reading standards were raised, the percentage of Wayne County students scoring at or above grade level on the EOG Reading Test (grades 3-8) increased

from 51.3% to 63.4%. During the past 19 years since EOG testing began, the percentage of Wayne County students scoring at or above grade level averaged just 3.1 percentage points below the state average in reading and 3.4 percentage points below the state's average in math.

The aggregate percentage of students scoring proficient on the high school End-of-Course (EOC) Tests increased from 35.4% in 1996 (first year all 10 EOC Tests were administered) to 75.5% in 2005, the year before the State Board of Education raised the standards. During the past 16 years of EOC testing, the school system has increased the percentage of proficient scores from 6.9 percentage points below the state average to 3.4 percentage points below the state average. Wayne County high schools have averaged higher percentages of students scoring proficient on the EOC Tests than the state's averages for five of the previous ten years.

In the 2012-2013 school year the revisions to both the curriculum and testing instrument were implemented by the NCDPI. To that end, performance data across the state dropped significantly. Compared with 2012 results, state wide performance in reading dropped from 16-25 percentage points, and from 27-44 percentages in math. Data for 2013-2014 reflect the following trends throughout the district.

- WCPS posted a 4-year cohort graduation rate of 79.5%. This is an increase of 1.8% over last year's mark, and is the second highest rate every posted by WCPS. This rate of 79.5% is an increase of 18% over the district's mark of 61.5% posted in 2006 when the state first started tracking graduation rates using the cohort method.
- 19 of 29 (65.5%) WCPS schools met or exceeded state growth standards. This is an increase of 15.5% over last year's mark. 7 schools (24.1%) exceeded state growth standards, 12 schools (41.4%) met state growth standards, and 10 schools (34.5%) did not meet state growth standards. The growth status is not currently available for Edgewood Community Developmental School or Wayne Middle / High Academy.
- Greater than 95% of WCPS graduates earned Math Course Rigor by successfully completing a Math III course.
- 46.1% of WCPS 11th grade students who took the ACT earned at least a 17, the UNC System minimum score.
- 84.9% of WCPS graduates who are Career and Technical Education concentrators earned a Sliver Certificate or higher on the ACT WorkKeys assessment.
- 19 of 31 (61.2.1%) WCPS schools increased the percentage of students who performed at the College & Career Ready levels on state end-of-grade and end-of-course tests.
- 16 of 31 schools (51.6%) met at least 70% of their State and Federal Target Goals, compared to 24 schools the previous year.
- 10 of 31 schools (32.3%) met at least 80% of their State and Federal Target Goals, compared to 16 schools the previous year.
- 6 of 31 schools (19.4%) met at least 90% of their Federal Target Goals, compared to 8 schools the previous year.
- 5 of 31 schools (16.1%) met at least 90% of State Target Goals, compared to 6 schools the previous year.

- The district's four year Cohort Graduation Rate is 79.5%, compared to 77.6% the previous year. Wayne School Engineering received notable recognition for being 1 of 43 schools in the state to have a 100% Graduation Rate.

ESEA Title I

Annual Measurable Objective (AMO) Target Goals under the ESEA Title I Program were revised for the 2011-2012 school year, reflecting a change in the way target goals for each subgroup of students are set. The numbers of AMO Target Goals the schools in Wayne County were required to meet in 2011-12 ranged from a low of 5 to a high of 36, with an average of 14.9 Target Goals per school. The schools met 414 (89.8%) of the aggregate 461 required AMO Target Goals. In 2012-2013, our district met 54 of our 79 Annual Measurable Objectives or 68.4%.

The number of Wayne County schools that met 100% of their AMO goals in 2013-2014 was 3 of 31 schools. Seven additional schools met at least 80% of their AMO goals. One school was identified as a Reward School under the new guidelines based on their students' high performance. Two schools were identified as Focus Schools under the new guidelines based on large gaps between their highest performing subgroup and their lowest performing subgroup.

In addition to measuring individual schools, the ESEA Title I Model analyzes the data for the school system as a whole, as though it was one large school. The school system as a whole met 40 of the 77 required AMO Target Goals (51.9%). This percentage is just 3 points lower than the data for the state in the same area.

Student Demographic Data

Wayne County Public Schools' total student population has decreased slightly since September 2011. At the beginning of the school year in 2011, the total student population was at 19,311 students whereas at the same time of the year in 2012 the total student population was at 19,240 resulting in a .1% decrease in total size. In 2013, the tenth day of enrollment report showed a continuance in this trend with a total of 19,084 students. The 2014 tenth day report reflected a small increase with a total of 19,355 students.

Data obtained from the annual internal 10-Day Head Count report.

Community Demographic Data

Wayne County has a population of about 124,583 people, most of whom live in Dudley, Fremont, Goldsboro, Mount Olive, Pikeville, or Seven Springs. The county covers 553 square miles, and is bisected by US Highway 70 and US Highway 117. The ethnic composition is about 63.6% white, 32.0% black, 0.8% American Indian or Alaska Native, 1.3% Asian, 2.2 % Multi-Racial, and 0.1% Native Hawaiian or Pacific Islander. Of this population, 10.7% report Hispanic or Latino Origin.

The population growth rate for Wayne County over the past seven years is 0.8%, and the county's median household income is 90.1% of that of the whole state of North Carolina. An estimated 21.6% of Wayne County residents live below the poverty level, compared with 16.1% statewide.

Interstate Highway 795 passes through Wayne County from north to south. The nearest commercial airport is 65 miles away in Raleigh, and there is no passenger rail service in the county. There is no UNC system university in Wayne County or in any of the five surrounding counties. There are no bioscience companies in Wayne County while surrounding counties host 16 of them.

Seymour Johnson Air Force Base is a positive presence in Wayne County, providing more jobs than any other employer, a diversified populace, and a large market for consumerism. Carolina Turkey, now known as Butterball, LLC, is the largest turkey producer in the United States, and Goldsboro Hog Farm is the nation's ninth largest pork producer. Other manufacturers include Turkington USA, Excel Linde, and Waukesha Electric Systems.

Wayne County was formed in 1789, and the county seat was Waynesborough. After the Wilmington and Weldon Railroad was built in the 1830's, a community began to grow where New Bern Road intersected the rail line. Goldsboro was incorporated and became the county seat in 1847. Several major Civil War battles were fought in Wayne County, and the county produced two of North Carolina's Governors. Cherry Hospital, an inpatient psychiatric hospital operated by the state of North Carolina, was established in 1880. Mount Olive College was established in 1951, and Wayne Community College was established in 1957.

Information obtained from county websites and the US Census Bureau.

School District Characteristics

Wayne County Public Schools employs over 3,100 people, making it the second largest employer in Wayne County. Over 2,500 of these are full-time certified personnel who work in over 130 separate buildings and nearly 100 mobile units. More than 95% of teachers are fully licensed, and the percentage of teachers who left the district from the end of last year to the beginning of this year was less than or equal to the state percentages in every school category. Over 10,000 students ride nearly 13,000 miles on 220 school buses every day, and 271 athletic teams are served by 30 activity buses. The annual budget for the system is nearly $150 million.

 Wayne County Public Schools utilizes a wide variety of researched-based programs and practices to meet the needs of all students. District-wide initiatives have most recently included a focus on literacy, mathematics and hands-on science. Training and support has been provided for administrators and teacher-leaders to monitor the implementation of school-wide and district-wide interventions as well as to assess the quality of instruction provided at the site level. In addition, our county has embraced the conclusive research that early intervention through pre-kindergarten programs is an effective way to impact student growth.

Stakeholders Perspective on the Quality of Education

Wayne County Public Schools received District Accreditation during the 2013-2014 school year. Institutions seeking to gain or retain accreditation must meet AdvancED standards specified for their institution, demonstrate high levels of student performance or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys are directly correlated to the AdvancED Accreditation Standards and Indicators; they provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators. Stakeholder surveys were submitted and tabulated and the district was rated a 3.0 performance level from stakeholders.

Data Collected from AdvancED Surveys

Data Summary Analysis – Wayne County Public Schools

What does the analysis tell you about your district's strengths?

Wayne County Public Schools' strengths include:
- Our students' showed significant increases on End-of-Course tests in English II and are Writing >5 points of the state percentage
- The district's cohort graduation rate of 79.5 % which is a 1.8 % increase from the previous year.
- Schools in our district work to meet individual student needs, as evidenced by the number of schools meeting or exceeding expected growth.
- Our district's performance on Career Readiness assessments (Work Keys) is among the best in our district and state.
- Our district's focus on intensive reading instruction is evidence in our Total Reading Composite of 47.1% which <10% points of the state average.

What does the analysis tell you about your district's gaps or opportunities for improvement?

Wayne County Public Schools' gaps or opportunities include:

- WCPS student performance on End-of-Grade Science Tests in grades 5 & 8 indicate the need to improve in all subgroups.
- Wayne County's youngest students often struggle with the acquisition of basic early literacy and reading comprehension skills as evidenced by DIBELS scores, and the third grade End-of-Grade test in Reading.
- WCPS student performance on End-of-Grade Science Tests in grades 5 & 8 indicate the need to improve in all subgroups.
- WCPS student performance on End-of-Grade Math Tests in all grades indicate the need to improve in all subgroups.

Based upon the analysis conducted, what 3-5 top priorities emerge for the district?

- Wayne County Public Schools will meet or exceed Annual Measurable Objectives in Reading as defined in the Elementary and Secondary Education Act.
- Wayne County Public Schools will meet or exceed Annual Measurable Objectives in Math as defined in the Elementary and Secondary Education Act.
- Wayne County Public Schools will improve its cohort graduation rate based on the following guidelines:
  - At least 2% improvement or greater than or equal to 80.0% using the standard rate, OR
  - At least 3% improvement or greater than or equal to 80.0% using the extended rate.

Priority Goal 1 and Associated Strategies

Priority Goal 1:	Wayne County Public Schools will meet or exceed Annual Measurable Objectives in Reading as defined in the Elementary and Secondary Education Act.
Supports this District Goal:	**District Goal 1 –** Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Mr. David Lewis Dr. Sandra McCullen Dr. Cynthia Reynolds Ms. Kim Copeland Ms. Carol H. Artis Ms. Hope Meyerhoeffer Ms. Debbie Ogburn

Goal 1 Improvement Strategies

Strategy 1: Implement NCSCOS Standards in Reading with fidelity.		
Action steps:	**Timeline:**	**Status:**

Provide all WCPS teachers with ongoing professional development on NCSCOS State Standards.	3rd Grade
	  o 9/4/14
	4th Grade
	  o 9/16/14
	5th Grade
	  o 9/23/14
	6th Grade
	  o 10/9/14
	7th Grade
	  o 10/23/14
	8th Grade
	  o 10/30/14
		In Progress

WCPS Certified Staff will complete NCDPI online professional development modules designed to assist with NCSCOS State Standards adoption.	▪ 10/17/12 ▪ 10/31/12 ▪ 1/18/13 ▪ 3/3/13 ▪ 3/28/13	Completed

Promote vertical articulation within feeder patterns to ensure curriculum alignment.	▪ October 2014	Completed
Identify and serve at-risk students through targeted instruction designed to meet individual needs.	Monitor Quarterly	In Progress

Strategy 2: Research, adopt, and utilize formative, interim, and benchmark assessment tools to inform instructional practice and meet all mandates in the Excellent Public Schools Act and the Read to Achieve Initiative.

Action steps:	Timeline:	Status:
Provide district benchmark assessments in reading and math that are aligned with NCSCOS State Standards.	▪ October ▪ January ▪ March (Yearly)	Ongoing
Implement MCLASS and STAR Enterprise as outlined in the district's MTSS Plan to identify specific instructional needs for students.	▪ September ▪ January ▪ May (Yearly)	Ongoing
Provide training for curriculum leaders in the collection and use of classroom data for instructional planning.	▪ October ▪ November (Yearly)	Ongoing
Establish and utilize a district Read to Achieve Team to support all stakeholders in the implementation of the initiative.	▪ November 2013 (Utilize team as needed)	Ongoing
Implement School Improvement Review Teams to assist with development, implementation, and monitoring of School Improvement Plans	▪ September ▪ November ▪ February ▪ May	Ongoing
Create Portfolios consisting of work samples and State Passages to drive and instruction and assessment.	▪ October-May (Yearly)	Ongoing
Implement a Summer Reading Camp for non-proficient readers in third grade	▪ June 2014 ▪ June 2015	Completed

Strategy 3: Utilize NCDPI Instructional Resources as support tools to guide instruction of the NCSCOS State Standards in Reading.

Action steps:	Timeline:	Status:
Provide access to NCDPI's Reading Instructional Resources on the district website.	▪ Update monthly	In progress
Communicate curriculum updates regarding NCDPI's support tools at monthly principals' meetings.	▪ Monthly	In progress
Communicate unpacking documents, crosswalks, major works of the grade / course, lessons for learning, K-5 sample lessons, and other resources for teachers	▪ Monthly	In progress

Strategy 4: Increase data literacy throughout the district.		
Action steps:	**Timeline:**	**Status:**
WCPS data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction.	September-May.	Ongoing.
WCPS Certified Staff will complete professional development (Central Office Staff, Administrators, Instructional Staff)	▪ November, 2013 ▪ April, 2014 ▪ July, 2014 ▪ March 2015	Completed Completed Completed

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Staff completion records for NCSCOS Professional Development (face-to-face sessions and online modules)	Complete	Complete		
Student, class, school, and district reports for interim and benchmark assessments	Inc. pending selection of benchmark tool	Complete		
Student, class, school, and district reports from DIBELS and STAR assessments	Complete	Complete		
Classroom Walk Through data (instructional focus may vary slightly from school to school)	Complete	Complete		

What are the artifacts used to document the strategies and action steps?

- NCSCOS Professional Development schedules
- Online module requirements for certified staff
- Classroom Walk Through training logs and materials
- School Improvement Review Team meeting logs and action plans

What does data show regarding the results of the implemented strategies?

Professional development was successfully administered at all locations, and requirements for the completion of online modules were met. School Improvement Review Team and Classroom Walkthrough data varies from school to school – records are available for review through the Curriculum and Instruction Department.

Priority Goal 2 and Associated Strategies

Priority Goal 2:	Wayne County Public Schools will meet or exceed Annual Measurable Objectives in Math as defined in the Elementary and Secondary Education Act.
Supports this District Goal:	**District Goal 1 –**Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Mr. David Lewis Dr. Sandra McCullen Dr. Cynthia Reynolds Ms. Kim Copeland Ms. Carol H. Artis Ms. Joyce Cunningham Ms. Debbie Ogburn

Strategy 1: Implement NCSCOS State Standards in Math with fidelity.

Action steps:	Timeline:		Status:

Provide all WCPS teachers with ongoing professional development on NCSCOS State Standards. In doing so, teachers by grade level will review math data and dig deeper into the standards to discern what priorities in instruction should be. Also, access to curriculum aligned activities will be provided.	3rd Grade
	o 9/18/14
	o 11/10/14
	o 2/18/15
	o 4/23/15
	4th grade
	o 9/22/14
	o 11/13/14
	o 2/19/15
	o 4/27/15
	5th Grade
	o 9/24/14
	o 11/17/14
	o 02/33/15
	o 4/30/15
	Math I
	  o 10/1/14
	  o 11/12/14
	  o 12/10/14
	  o 2/9/15
	  o 4/15/15
	  o 5/11/15
		6th Grade
		o 10/2/14
		o 11/19/14
		o 2/26/15
		o 5/4/15
		7th Grade
		o 10/16/14
		o 11/20/14
		o 3/4/15
		o 5/4/15
		8th Grade
		o 10/20/14
		o 11/24/14
		o 3/5/15
		o 5/7/15
		Honors Math
		  o 9/29/14
		  o 10/27/14
		  o 12/8/14
		  o 1/7/15
		  o 1/28/15
			Ongoing

WCPS Certified Staff will complete NCDPI online professional development modules designed to assist with NCSCOS State Standards adoption.	▪ 10/17/12 ▪ 10/31/12 ▪ 1/18/13 ▪ 3/3/13 ▪ 3/28/13		Completed

Promote vertical articulation within feeder patterns to ensure curriculum alignment.	▪ October	Completed
Identify and serve at-risk students through targeted instruction designed to meet individual needs.	Monitor Quarterly	In Progress

Strategy 2: Research, adopt, and utilize formative, interim, and benchmark assessment tools to inform instructional practice.

Action steps:	Timeline:	Status:
Provide district benchmark assessments in reading and math that are aligned with NCSCOS State Standards.	▪ October ▪ January ▪ March ▪ (Yearly)	Ongoing
Implement STAR Enterprise as outlined in the district's MTSS Plan to identify specific instructional needs for students.	▪ September ▪ January ▪ May (Yearly)	Ongoing
Provide training for curriculum leaders in the collection and use of classroom data for instructional planning.	▪ October 2012	Completed
Implement School Improvement Review Teams to assist with development, implementation, and monitoring of School Improvement Plans	▪ September 2012 ▪ January 2013 ▪ May 2013	Completed

Strategy 3: Utilize NCDPI Instructional Resources as support tools to guide instruction of the NCSCOS State Standards in Mathematics.

Action steps:	Action steps:	Action steps:
Provide access to NCDPI's Mathematics Instructional Resources on the district website.	Provide access to NCDPI's Reading Instructional Resources on the district website.	In Progress
Communicate curriculum updates regarding NCDPI's support tools at monthly principals' meetings.	Communicate curriculum updates regarding NCDPI's support tools at monthly principals' meetings.	In Progress
Communicate unpacking documents, crosswalks, major works of the grade / course, lessons for learning, K-5 sample lessons, and other resources for teachers	Communicate unpacking documents, crosswalks, major works of the grade/ course, lessons for learning, K-5 sample lessons, and other resources for teachers	In Progress

Strategy 4: Increase data literacy throughout the district.		
Action steps:	**Timeline:**	**Status:**
WCPS data pools will be used throughout the instructional process as a mechanism for planning and adapting instruction.	September-May	Ongoing
WCPS Certified Staff will complete professional development (Central Office Staff, Administrators, Instructional Staff)	▪ November, 2013 ▪ April, 2014 ▪ July, 2014 ▪ March 2015	Completed Completed Completed

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Staff completion records for NCSCOS Professional Development (face-to-face sessions and online modules)	Complete	Complete		
Student, class, school, and district reports for interim and benchmark assessments	Inc. pending selection of benchmark tool	Complete		
Student, class, school, and district reports from STAR assessments	Complete	Complete		
Classroom Walk Through data (instructional focus may vary slightly from school to school)	Complete	Complete		

What are the artifacts used to document the strategies and action steps?

- NCSCOS Professional Development schedules
- Online module requirements for certified staff
- Classroom Walk Through training logs and materials
- School Improvement Review Team meeting logs and action plans

What does data show regarding the results of the implemented strategies?
Professional development was successfully administered at all locations, and requirements for the completion of online modules were met. School Improvement Review Team and Classroom Walkthrough data varies from school to school – records are available for review through the Curriculum and Instruction Department.

Priority Goal 3 and Associated Strategies

Priority Goal 3:	Wayne County Public Schools will improve its cohort graduation rate based on the following guidelines:
	    ▪ At least 2% improvement or greater than or equal to 80.0% using the standard rate, OR
	    ▪ At least 3% improvement or greater than or equal to 80.0% using the extended rate.

Supports this District Goal:	Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Mr. David Lewis Dr. Sandra McCullen Dr. Cynthia Reynolds Ms. Kim Copeland Ms. Carol H. Artis Ms. Joyce Cunningham Ms. Hope Meyerhoeffer Ms. Debbie Ogburn WCPS District Graduation Committee

Goal 3 Improvement Strategies

Strategy 1: All WCPS High Schools will implement recommendations made by the District Graduation Committee.

Action steps:	Timeline:	Status:
All schools will post a link on the school website with success stories of students' accomplishments.	September, 2012-June, 2014	In Progress
All schools will provide a mentoring program involving staff, students, and community volunteers.	October, 2012-June, 2014	In Progress
All schools will provide a reward or celebration scheduled by semester for students who meet established criteria to show their progress toward graduation.	February, 2013 June, 2014	Ongoing

Strategy 2: WCPS will provide Success Coaches at high schools and middle schools with large at-risk populations (specifically Goldsboro High School, Southern Wayne High School, Brogden Middle School, Dillard Middle School, Grantham School, Mount Olive Middle School, and Spring Creek Middle School). The Action Steps below reflect the duties of the Success Coaches.

Action steps:	Timeline:	Status:
Utilize a profile of risk factors to identify middle and high school students at risk of dropping out.	Summer, 2012	Completed
Develop School Support Teams	Summer, 2012	Completed
Develop school-wide support and interventions	Summer, 2012	Completed
Provide direct service and case management	August – June, 2012-2014	Ongoing

Develop relationships with parents or guardians, community organizations, and other resources	August – June, 2012-2014	Ongoing
Assess and report on the progress of students served	June, 2013	Completed

What data will be used to determine whether the strategies were deployed with fidelity?

Measure	Jan	June	Jan	June
Cohort Graduation Rate by subgroup	Pending	Complete		
Progress of targeted students	Complete	Complete		

What are the artifacts used to document the strategies and action steps?

- Graduation rate reports by district and by school

What does data show regarding the results of the implemented strategies?
The four-year cohort graduation rate for WCPS fell slightly, with the rate for the state as whole rose slightly. Individual school data will be examined, and improvement strategies will be developed.

Priority Goal 4 and Associated Strategies

Priority Goal 4:	Wayne County Public Schools will increase teacher and student access to STEM Education.
Supports this District Goal:	**District Goal 1 –**Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Dr. Sandra McCullen Mr. David Lewis Ms. Erlene Brogden Ms. Kim Copeland Mr. Andy Forselff Ms. Carol H. Artis

Goal 4 Improvement Strategies

Strategy 1: Facilitate and implement DODEA Grant to increase technology integration at selected schools.		
Action steps:	**Timeline:**	**Status:**
Identify and purchase instructional technology including handheld devices, interactive presentation tools, etc.	▪ Fall 2012	Complete
Provide training for staff at selected schools in the effective utilization of new devices and tools.	▪ Fall 2012	Complete
Monitor the utilization of new technology in instruction and provide support for improvement.	▪ Ongoing	Ongoing

Strategy 2: Facilitate and implement Golden Leaf Grant to expand the use of STEM Labs in selected schools.		
Action steps:	**Timeline:**	**Status:**
Identify and purchase STEM Lab Modules	▪ Fall 2012	Complete
Provide training for staff at selected schools in the effective administration of STEM Lab Modules	▪ Spring 2013	Complete
Implement STEM Lab Modules at selected schools as an elective area course	▪ Spring 2013 / Fall 2014	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Staff completion records for Professional Development	Complete	Complete		
Teacher / student documentation of technology integration	Complete	Complete		
Classroom Walk Through data (instructional focus may vary slightly from school to school)	Complete	Complete		

What are the artifacts used to document the strategies and action steps?

- Staff development logs and materials
- Technology integration reports
- DODEA Grant documentation
- CWT data

What does data show regarding the results of the implemented strategies?
STEM labs have been installed and are ready to be implemented in Fall 2013. Other technology installations will be completed in Summer 2013. Professional development has been provided as planned to date, and will continue as planned during 2013-2014. The degree of instructional technology integration will be monitored and examined throughout 2014-2015.

Title 1 School-Wide Compliance Review and Plan

School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b) (2) (C)(v) and enrolled in the school will meet the State's proficient level of achievement as determined by **AMOs** (**Annual Measurable Objectives)** on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

Student Achievement Goals. Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Improve student achievement in reading and math by 10%	-Provide differentiated instruction in small groups for all subgroups -Align instruction with the NCSCOS and Essential Standards -Ensure that IEPs and PEPs reflect the use of strategies in everyday instruction -Sustain small group remediation opportunities -Utilize materials and manipulatives to enhance instruction in the core curriculum and increase vocabulary -Continue the use of high yield strategies -Plan vertical alignment opportunities -Incorporate opportunities to spiral instruction as a review	-Benchmark assessments -DIBELS Data -EOG and EOC assessments in reading -Individual Portfolios -EVAAS data -Formative Assessments/Teacher-made Tests -Classroom Walkthroughs -21st Century Lesson Plans -IEPs and PEPs -Teacher Observations -Meeting Minutes -DIBELS Data -STAR Renaissance Data	Student Outcomes- Ongoing Teacher Outcomes- Quarterly	- NCSCOS and Essential Standards Training -MTSS training -Formative Assessment Staff Development -Professional Learning Communities -CWT -High Yield Strategies Training -Grade Level Planning -Vertical Alignment Sessions -Instructional Decision Making and Planning	-Parent seminars at the LEA level and school level -Curriculum nights -Notes home -Website -Schools support a home environment for learning -Provide a "family friendly" school culture to encourage parent involvement -Increase parent awareness of expectations and assessment information -Strengthen communication between home and school

SCHOOLWIDE PROJECT SCHOOLS

Provide an **LEA summary** of the ten (10) school-wide components being implemented in participating schools, as described in section 1114. All activities in school-wide projects should reflect the statutory requirement that schools particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards as determined by the comprehensive needs assessment of the school. Attach additional pages as needed.

1. SCHOOL REFORM STRATEGIES
School Reform Strategies will continually include: Implementation of NCSCOS and Essential Standards, NC Online Modules, authentic assessments, strategic use of assessments and EVASS data, computer assisted instruction, differentiation, vertical alignment, early intervention strategies, incorporating strategies to increase parent involvement, integrating the use of 21st Century technology use by students in core academic content lessons, Response to Intervention, research-based practices, and High Yield Strategies.

2. INSTRUCTION BY HIGHLY QUALIFIED STAFF
Wayne County Public Schools will strive to have 100% of staff highly qualified. Highly qualified teachers will be responsible for delivering data driven instruction in core academic areas. This instruction will include small group instruction, differentiated lessons, the use of research-based practices, rigor, relevance, relationships, routine, and regular practice. Proper use of the Wayne County Public Schools' 21st century lesson plan will be expected and reviewed.

3.   HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT
All teachers will be involved in high quality and on-going professional development. Professional development will include but not limited to NCSCOS and Essential Standards, High Yield Strategies, Formative Assessments, Response to Intervention, differentiation strategies, data collection and interpretation, and the use of instructional technology.

4. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS TO HIGH NEEDS SCHOOLS
Wayne County Public Schools uses the following recruitment strategies to attract high quality teachers to high needs schools: Job Fair, publicizing available positions on-line, supporting student internships, community networking, volunteers, and business partners. Additional support strategies used to attract high quality teachers to high needs schools include: Teaching and Learning Coaches who are assigned to beginning teachers in each school. Beginning teachers are supported by the district through the beginning teacher training, support meetings, and professional learning communities. Loan forgiveness programs are in place within the state for teachers who work at least three consecutive years in high needs schools.

5. INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS
School leadership teams represent teachers in school-wide decision-making. Teachers are included in decisions regarding instruction and assessment data. Teachers meet by grade levels to share, review, and analyze data. Vertical alignment meetings are also held in schools. Teachers decide how assessments will be used to focus on areas of academic need, form small instructional groups, and adjust instruction. Teachers also develop the media for sharing assessment information with parents.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT (also explain how assessment results will be reported to parents)

Wayne County Schools recognizes parents as the child's first teacher. The district is committed to building and strengthening relationships between home and school. Parent workshops are held at the district and school level during various times of the day to accommodate parent schedules. Transportation, translators, and childcare are provided at parent workshops and trainings. Opportunities for input and suggestions for topics are provided. Parents are encouraged to stay involved through Open house, Curriculum Nights, Parent Workshops, PTA/PTO meetings, school and district parent advisory councils, and through volunteering. Each Title I school has a Parent Resource Room with materials and resources available for parent check-out. Parent/Teacher conferences are held to discuss any relevant topics. Title I offers a take home computer program used to enhance reading and math skills through the use of technology. Schools also help link parents with community resources to promote a healthy home environment.

Academic information is shared with parents through a variety of ways. School Messenger is used to invite and remind parents of Open House, PTA/PTO meetings, curriculum nights, and parent workshops. These sessions are designed to explain expectations and the use of assessments during the school year. The Parent Portal of Power School allows parents to access academic information online. Assessment results are reported to individual students and parents via progress reports and report cards. School wide results are reported annually on the North Carolina School Report Card.

7. TRANSITION STRATEGIES

Head Start students and local private preschool students are invited to Kindergarten Registration. This serves as an orientation for students and parents. Parents and students are given a tour and invited to visit kindergarten classrooms. Staff members share suggestions for transition and answer any questions parents may pose. Transitions activities from elementary to middle and middle to high consist of a tour of the middle or high school where staff members are available to speak with the students regarding expectations and students are allowed to ask questions. Principals and their designated staff ensure quality transition activities are implemented each year.

8. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

The implementation of Response to Intervention will help address the needs of students experiencing difficulty. The Multiple Criteria Ranking Rubric is used to help select students eligible for supplementary services by Title I teachers and tutors. This instruction is provided through small group instruction in pull out or in class models. Prescriptive programs, formative assessments, PEPs, IEPs, and the use of differentiation strategies are also methods for addressing the needs of children experiencing difficulty.

9. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES

Federal, state and local services are utilized to provide and maintain personnel, materials, equipment, resources, and training for the implementation of the school-wide program. These services are used to strengthen and support the educational program in the district. Collaboration with the Title I Director is on-going to ensure that the Title I plan and applications are completed in accordance with federal guidelines.

10. RESOURCES USED IN PROGRAMS (Briefly summarize the Title I and other resources used in participating schools. Include instructional programs and how students will be served in the Title I program.)

Title I resources are used to meet individual student needs by providing students with highly qualified personnel who support and enhance the educational program. Title I extends the opportunity for students to access diverse resources and instructional supplies that creates a rich and competitive environment. Schools use Title I funds to address the specific skill development of students. Classroom libraries, computer hardware and software, instructional materials, and parent resources are purchased with Title I funds. High quality professional development opportunities may also be funded through Title I. Community donations and grants are also used to provide instructional materials.

Instructional programs will continue to be strengthened through NCSCOS and Essential Standards, Response to Intervention, and NC Online Modules. Harcourt Reading and Harcourt Math, NC Department of Public Instruction Math Essentials and Indicators, diverse prescriptive programs, and state writing assessments will be the basis of instruction in Wayne County Public Schools.

Instructional approaches that Title I uses to serve students includes, the in-class model, small group pull-out, and scheduled electives. The in-class-model allows Title I teachers to work in the regular classroom to supplement instruction of the classroom teacher. Small group pull out provides additional instruction outside of the regular classroom in reading and math on a limited basis. The scheduled elective is utilized to provide supplementary instruction on a daily basis. Enrichment and acceleration methods are used to bridge the gap between subgroups in an effort to meet annual measurable objectives.

Strategies for Improving Student Reading in Kindergarten-First Grade

Pursuant to General Statute §115C-105.27(b), The schools shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level;

- Implement MCLASS in all WCPS elementary schools with fidelity
- Provide ongoing support for intervention implementation and monitoring associated with MCLASS

Strategies for Improving Academic Performance of At-Risk Students

Pursuant to General Statute §115C-105.27(b), All schools shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school;

- Please see school-based improvement plans

Strategies for Providing Duty-Free Times

Pursuant to General Statute §115C-105.27(b), All schools shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and shall include a plan to provide duty‑free instructional planning time for every teacher under G.S. 115C‑301.1, with the goal of providing an average of at least five hours of planning time per week.

- Please see school-based improvement plans

Professional Development Plan

Professional Development	Date	SIP / District Goal	Targeted Participants	Persons Responsible	Resources Required	Means of Evaluation
Develop and implement a system-wide lesson plan format	2011-2012	Wayne County Public Schools will produce globally competitive students	Teachers and staff	Associate Superintendent of C and I Director of HR C & I Directors Principals Teachers	NCSCOS and Essential Standards Curriculum Textbooks Website	Lesson Plans Classroom observations Classroom Walkthroughs
Provide staff development opportunities to enhance instruction	8-2012-6-2014	Wayne County Public Schools will produce globally competitive students	Teachers and staff	Associate Superintendent of C and I C and I Directors Science Lead Teacher EC Director Technology Director	EOC/EOG Data Reading Foundations EVAAS Data CWT DATA Benchmark Data EZ Credit Renewal Data Teaching and Learning Coaches	Nine-week Benchmark Tests Observations Walkthroughs EOG/EOC Data Lesson Plans Principals Evaluations Teacher Evaluations NC Report Card
Provide an annual Summer Institute for teachers and community stakeholders	7/2012-7/2014	Wayne County Public Schools will produce globally competitive students	Beginning and Seasoned Teachers Community Stakeholders	Associate Supt. of C and I Director of Middle Grades/Perf. Arts Assistant Supt. of HR Director of HR	Invited Presenters Educ. Resources Resource Prod. Hosp. Strategies Facility Partnership	Program booklet, attendance logs, and evaluations
Provide instruction and support for the implementation of Homebase (PowerSchool, School Net, and NCEES)	7/2013-6/2014	Wayne County Public Schools will produce globally competitive students	All Stakeholders	Executive Director of Inst. Tech. Director of Educ. Info Systems Assistant Supt. of HR Director of HR Associate Supt. of C and I	Program Components	Attendance logs and evaluations
Provide access to Southeast Alliance	7/2013-6/2014	Wayne County Public Schools will produce globally competitive students	Teachers and Administrators	Associate Supt. of C and I Director of Middle Grades/Perf. Arts	RttT Title I	Agendas and Workshop Resources

For additional information on professional development offerings, please see documentation associated with MCLASS, Race to the Top and DODEA Grants.

Safe School Plan for Wayne County Public Schools

Safe School Goal 1:	Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success, reflected in survey data, program data, and discipline data.
Supports this District Goal:	Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Assistant Superintendent Fiscal Services, Principals, Assistant Principals, Elementary Curriculum Specialists, Teachers, Public Information Officers, and Athletic Directors.

Safe School Goal 1

Strategy 1: Implement a system-wide program of Positive Behavior Intervention and Support.

Action steps:	Timeline:	Status:
Professional development, conferences and workshops on PBIS.	06/10/2012-06/07/2014	Use Sign–in documentation, plus/delta evaluation sheets, EOC/EOG score. Surveys, and discipline referral

Strategy 2: Implement tobacco free schools

Action steps:	Timeline:	Status:
Follow tobacco free policy and plan	06/10/2012-06/07/2014	Hold quarterly meetings, and distribute tobacco free signs.

Strategy 3: Maintain school facilities and grounds to provide a quality teaching and learning environment.

Action steps:	Timeline:	Status:
Use the Schooldude reporting system for maintenance and repairs.	06/10/2012-06/07/2014	Periodic inspections by Safety Coordinators, and fire drills

Strategy 4: Continue implementation of the Child & Family Support Teams (CFST)		
Action steps:	**Timeline:**	**Status:**
Executive Director of Student Support Services will monitor and evaluate program.	06/10/2012-06/07/2014	Local and state data is being collected and evaluated.

Strategy 5: Continue nursing contract with Wayne Memorial Hospital.		
Action steps:	**Timeline:**	**Status:**
Professional development for school nurses.	06/10/2012-06/07/2014	Meetings are held with school nurses and Wayne Memorial representative to address issues and concerns.

Strategy 6: Maintain School Health Advisory Council.		
Action steps:	**Timeline:**	**Status:**
Periodic meeting with council.	06/10/2012-06/07/2014	Meetings are held to address issues and concerns.

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Sign-in documentations/minutes Plus/Delta Evaluation EOG/EOC Scores Classroom Observations Walkthroughs Reports and evaluations State site visits and audits Student Attendance Rates				

What are the artifacts used to document the strategies and action steps?
- Surveys from parents and students
- Discipline referrals reported to Director of Student Services
- Minutes and agendas from various committees
- Sign-in rosters from PLC sessions and Professional Development
- District attendance reports

Safe School Goal 2:	Every school provides an environment in which each child has positive, nurturing relationships with caring adults reflected in logs and survey data.
Supports this District Goal:	Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Principals, Assistant Principals, Elementary Curriculum Specialists, Counselors, and Teachers

Safe School Goal 2

Strategy 1: Develop and maintain a mentoring program at each school.		
Action steps:	**Timeline:**	**Status:**
Implement a process in which all students at school sites will have access to, and utilize a mentoring program.	06/10/2013-06/07/2014	Mentors meet with students at each school.

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Yearly reports Documentation of mentor hours Sign-in documentation	Application process for mentors	Review of records and documentations from the schools		

What are the artifacts used to document the strategies and action steps?

- Sign-in sheet from all seven schools
- List of mentors from schools
- Documentation from of monthly meetings

Safe School Goal 3:	Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
Supports this District Goal:	Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Superintendent, Associate Superintendent for Curriculum, Director of Health and PE, Principals, Health/PE Teachers, Director of Student Services.

Strategy 1: Implement healthy active children's program.		
Action steps:	**Timeline:**	**Status:**
Integrate physical activity in daily lesson plans	06/10/2012-06/07/2014	Ongoing process and fitness gram

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Classroom observations and walkthroughs and monitoring Lesson plans	CWT reports and observation data			

What are the artifacts used to document the strategies and action steps?

- Minutes for physical activity performed during the year.
- ISOP Program
- AAH PERD/SDPI

Safe School Goal 4:	Every School focuses on developing strong student character, personal responsibility, and community/world involvement.
Supports this District Goal:	Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Associate Superintendent of Curriculum, Counselors, Safety Security Coordinators, Principals, Assistant Principals, Teachers,

Safe School Goal 4

Strategy 1: Implement character education program in each school.		
Action steps:	**Timeline:**	**Status:**
Integrate in content area lesson plans	06/10/2012-06/07/2014	Monitor lesson plans for all content areas

Strategy 2: Collaborate with Communities in Schools to provide support for teen Court Program		
Action steps:	**Timeline:**	**Status:**
Inform all principals/school about the alternative resources for disciplinary issues.	06/10/2012-06/07/2014	Communicate with CIS representatives on number of cases report for the year.

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Meet with Communities in Schools representative to discuss outcome data	Inquire about cases	Review report		

What are the artifacts used to document the strategies and action steps?

- Outcome data from Director of Student Services

Safe School Goal 5:	School leaders will create a culture that promotes dynamic continuous improvement, is congruent with the issues that impact the students' well-being, and addresses the components of the NC Safety and Crisis policy.
Supports this District Goal:	Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Associate Superintendent for Curriculum.

Safe Schools Goal 5

Strategy 1: Increase staff, student, and community awareness/engagement for school safety issues, needs, and concerns; as well as, clarify and communicate district- and school-level policies and procedures pertaining to identified areas.		
Action steps:	**Timeline:**	**Status:**
Complete all requirements for the CIRK (Black Box)	July, 2013	Ongoing
Create a Crisis Plan utilizing School Safety Components Template	October 2014	Ongoing

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Directors monitor the consistent and effective implementation of plans.				

What are the artifacts used to document the strategies and action steps?

- Crisis plans
- Inspection reports

Strategy 2: Provide Leadership Academies for novice (5 years or less experience principals) as well as all Assistant Principals and Elementary Curriculum Specialists.		
Action steps:	**Timeline:**	**Status:**
Periodic meetings with school administrators	06/10/2012- 06/07/2014	Ongoing meetings at various locations

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	**Jan**	**June**	**Jan**	**June**
Principals develop portfolios of artifacts from the year.	Meet with group to discuss relevant issues and concerns	Present portfolios and documentations		

What are the artifacts used to document the strategies and action steps?

- Agenda and minutes from the meetings.
- Sign-in sheets and rosters of principals attending meeting.
- Copy of end-of-year evaluations
- Copy of assignments from the year.

Ready School Plan and Associated Action Steps

Ready School Goal	Wayne County Public Schools will implement the state Ready Schools Initiative in all elementary schools.
Supports this District Goal:	**District Goal 1 –**Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Dr. Sandra McCullen Ms. Carol H. Artis

Action steps:	Timeline:	Status:
Create a Ready School Task Force to guide implementation	Fall 2012	Complete
Provide professional development on the Ready School Initiative to all stakeholders	2013-2014	Ongoing
Strengthen communication between early care and elementary school teachers for quality assurance from Pre-K through grade 3	Fall 2012	Ongoing
Complete an assessment tool on all elementary schools to determine readiness for the children	2012 – 2014	Ongoing
Develop a district plan to assist with transitioning students into kindergarten	Winter 2013	Complete
Maintain and utilize a Kindergarten Advisory Council to study developmentally appropriate practices for young children	Winter 2013	Complete
Provide professional development for principals on effective developmentally appropriate instructional practices for young children	Winter 2013	Complete

Title II Action Plan

Title II Goal	Wayne County Public Schools will improve academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools
Supports this District Goal:	**District Goal 2 –** Wayne County Public Schools will be led by 21st Century professionals.
Assigned Implementation Team:	Dr. Marvin McCoy Ms. Debbie Durham

Action steps:	Timeline:	Status:
Provide professional development on MCLASS and STAR Enterprise for appropriate teachers,	Fall 2012	Complete
Provide opportunities and methods for reteaching and remediation throughout the school year	Fall 2012	Complete
Implement, monitor, and evaluate the co-teaching model	2012-2014	Ongoing
Establish criteria for 21st Century model classrooms	2012-2014	Ongoing
Promote the use of formative assessment by students and teachers	2012-2014	Ongoing
Support and promote the effective use of classroom and benchmark assessments	2012-2014	Ongoing
Utilize classroom walkthrough data to inform professional development, and to enhance learning	2012-2014	Ongoing
Provide opportunities for integrating 21st Century skills, tools, and teaching strategies into classroom practice	October 2012 March 2013	Complete
Provide professional development to encourage a deeper understanding of subject matter to enhance problem-solving, critical thinking, and other 21st Century skills	2012-2014	Ongoing
Provide professional development for teachers and administrators in the effective use of data analysis to inform lesson planning and instruction	2012-2014	Ongoing
Provide an active and effective support program for beginning teachers	2012-2014	Ongoing
Utilize Title II funds to recruit and retain Highly Qualified teachers and administrators	2012-2014	Ongoing

McKinney-Vento Act Implementation Plan

McKinney-Vento Act Goal	Wayne County Public Schools will maintain compliance with the McKinney-Vento Act to assist homeless students and families.
Supports this District Goal:	**District Goal 3 –**Wayne County Public Schools students will be healthy and responsible.
Assigned Implementation Team:	Dr. Sandra McCullen Ms. Allison Pridgen Ms. Debbie Ogburn

Action steps:	Timeline:	Status:
Maintain a homeless student database	Ongoing	Ongoing
Utilize a student data form to collect information and identify homeless students	Ongoing	Ongoing
Maintain a school-based protocol to help with assessment and identification of homeless families at enrollment	Ongoing	Ongoing
Post information and material on McKinney-Vento Act in an area that is assessable to families	Ongoing	Ongoing
Provide materials and educate identified parents of their rights under the McKinney-Vento Act	Ongoing	Ongoing
Appoint liaisons at the school and district level	July, 2012	Complete
Assist families in obtaining needed information for enrollment, address academic, social, and other needs, and facilitate enrollment in other special programs	Ongoing	Ongoing
Provide parent education, counseling, transportation, and referral resources for outside agencies as appropriate	Ongoing	Ongoing
Revisit the status of homeless families periodically, advise them of services available to them	Ongoing	Ongoing
Reauthorize transportation and other services as appropriate	Ongoing	Ongoing
Identify outside agencies that address the needs of homeless children and youth	Ongoing	Ongoing
Disseminate information and materials to community agencies and homeless shelters	Ongoing	Ongoing
Provide after school tutoring and educational materials to shelters housing homeless students	Ongoing	Ongoing
Provide vouchers to support families identified as homeless	Ongoing	Ongoing
Conduct professional development training for all schools on the rights of homeless children and youth as outlined in the McKinney-Vento Act	Ongoing	Ongoing
Provide professional development on the enrollment protocol for homeless children and youth to appropriate staff	Ongoing	Ongoing
Provide ongoing professional development on the Homeless Student Database to appropriate staff	Ongoing	Ongoing

Profile Data

2012 – 2013

Wayne County Public Schools

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Waivers

Waiver No: 1

Wavier Name: Classroom Flexibility

Law, Regulation or Policy which Exemption is requested: G.S. 115.c-105.21.B

How waiver will promote achievement of performance Goals: Students will be provided continuous instruction from a highly qualified instructor to support provision for an education continuum.