

## School Plan for Improvement

<b>District Name:</b>		<b>LEA Code:</b>	<b>Year:</b>
Weldon City Schools		422	2015-2016
<b>Superintendent Name (or Designee)</b>	Anitra D. Wells	<b>Superintendent (or Designee) Email</b>	<a href="mailto:wellsanitra@weldoncityschools.k12.nc.us">wellsanitra@weldoncityschools.k12.nc.us</a>
<b>District Mission</b>	The mission of Weldon City School District is to create and maintain a highly effective education system in which every student receives the highest quality education. School employees and parents work together to prepare students to become caring, competent and responsible citizens who value education as a lifeong process.		
<b>District Vision</b>	The Weldon City Schools District will serve as a model district for the state of North Carolina based upon success generated through students' academic and behavioral performances.		
<b>Data Analysis:</b> Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p><i>Weldon City Schools is a rural school district that serves a highly impoverished population of about 1,000 students who attend our four schools. The level of poverty encountered in Weldon allows us to qualify for a universal meals program for students. Weldon has a population of approximately 1,600 residents with some of our students living in communities in Roanoke Rapids who are zoned to attend school in our district. In preparation for completing our District Improvement Plan, we considered a variety of data sources: student demographics, teacher demographics, discipline data, Teacher Working Conditions results for 2014, End-of-Grade results, End-of-Course results, ACT scores, Read to Achieve data, Parent Involvement, and EVAAS data. Our student demographic makeup is 504 males and 496 females. Of those students 126 (12.6%) receive services from our exceptional children's department. The ethnicity breakdown is 931 (93.1%) African-American, 39 (3.9%) White, and 30 (3%) other. We have 91 full-time teachers and the ethnicities are: 69.2% African-American, 23.1% White, 3.3% Asian and 2.2% Hispanic with the other 2% being of other ethnic backgrounds. Discipline data for our schools for the 2014-2015 school year indicates that we had a large number of out-of-school suspensions (448) and six long term suspensions. Additional analysis reveals that students are overwhelmingly suspended for insubordination and disrespect. Thirteen of the suspensions resulted in placement in our Alternative Learning Placement setting. These students are academically frustrated and are acting out due to lack of engagement and the schools' inability to meet their specific needs. The graduation rate in Weldon was 86% for the 2014-2015 school year. Dropout rate for 2013-2014 was 2.68% which was a little above the state rate of 2.28%. The Teacher Working Conditions Survey data indicates that teachers do not believe students follow rules of conduct (43.6%); internet connections are inappropriate (49.4%); teachers have sufficient access to instructional technology, including computers, printers, software and internet access (55.8%); and professional development is evaluated and results are communicated (58.3%).</i></p> <p><i>Attendance data for the last three years reveals that we have maintained a consistent attendance rate of approximately 96%. Our growth data shows that each year over the last three years 75% of the schools in our district have either met or exceeded growth and for the 2014-2015 school year 100% of our schools met expected growth. However, we are still experiencing large gaps in performance; especially when comparing our student performance with established Annual Measureable Objective (AMO) targets. Our performance data reveals large deficits in Reading. For the 2014-2015 school year, the only grade levels across the district to show an improvement in reading were 5th (up 19.7 percentage points from 9.7% to 29.4%) and 8th (up 25.3 percentage points from 11.5% to 36.8%). After looking at cohort data, these grade levels had good growth with students who came up from 4th and 7th grade. These two teachers will support other teachers by sharing some of their best practices through PLCs and grade level planning. Math proficiency was just a little better with improvements in 4th, 5th, and 8th grades as well as Math 1 at Roanoke Valley Early College (RVEC). Again there was good cohort growth as students moved from 4th to 5th grade last year, and from 7th to 8th grade. When reviewing the data over the last three years, we have noticed that K-3 data (DIBELS and TRC) has not been consistent with student performance in 3rd grade. Results for the 2014-2015 school year show that more students were proficient in TRC but were not proficient on the EOC. There were only 15 students who were not proficient or who had not received a good cause exception following summer camp, but for the 3rd grade reading EOG the proficiency rate was only 25.6%. Data also reveals that on the ACT our students consistently score below 17 which is the minimum admission requirement for first-time admission as undergraduates to UNC Institutions. Parent involvement in Weldon is minimal except for at our Early College which has students from Roanoke Rapids Grade School District and Halifax County Schools. Other schools in our district suffer with poor parent/teacher communications and parent involvement which decreases the opportunities to build support systems for our students and negatively impacts student academic performance. We do, however, have large groups of parents who come out to athletic events and so we are planning strategies that will enage them through those events.</i></p>			
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<b>District Goal #1:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i><b>By June 2018, Weldon City Schools will have at least 60% of our students performing at grade level on reading assessments as measured by DIBELS, TRC, EOG, EOC, and ACT data.</b></i>		
	<b>SBE Goal Alignment:</b>	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	<b>LEA Goal Alignment:</b>	(Student Achievement) Student achievement outcomes which prepare students for the future	
	<b>Indistar Indicator: (if applicable)</b>		
<b>Progress:</b>	<b>Progress Monitoring Status:</b>		
<b>District Goal #2:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i><b>By June 2016, 100% of schools in Weldon City Schools will have Professional Learning Communities (PLCs) established for the purpose of building teacher capacity related to the use of data to drive instruction in an effort to increase student achievement.</b></i>		
	<b>SBE Goal Alignment:</b>	Goal 3: Every student, every day has excellent educators.	
	<b>LEA Goal Alignment:</b>	(Accountability, Monitor & Feedback) Accountability structures with monitoring systems that offer effective feedback	
	<b>Indistar Indicator: (if applicable)</b>	D02 - The principal includes evaluation of student outcomes in teacher evaluation. (1672)	
<b>Progress:</b>	<b>Progress Monitoring Status:</b>		
<b>District Goal #3:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i><b>By June 2016, Weldon City Schools will develop processes that will increase the use (minimum of 70% of classrooms) of technology and software throughout the district to maximize communications with parents, parent access to student data, as well as opportunities to enhance instruction in the classrooms.</b></i>		
	<b>SBE Goal Alignment:</b>	Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.	
	<b>LEA Goal Alignment:</b>	(Effective Communication) Effective communication throughout the district	
	<b>Indistar Indicator: (if applicable)</b>		
<b>Progress:</b>	<b>Progress Monitoring Status:</b>		

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<b>District Goal #1:</b>	<i>By June 2018, Weldon City Schools will have at least 60% of our students performing at grade level on reading assessments as measured by DIBELS, TRC, EOG, EOC, and ACT data.</i>				
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>Implement a 90 - 120 minute literacy block in grades K-4.</i>				
<b>Progress:</b>	Progress Monitoring Status:	Has Begun			
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<p><i>1. Provide teachers with professional development to support implementation of an effective guided reading program. 2. Have specials teachers and support personnel push into classrooms to provide additional guided reading instruction and support relevant station activities. 3. Provide teachers with professional development related to the development of appropriate station activities. 4. Improve classroom libraries as well as media center book collections. 5. Implement extended learning programs after school to provide students with catch-up growth opportunities. 6. Professional development for K-4 teachers related to implementing interventions and progress monitoring for DIBELS and TRC. 6. Implement reading initiative to increase reading opportunities for students at home. 7. Extend learning time after school on Tuesdays and Thursdays beginning November 10th.</i></p>				
	Evidence: (Identify documents and artifacts)	Professional Development sign-in sheets and PowerPoints, elementary master schedule, EOG data, DIBELS and TRC reports, increased classroom libraries			
	Person(s) Responsible:	Superintendent, Director of Curriculum and Instruction, and Principal			
	Timeline:	Guided Reading PD -- August 18th and October 16th, Extended Learning programs beginning in November, increased classroom libraries in November			
	Budge Amount: (if applicable)	25,000.00	Budget Source: (if applicable)	Title 1, Local \$, and Textbooks	
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>Improve student performance on the ACT</i>				
<b>Progress:</b>	Progress Monitoring Status:				
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to	<p><i>1. Provide students with an ACT prep course to improve student performance on the ACT. 2. Provide students with 2 Saturday ACT workshops to prepare for the ACT. 3. Challenge students to take more honors and AP classes 4. Have two ACT parent sessions to help parents understand the importance of the ACT, help parents understand the ACT results, and to provide them with information and resources regarding support sessions and enrollment in class.</i></p>				
	Evidence: (Identify documents and artifacts)	High school master schedules and course enrollment, ACT workshop attendance sheets, EOC and ACT score data, lesson plans			

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support this strategy.	Person(s) Responsible:	Principals, Guidance Counselors, Director of Curriculum and Instruction		
	Timeline:	Beginning 2nd semester (Spring 2016)		
	Budge Amount: (if applicable)	\$2,000	Budget Source: (if applicable)	Textbooks
<b>Strategy #3:</b> Describe the strategy that will support this goal	<i>Improve instructional practices employed in all classrooms</i>			
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>1. Provide teachers with professional development in the effective use of Cooperative Learning groups, to provide opportunities for student discussions and to improve problem solving skills, and strategies for teaching vocabulary. 2. Administrators will provide immediate feedback to teachers during periodic walk-throughs and lesson plan reviews.</b>			
	Evidence: (Identify documents and artifacts)	Professional development sign-in sheets and PowerPoints, walk-through data, lesson plans		
	Person(s) Responsible:	Superintendent, Director of Curriculum and Instruction, and Principals		
	Timeline:	Professional development on Cooperative Learning and Vocabulary on September 10th and November 5th; Data Days after each benchmark		
	Budge Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A

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<b>District Goal #2:</b>		<i>By June 2016, 100% of schools in Weldon City Schools will have Professional Learning Communities (PLCs) established for the purpose of building teacher capacity related to the use of data to drive instruction in an effort to increase student achievement.</i>			
<b>Strategy #1:</b> Describe the strategy that will support this goal		<i>Ensure common planning time for teachers.</i>			
<b>Progress:</b>		Progress Monitoring Status:		Has Begun	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.		<i>1. Review master schedules to ensure common planning time for teachers. 2. Check attendance rosters for PLCs 3. Establish PLC expectations</i>			
		Evidence: (Identify documents and artifacts)		Master schedules and PLC expectations	
		Person(s) Responsible:		Superintendent, Director of Curriculum and Instruction, Principals	
		Timeline:		September, 2015 and January, 2016 (High Schools)	
		Budge Amount: (if applicable)		N/A	Budget Source: (if applicable)
<b>Strategy #2:</b> Describe the strategy that will support this goal		<i>Implementation of Data Days</i>			
<b>Progress:</b>		Progress Monitoring Status:			
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.		<i>1. All teachers of EOGs and EOCs will engage in Data Days at least 3 times a year to analyze benchmark performance and develop intervention and enhancement strategies for supporting individual students. 2. Hire substitutes to cover classes while teachers are participating in Data Days. 3. Teachers will leave data days with an understanding of mastered and non-mastered concepts and will be able to tier students for remediation and enhancement.</i>			
		Evidence: (Identify documents and artifacts)		Attendance at Data Days, lesson plans, Data analysis worksheet	
		Person(s) Responsible:		Director of Curriculum and Instruction, and Principals	
		Timeline:		through May, 2016	
		Budge Amount: (if applicable)		\$10,000	Budget Source: (if applicable)

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<b>Strategy #3:</b> Describe the strategy that will support this goal	<i>Implementation and monitoring of PLCs</i>						
<b>Progress:</b>	Progress Monitoring Status:	Has Begun					
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<p><b>1. Provide professional development for administrators on the development of PLCs. 2. Participation in PLCs by Superintendent, Director of C &amp; I and principals to guide the work and show support. 3. Implement Professional Learning Communities (PLCs) in all schools where teachers will learn and practice analyzing assessment data to determine next steps in instruction as well as collaborate on lesson design and delivery.</b></p>						
	Evidence: (Identify documents and artifacts)	Attendance sign-in sheets, Next Steps tool, agendas					
	Person(s) Responsible:	Superintendent, Director of Curriculum and Instruction, Principals					
	Timeline:	through June, 2016					
	Budge Amount: (if applicable)	N/A	Budget Source: (if applicable) <table border="1" style="float: right; margin-left: 20px;"> <tr> <td style="width: 100px; height: 20px;"></td> <td style="width: 100px; height: 20px;"></td> <td style="width: 100px; height: 20px;"></td> <td style="width: 100px; height: 20px;"></td> </tr> </table>				
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Weldon City Schools		422		2015-2016	
<b>District Goal #3:</b>	<i>By June 2016, Weldon City Schools will develop processes that will increase the use (minimum of 70% of classrooms) of technology and software throughout the district to maximize communications with parents, parent access to student data, as well as opportunities to enhance instruction in the classrooms.</i>				
<b>Strategy #1:</b> Describe the strategy that will support this District Goal	<i>Complete an inventory of all current technology and technology needs throughout the district</i>				
<b>Progress:</b>	Progress Monitoring Status:	Has Begun			
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>1. Each school will be asked to complete an inventory of all technology (computers, laptops, Chromebooks, Smart Boards, etc.). 2. Our Network Engineer and technician will prioritize to service all technology in need of repair. 3. Survey central services staff and schools to determine technology needs. 4. Schools will provide in-house technology training for teachers to increase teacher use of technology as well as how to embed technology for student use into lessons.</i>				
	Evidence: (Identify documents and artifacts)	Completed inventories, and work orders for repairs			
	Person(s) Responsible:	Network Engineer and Technician			
	Timeline:	November, 2015			
	Budge Amount: (if applicable)	N/A	Budget Source: (if applicable)	N/A	
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>Update technology needs throughout the district</i>				
<b>Progress:</b>	Progress Monitoring Status:	Has Begun			
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>1. Ensure that all central services staff, administrators, teachers, and support staff have access to a computer with the necessary software to perform their respective duties. 2. Ensure that each parent resource center has at least one computer with updated software to provide parents access to resources. 3. Complete infrastructure project throughout the district to maximize connectivity so that teachers and students may use technology to enhance instruction and student engagement. 4. Complete Golden Leaf grant to fund 1:1 Personalized Learning Initiative at the middle school.</i>				
	Evidence: (Identify documents and artifacts)	Completed inventories, parent resource center checklist, completed infrastructure project, and completed Golden Leaf application			
	Person(s) Responsible:	Executive Director of HR and Operations, Network Engineer, Technician, Title 1 Coordinator, and application committee			
	Timeline:	March, 2016			

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	Budge Amount: (if applicable)	\$26,000	Budget Source: (if applicable)	Title 1, Technology, and E-Rate Reimbursement
<b>Strategy #3:</b> Describe the strategy that will support this goal	<i>Develop school strategies for increasing parent use of technology for resources to provide support to their children and to increase community communication</i>			
<b>Progress:</b>	Progress Monitoring Status:	Has Begun		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>1. Schools will ensure that there is an administrator and key communicator in the building who has access to the School Messenger system for communications to parents. 2. Each school will host at least 2 parent nights to keep parents abreast of student performance, key initiatives, the parent resource center and other resources available to assist parents with monitoring student progress. 3. Provide parents with training on the use of the Parent Portal to access student performance information.</i>			
	Evidence: (Identify documents and artifacts)	School Messenger logs, Sign-in sheets for parent nights, attendance log for Parent Portal trainings		
	Person(s) Responsible:	Parent Involvement Coordinator, Student Services Director, and Principals		
	Timeline:	December, 2015		
	Budge Amount: (if applicable)	\$2,500	Budget Source: (if applicable)	Title 1, Technology, and E-Rate Reimbursement