

District Improvement Plan

Wayne County Public Schools

District Improvement Plan
2015-2017

Dr. Michael Dunsmore

P. O. Box 1797
Goldsboro, NC 27533

Revised, 2016

District Improvement Plan Goals and Vision

State Board of Education Goals:

- Goal 1** – Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship
- Goal 2** – Every student has a personalized education
- Goal 3** – Every student, every day has excellent educators
- Goal 4** – Every school district has up to date financial, business, and technology systems to serve its students, parents and educators
- Goal 5** – Every student is healthy, safe and responsible

District Goals for Wayne County Public Schools (960)

- Goal 1** – Every student in the Wayne County Public Schools graduates from high school prepared for work, further education and citizenship
- Goal 2** – Every student has a personalized education
- Goal 3** – Every student, every day has excellent educators
- Goal 4** – Wayne County Public Schools has up to date financial, business, and technology systems to serve its students, parents and educators
- Goal 5** – Every student is healthy, safe and responsible

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.

District Vision and Beliefs Statement for Wayne County Public Schools (960)

Vision:

Cultivation, Personalization, Innovation – Every Student, Every Day!

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):	2015-2017

District Improvement Team Membership	
Name	Position
Dr. Michael Dunsmore	Superintendent
Mrs. Tamara Berman-Ishee	Assistant Superintendent of Curriculum and Instruction
Dr. Yvette Smith Mason	Assistant Superintendent of Human Resources and Federal Programs
Dr. David Lewis	Assistant Superintendent of Accountability and Information Technology Services
Mr. Dean Sauls	Assistant Superintendent of Auxiliary Services
Mr. Michael Hayes	Finance Officer
Mr. Ken Derksen	Director of Communications

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.

Ready Accountability Model

New, more stringent standards have been implemented by the State Board of Education since the 2012-2012 school year. The state now operates under Ready Accountability model. The READY school accountability model, replaced the ABCs model which had been in place since the mid-nineties. The READY accountability program uses more rigorous standards and assessments in order to better assess how prepared students are for college or the workforce. More rigorous tests and new accountability standards have changed how performance is measured for the End of Grade and End of Course test scores across all curriculums. In last year's accountability report, the North Carolina Department of Public Instruction began reporting the percentage of students who are College and Career Ready and release School Performance Grades. The district's most recent data reflects:

- The district's four-year Cohort Graduation Rate is 83.8%, compared to 85.1% the previous year. This is a decrease of 1.3% over the past year, but is still the second highest rate ever produced by WCPS. The state's Cohort Graduation Rate is 85.8%, a .4% increase from the previous year.
- 23 of 32 schools (71.9%) met or exceeded expected growth, compared to 24 schools the previous year.
- Based on a 15-point scale, the following School Performance Letter Grades were received: One A (85-100), Two B's (70-84), Thirteen C's (55-69), Thirteen D's (40-54), and Two F's (Less than 40) compared to One A's, Two B's, Thirteen C's, Nine D's, and Four F's the previous year.
- More than 95% of WCPS graduates earned Math Course Rigor by successfully completing a Math III course, the same as the previous year.
- 49.8% of WCPS 11th Grade students who took the ACT earned at least a 17, the UNC system minimum score, compared to 51.3% the previous year.
- 85.5% of WCPS students, who are Career & Technical Education concentrators, earned a Silver certificate or higher on the ACT Work Keys assessments, compared

to 83.3% the previous year. WCPS is ranked 8th out of 115 school districts statewide for this achievement.

- 20 schools (60.6%) increased its percentage of students who performed at the College and Career Ready level, compared to 19 schools the previous year.

Another designation assigned by NCDPI is Low Performing School Status. Low Performing Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and EVAAS growth. "Low-performing schools are those that receive a school performance grade of D or F and a school growth status of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15." (G.S. 115C-105.37(a). Currently, the district has 13 Low Performing Schools. One of the requirements of the law is the development of a school or district plan for improvement that specifically addresses the strategies the school or district will implement to improve both the School Performance Grade and School Growth designation. These plans, as well as the School Improvement Plans for the remaining district's schools will all be entered and reviewed in the NC STAR platform. Curriculum and Instruction Department staff will monitor the plans regularly for implementation and progress.

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 2014-2015 was 3 of 31 schools. Two additional schools met at least 90% of their AMO goals. AMO performance goals were not reported in 2015-2016 because the federal government is currently revising its standards; however WCPS achieved 100% of its participation rate goals for the 2015-2016 school year.

In September 2011, the U.S. Department of Education offered each state educational agency (SEA) the opportunity to request flexibility on behalf of itself and its local educational agencies (LEAs) and schools to help them move forward with state and local reforms designed to improve student learning and increase the quality of instruction for all students. This voluntary opportunity provides educators and state and local leaders with flexibility regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction (ESEA flexibility). WCPS now operates under this waiver with regard to federal accountability.

Student Demographic Data

This year, the tenth day of school for the traditional academic calendar occurred on Monday, September 12. The official WCPS enrollment was 18,547 students, which is slightly down 178 students (less than 1%) from this time last year. Over the first 10 days, enrollment rose from 17,816 students on August 29 to 18,547 students on September 12.

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

Community Demographic Data

Wayne County has a population of about 124,456 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 52.4 % white, 32.0% black, 0.8% American Indian or Alaska Native, 1.4% Asian, 2.2 % Multi-Racial, and 0.1% Native Hawaiian or Pacific Islander, and 11.1% 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 19.2 % of Wayne County residents live below the poverty level, compared with 12.3 % 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. The University of Mount Olive, a private university is within the county. Wayne Community College also offers Associate Degrees in diverse fields of study. Additionally, a satellite site for NC Wesleyan College is located in Wayne County.

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. The University of Mount Olive 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

In 2015, Wayne County Public Schools named Dr. Michael Dunsmore as the new Superintendent for the district. With a renewed focus on data driven instruction, as well as a commitment to strategic planning, central office departments and teams were also reorganized to support Dr. Dunsmore's vision and plan of action. Strategic Planning, a critical component of this action plan is the process of looking at all aspects of the school system and creating a plan that outlines how to move it forward. This type of planning looks at three main questions: Where is the district now? Where does the district want to be in 3, 5, 10, 20 years? How is this accomplished? The point of a strategic plan is to improve the school district by establishing a focused course of action, identifying issues impacting progress or success, and deciding on the priorities for action. The Strategic Planning Team met throughout the 2015-2016 school year and involved several community sessions to garner stakeholder input. The resulting plan is now in the implementation stage.

Wayne County Public Schools employs over 3,100 people, making it the second largest employer in Wayne County. These educators 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 reflect about the district?

12 of 17 tested areas increased the percentage of students deemed “on grade level.” 5 tested areas showed declines

13 of 17 tested areas increased the percentage of students deemed “college and career ready.” 4 tested areas showed declines

45.1% of students tested proficient in 2014-2015. That number rose to 47% in 2015-2016, a 1.9 percentage point gain. The state of NC grew 1.7 percentage points in during this same period.

35 % of students tested were Career and College Ready in 2014-2015; however, in 2015-2016, 36.9% achieved this status, a 1.9 percentage point increase. This increase matched the state’s performance during the same period.

District testing data shows an upward trajectory in performance composite in reading, math and science, from 45.1 % to 47 % from 2014-2015 to 2015-2016. In grades 3-8 the improvement of performance composite was 44.6% to 47.4 % during the same time period.

EOC data reflects a decline in most recent school years: 47% to 45 % in Math I, Biology, and English II.

Priority Goal 1 and Associated Strategies

Priority Goal 1:	Wayne County Public Schools will improve performance composite scores in all English Language Arts and reduce the number of Low Performing Schools.
Supports this District Goal:	District Goal 1 –Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Dr. David Lewis Mrs. Tamara Berman-Ishee Dt. Yvette Smith Mason Dr. Cynthia Reynolds Ms. Carol H. Artis Mrs. Marcia Manning Mrs. Antonia Johnson

Goal 1 Improvement Strategies

Strategy 1: Implement NCSCOS Standards in Reading with fidelity.		
Action steps:	Timeline:	Status:
Restructure district support in the area of English Language Arts; providing Lead Teachers for Middle and High School	July 2016	Complete
WCPS staff and administration will be offered instructional coaching, professional development, and instructional resources that are aligned with NCSCOS, district priorities, and programmatic mandates.	Ongoing	In Progress
A district framework for professional development provided by the WCPS' Curriculum and Instruction Department will be developed and implement to ensure quality, data driven intervention and support.	Ongoing	In Progress
Revise English Language Arts Pacing Guides.	Fall, 2016	In Progress
Identify and serve at-risk students through targeted instruction designed to meet individual needs.	Monitor Quarterly	In Progress
Provide and utilize Classworks at all elementary schools and 3 middle schools.	Ongoing	In Progress
Provide STAR to all schools as a Universal Screener.	Ongoing	In Progress
Implement MTSS district wide.	Ongoing	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:
Implement MCLASS and STAR Enterprise as outlined in the district's MTSS Plan to identify specific instructional needs for students.	September January May (Yearly)	In Progress
Provide training for curriculum leaders in the collection and use of classroom data for instructional planning.	October November (Yearly)	In Progress
Establish and utilize a district Read to Achieve Team to support all stakeholders in the implementation of the initiative.	Utilize team as needed	In Progress
Directors and Curriculum Instruction staff assist with development, implementation, and monitoring of School Improvement Plans.	September January May	In Progress
Implement a Summer Reading Camp for non-proficient readers in kindergarten -third grade.	June (Yearly)	In Progress

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.	Ongoing	In Progress
WCPS Certified Staff will complete professional development. (Central Office Staff, Administrators, Instructional Staff)	October	In Progress
WCPS sites will incorporate a mechanism for monitoring and/or evidence based action that reflect and track instructional programs or	Ongoing	In Progress

practices, instructional revision, as well as success of adaptations.				
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)				
Student, class, school, and district reports				
Student, class, school, and district reports from DIBELS and STAR assessments				
ELEOT data				

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

- NCSCOS Professional Development schedules
- Online module requirements for certified staff
- ELEOT reports
- NC Star review and coaching reports
- Professional Learning Community minutes
- Professional Development Evaluation Sheet

Priority Goal 2 and Associated Strategies

Priority Goal 2:	Wayne County Public Schools will improve performance composite scores in all Math and reduce the number of Low Performing Schools.
Supports this District Goal:	District Goal 1 –Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Dr. David Lewis Mrs. Tamara Berman-Ishee Dr. Yvette Smith Mason Dr. Cynthia Reynolds Ms. Carol H. Artis Mrs. Joyce Cunningham Ms. Antonia Johnson Mrs. Marcia Manning

Strategy 1: Implement NCSCOS State Standards in Math with fidelity.		
Action steps:	Timeline:	Status:
Conduct a district Needs Assessment to determine professional development needs in the area of Math.	October, 2015	In progress
WCPS staff and administration will be offered instructional coaching, professional development, and instructional resources that are aligned with NCSCOS, district priorities, and programmatic mandates.	Ongoing	In Progress
A district framework for professional development provided by the WCPS' Curriculum and Instruction Department will be developed and implement to ensure quality, data driven intervention and support.	Ongoing	In Progress
Provide all WCPS teachers with ongoing professional development on NCSCOS State Standards. In doing so, teams will review math data and dig deeper into the standards to discern instructional priorities.	Ongoing	In Progress
Restructure district support in the area of Math; providing Lead Teachers for Elementary Schools.	July, 2016	In progress
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:
Implement STAR Enterprise as outlined in the district's MTSS Plan to identify specific instructional needs for students.	September January May (Yearly)	In Progress
Provide training for curriculum leaders in the collection and use of classroom data for instructional planning.	October	In Progress
Implement School Improvement Review Teams to assist with development, implementation, and monitoring of School Improvement Plans.	September January May	In Progress

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.	Ongoing	In Progress
Communicate curriculum updates regarding NCDPI's support tools at monthly principals' meetings.	Ongoing	In Progress
Communicate unpacking documents, crosswalks, major works of the grade / course, lessons for learning, K-5 sample lessons, and other resources for teachers.	Ongoing	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	In Progress
WCPS Certified Staff will complete professional development. (Central Office Staff, Administrators, Instructional Staff)	Ongoing	In Progress
WCPS sites will incorporate a mechanism for monitoring and/or evidence based action that reflect and track instructional programs or practices, instructional revision, as well as success of adaptations.	Ongoing	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 NCSCOS Professional Development (face-to-face sessions and online modules)				
Student, class, school, and district reports for interim and benchmark assessments				
Student, class, school, and district reports from STAR assessments				
Classroom Walk Through data (instructional focus may vary slightly from school to school)				

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

- NCSCOS Professional Development schedules
- Online module requirements for certified staff
- ELEOT reports
- NC Star review and coaching reports
- Professional Learning Community minutes
- Professional Development Evaluation Sheet

Priority Goal 3 and Associated Strategies

Priority Goal 3:	Wayne County Public Schools will improve its cohort graduation rate based on the following guidelines: <ul style="list-style-type: none"> ▪ At least 2% improvement or greater than or equal to 86.0% using the standard rate, OR ▪ At least 3% improvement or greater than or equal to 86.0% using the extended rate.
Supports this District Goal:	Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Dr. David Lewis Mrs. Tamara Berman-Ishee Dr. Cynthia Reynolds Mrs. Marcia Manning

Goal 3 Improvement Strategies

Strategy 1: All WCPS High Schools will implement recommendations made by the District Graduation Committee.		
Action steps:	Timeline:	Status:
Mentoring programs or support infrastructure involving staff, students, and community volunteers.	Ongoing	In Progress
Schools will provide incentive and acknowledgements for students who meet established criteria to show their progress toward graduation.	Ongoing	In Progress

Strategy 2: WCPS will provide Success Coaches at high schools and middle schools with large at-risk populations 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.	Ongoing	In Progress
Develop School Support Teams	Ongoing	In Progress
Develop school-wide support and interventions	Ongoing	In Progress
Provide direct service and case management	Ongoing	In Progress
Develop relationships with parents or guardians, community organizations, and other resources	Ongoing	In Progress
Assess and report on the progress of students served	Ongoing	In Progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Cohort Graduation Rate by subgroup				
Progress of targeted students				

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

- Graduation rate reports by district and by school

Priority Goal 4 and Associated Strategies

Priority Goal 4:	Wayne County Public Schools will increase the capacity of elementary, middle, and high school teachers to utilize digital teaching and learning tools. By doing so, the district will improve its ability to support student learning by engaging in bring-your-own-device (BYOD) and 1:1 initiatives.
Supports this District Goal:	District Goal 1 –Wayne County Public Schools will produce globally competitive students.
Assigned Implementation Team:	Dr. David Lewis Mrs. Tamara Ishee Dr. Cynthia Reynolds Ms. Carol Artis Mr. Tony Smith Mrs. Cindy Giambatista Mrs. Lou Rose

Goal 4 Improvement Strategies

Strategy 1: Better utilize existing instructional technology tools to promote student achievement and growth, and to promote organizational efficiency.		
Action steps:	Timeline:	Status:
Assist schools in developing site-specific instructional technology integration goals to support their School Improvement Plan.	<ul style="list-style-type: none"> ▪ Ongoing 	In progress
Provide consistent support to schools through site-specific professional development throughout the school year.	<ul style="list-style-type: none"> ▪ Ongoing 	In Progress

Strategy 2: Provide teachers with technology-driven, content-aligned digital resources.		
Action steps:	Timeline:	Status:
Identify content-aligned digital resources to supplement and/or replace outdated, damaged, and/or depleted traditional print resources. (e.g. textbook, resource kits)	<ul style="list-style-type: none"> ▪ Ongoing 	In Progress
Identify new and/or existing funding sources to support digital teaching and learning.	<ul style="list-style-type: none"> ▪ Ongoing 	In Progress

Strategy 3: Provide effective professional development in the use of digital teaching and learning strategies to engage students and increase student performance and growth.		
Action steps:	Timeline:	Status:
Increase teachers' access to high-quality professional development in digital instruction.	▪ Ongoing	In Progress
Establish two 21 st Century Model Classrooms for use with training and professional development in digital teaching and learning.	▪ GWD classroom opened June 2015	Complete
	▪ MLE classroom	Complete

Strategy 4: Implementation and consistent use of digital teaching and learning competencies		
Action steps:	Timeline:	Status:
Disseminate the content and expectation of the competencies.	▪ Ongoing	In Progress
Provide training and support to administrators and teachers in implementation of the competencies.	▪ Ongoing	Complete

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				
Teacher / student documentation of technology integration				
ELLEOT data (instructional focus may vary slightly from school to school)				

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

- Staff development logs and materials
- Technology integration reports
- DODEA Grant documentation
- ELLEOT Data?

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%	<ul style="list-style-type: none"> -Provide differentiated instruction in small groups for all subgroups -Align instruction with the NCSCOS and Essential Standards -Ensure that IEPs and Intervention Plans 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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> Student Outcomes- Ongoing Teacher Outcomes- Quarterly 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -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, MTSS, 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: Mentors and Instructional Coaches who support 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. 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 MTSS will help address the needs of students experiencing difficulty. Title I 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. 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
Provide staff development opportunities to enhance instruction	9/2016-5/2017	Wayne County Public Schools will produce globally competitive students	Teachers and staff	Assistant Superintendent of C and I C and I Directors Science Lead Teacher EC Director Instructional Technology Staff	EOC/EOG Data Reading Foundations EVAAS Data CWT DATA Benchmark Data Teaching and Learning Coaches	EOG/EOC Data Lesson Plans Principals Evaluations Teacher Evaluations mCLASS Data ELEOT Data STAR Data NC Report Card
Provide an annual Summer Institute for teachers and community stakeholders	7/2016	Wayne County Public Schools will produce globally competitive students	Beginning and Seasoned Teachers Community Stakeholders	Assistant Superintendent of C and I Director/Specialist of ASW Assistant Superintendent of HR Title I Staff C and I Staff	Invited Presenters Educ. Resources Resource Prod. Hosp. Strategies Facility Partnership	Program booklet, attendance logs, and evaluations
Provide instruction and support digital learning and digital resources	9/2016-5/2017	Wayne County Public Schools will produce globally competitive students	All Stakeholders	Assistant Superintendent of Accountability and Informational Technology Instructional Technology Staff	Program Components	Attendance logs and evaluations
Provide access to Southeast Alliance	8/2016-5/2017	Wayne County Public Schools will produce globally competitive students	Teachers and Administrators	WCPS Leadership Team	Title I Title II	Agendas and Workshop Resources
Provide Poverty Training for schools with high numbers of at risk students	10/2016	Wayne County Public Schools will produce globally competitive students	Teachers and Administrators	C and I Department	Needs Assessment Data Formative Assessment Data Summative Assessment Data	Agendas and Workshop Resources
Provide district wide instruction and support in Literacy for elementary teachers	10/2016-5/2016	Wayne County Public Schools will produce globally competitive students	Teachers and Administrators	NCDPI Literacy Consultant Contracted Presenters	mCLASS Data STAR Data	Agendas and Workshop Resources

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 Superintendents, Principals, Assistant Principals, Elementary Curriculum Specialists, Teachers, Public Information Officers, and Athletic Directors.

Safe School Goal 1

Strategy 1: Implement Positive Behavior Intervention and Support at multiple sites.		
Action steps:	Timeline:	Status:
Professional development, conferences and workshops on PBIS.	Ongoing	Use Sign-in documentation, plus/delta evaluation sheets, EOC/EOG scores, surveys, and discipline referrals

Strategy 2: Implement tobacco free schools		
Action steps:	Timeline:	Status:
Follow and monitor tobacco free policy and plan.	Ongoing	In progress

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.	Ongoing	In Progress

Strategy 4: Continue implementation of the Child & Family Support Teams (CFST)		
Action steps:	Timeline:	Status:
C and I Department will monitor and evaluate program.	Ongoing	In progress

Strategy 5: Continue nursing contract with Wayne Memorial Hospital.		
Action steps:	Timeline:	Status:
Provide professional development for school nurses.	Ongoing	In progress

Strategy 6: Maintain School Health Advisory Council.		
Action steps:	Timeline:	Status:
Hold periodic meetings with council.	Ongoing	In progress

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

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				

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, Assistant Superintendent for Curriculum, Assistant Superintendent of Auxiliary Services, Principals, Health/PE Teachers, Executive Director of Student Services

Safe School Goal 2

Strategy 1: Implement healthy active children’s program.		
Action steps:	Timeline:	Status:
Integrate physical activity in daily lesson plans.	Ongoing	In progress

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Classroom observations Lesson plans				

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

- Monitoring tool of 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:	Executive Director for Student Services, Counselors, Safety Security Coordinators, Principals, Assistant Principals, Teachers,

Safe School Goal 3

Strategy 1: Implement character education program in each school.		
Action steps:	Timeline:	Status:
Integrate character education into content area lesson plans	Ongoing	In progress

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.	Ongoing	In progress

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				

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:	Assistant Superintendents, Directors, Principals, Public Information Officer, School Resource Officers

Safe Schools Goal 4

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)	September 2016		Ongoing	
Create a Crisis Plan utilizing School Safety Components Template	September 2016		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
- Crisis/Drill Evaluation Forms

Strategy 2: Provide Leadership Academies for novice (3 years or less experience principals) as well as all Assistant Principals and Elementary Curriculum Specialists.				
Action steps:	Timeline:		Status:	
Periodic meetings with school administrators	November 2015		Pending	

What data will be used to determine whether the strategies were deployed with fidelity?				
Measure	Jan	June	Jan	June
Principals/Assistant Principals/Elementary Curriculum Specialists develop portfolios of artifacts from the year.				

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

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. Yvette Smith Mason Ms. Carol Artis Dr. Cynthia Reynolds	
Action steps:	Timeline:	Status:
Provide professional development on MCLASS and STAR Enterprise for appropriate teachers,	October 2016	Pending
Promote the use of formative assessment by students and teachers	Ongoing	In progress
Support and promote the effective use of classroom and benchmark assessments	Ongoing	In progress
Utilize data to inform professional development, and to enhance learning	Ongoing	In progress
Provide opportunities for integrating 21 st Century skills, tools, and teaching strategies into classroom practice	Ongoing	In progress
Provide professional development for teachers and administrators in the effective use of data analysis to inform lesson planning and instruction	Ongoing	In progress
Provide an active and effective support program for beginning teachers	Ongoing	In progress
Utilize Title II funds to recruit and retain Highly Qualified teachers and administrators	Ongoing	In progress

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:	Ms. Antonia Johnson School Social Workers	
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	Ongoing	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

Waivers

Waiver No: 1

Waiver 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.