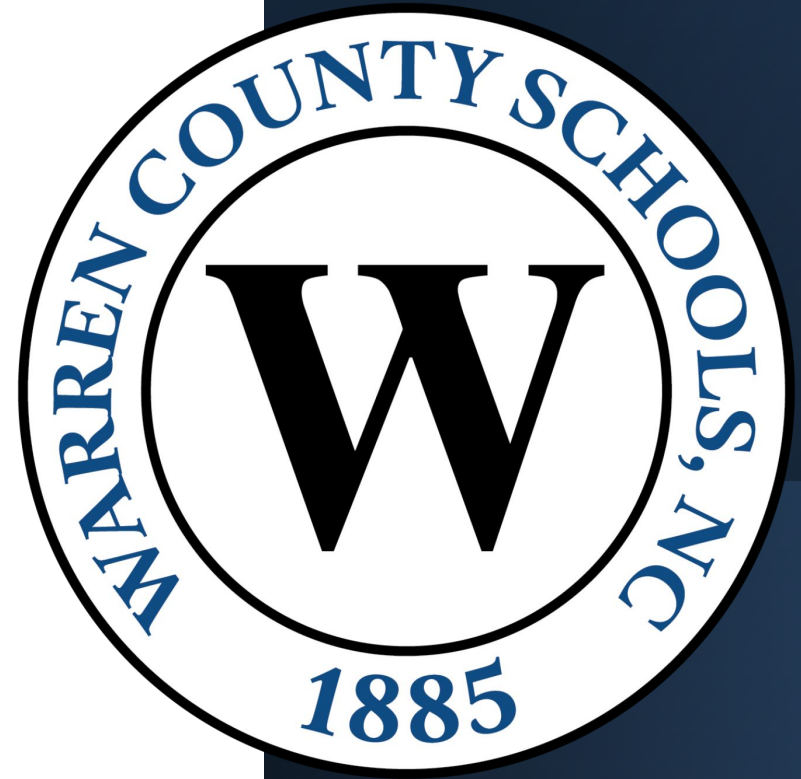


Board of Education Meeting
October 22, 2024

Dr. Carol Montague-Davis
Interim Superintendent

District Improvement Plan

Marcus Jones
Interim Chief Academic Officer

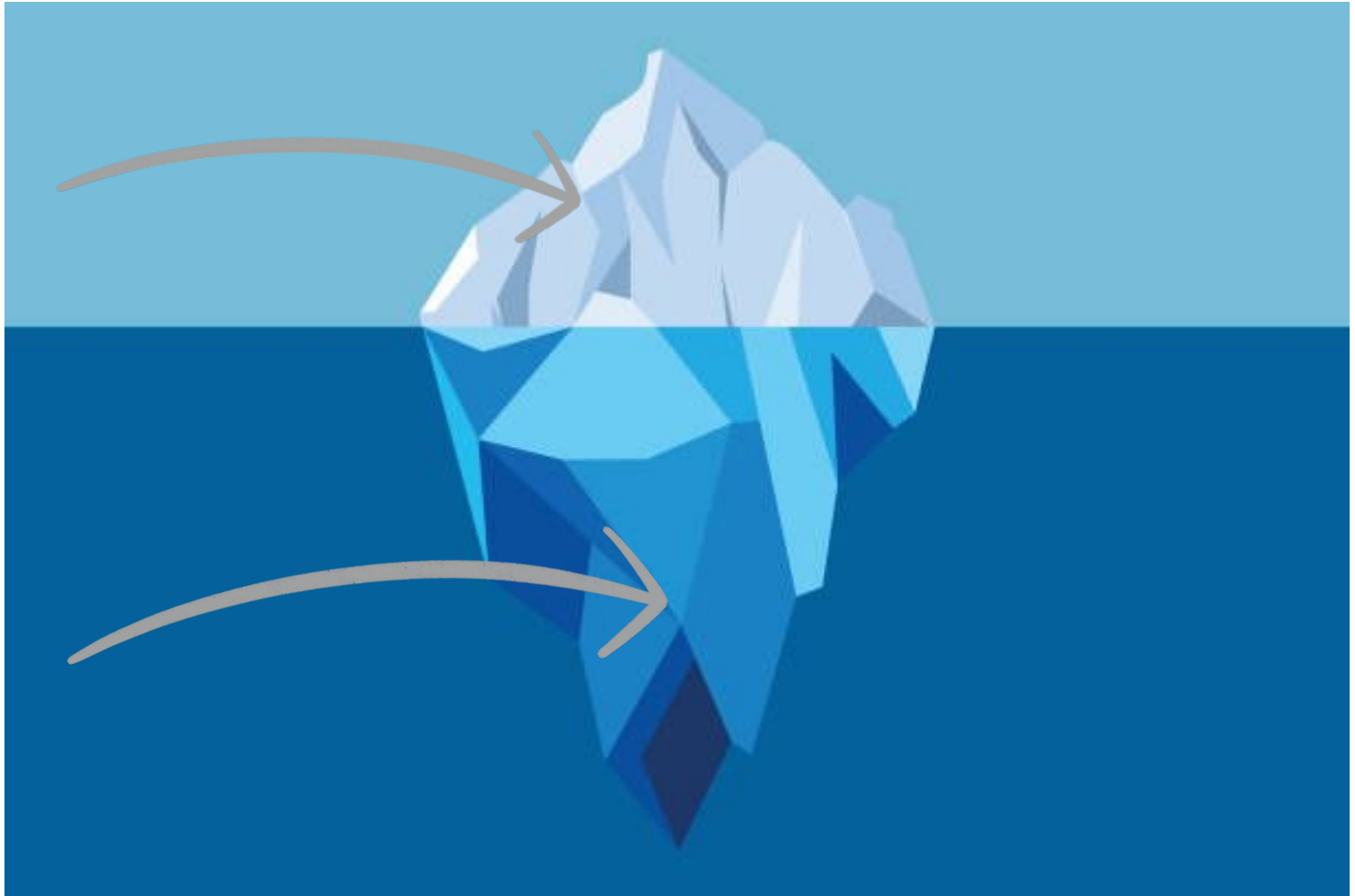


CHAMPIONS
for Children
*WITH
KINDNESS!*

What do we know about icebergs?

10% of
the total
story

90% of
the story
stays
hidden



CHAMPIONS
for Children

WITH
KINDNESS!



ATLAS Data Dive Protocol

- Describe the data and answer: What Do You See?
- Interpret the data and answer: What Does the Data Suggest?
- Determine impact: What Are the Implications?



School Performance Grades 2023-2024

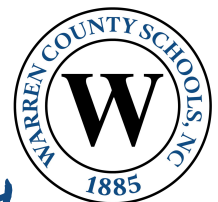
School	Performance Composite	SPG	Growth Status	State Designations	Federal Designations
Mariam Boyd	34	F	Not Met	Low Performing Continually	CSI-Low Performing
Northside	36	F	Not Met	Low Performing Continually	TSI
Vaughan	48	D	Not Met	Low Performing Continually	None
WCMS	31	F	Not Met	Low Performing Continually	TSI
WCHS	50	D	Met	Low Performing Continually	CSI-Low Graduation Rate
Early College	86	A	Exceeded	None	None



CHAMPIONS
for Children

WITH

AND NEVER!



Low Performing Schools Defined

G.S. 115C-105.37

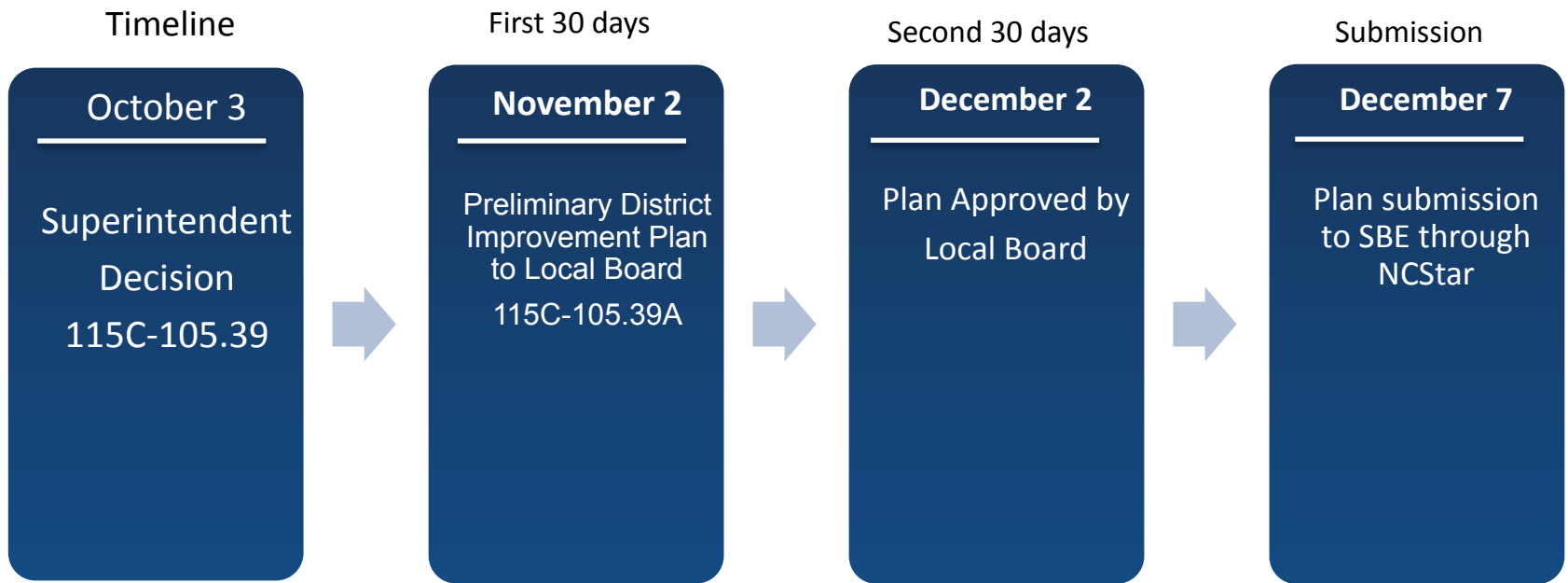
(a) Identification of Low-Performing Schools. The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” as defined by G.S. 115C-83.15.

CHAMPIONS
for Children

WITH
KINDNESS!



State Designation Timeline



Public Access to Preliminary Plan and Opportunities for Written Feedback

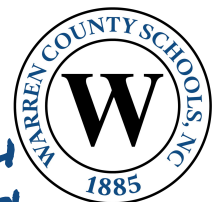


- Goal
- Rationale
- Indicator from NCStar
- Actions Steps



CHAMPIONS
for Children

*WITH
KINDNESS!*



Goal One: By June 2025, increase student proficiency in Math, Reading, and Science by 10 percentage points (e.g. Math grades 3-8 from 25.8% to 35.8%; Reading grades 3-8 from 24.1% to 34.1%; Math I from 15% to 25%, English II from 54.5% to 64.5%).

Rationale: This goal will address disparities in student proficiency and growth between cohorts (e.g., 4th to 5th-grade reading drop); to align targeted interventions with students showing the most significant declines; and to include initiatives to improve transition supports for students advancing between grade levels with known proficiency gaps.

Indicator	Action Steps
<p>A03 The district sets achievement targets for schools and student subgroups.</p> <p>B07 Examine and adjust school improvement strategies.</p>	<ul style="list-style-type: none"> ● Create a districtwide instructional framework with district-level expectations for all levels of MTSS (core, supplemental, and intensive). ● Implement targeted interventions for underperforming subgroups (Black, Multilingual Learners, Students With Disabilities) with data-driven strategies. ● Provide professional development focused on differentiated instruction aligned with state standards. ● Provide professional development focused on social emotional learning and effective classroom management strategies. ● Monitor subgroup performance monthly through data meetings and adjust instructional strategies as needed. ● Implement data trackers to expand targeted small-group instruction in identified gap areas during and after school hours.



Goal Two: By June 2025, ensure that >80% of teachers are trained and implement standards-aligned instructional strategies.

Rationale: This goal will address capacity development, inconsistent implementation of core instructional strategies across schools, and the need for support with blended learning programs and standard alignment.

Indicator	Action Steps
<p>C10 Develop and implement a PD plan focused on instructional excellence.</p>	<ul style="list-style-type: none">● Provide ongoing professional development in standards-aligned instructional strategies, focusing on Math and Reading for all teachers.● Create the instructional coaching framework around core instruction to support teachers with lesson planning and instructional delivery.● Create and implement school-level weekly PLCs (Professional Learning Communities) guidelines.● Implement the district-wide instructional framework, modeling best practices for core instruction.● Implement quarterly district-wide data review sessions to align instructional practices with for targeted instruction for students growth data.



Goal Three: .By June 2025, 100% principal will be able to provide target feedback and coaching to teachers to build their teaching capacity.

Rationale: This goal is to build the leadership capacity of our principals.

Indicator	Action Steps
<p>B01 The LEA has oriented the culture toward shared responsibility and accountability.</p>	<ul style="list-style-type: none">● Provide leadership development training for principals and assistant principals, focusing on targeted feedback strategies.● Develop a district-wide leadership accountability protocol, including clear expectations for decision-making and coaching.● Create a schedule and topics for principals' monthly meetings modeling targeted feedback and coaching.● Partner with Relay Graduate School of Education to provide coaching to the principals.



Goal Four: By June 2025, increase retention of hard-to-staff positions (EC, Math, Science, JROTC).

Rationale: This goal will address high turnover, particularly in middle school and high school, impacting student performance and consistency in teaching practices; and concerns around onboarding and professional development for new hires.

Indicator	Action Steps
<p>C04 Plan for recruitment and retention of highly qualified teachers.</p>	<ul style="list-style-type: none">● Create a strategic recruitment plan for high-need subject areas (Math, Science, EC) and partner with local institutions to build a talent pipeline.● Increase professional development opportunities that address teacher needs and career growth.● Develop a comprehensive onboarding program for new teachers and staff, including mentorship and training specific to district needs.● Utilize a Teacher Champion Council (TCC) to gather feedback on retention strategies and identify additional support.



Goal Five: Establish and implement school volunteer program for families and community members

Rationale: It takes the community, schools, families, teachers, and students all working together to provide the highest quality education for students.

Indicator	Action Steps
E03 Strengthen communication channels with families and communities.	<ul style="list-style-type: none">● Create and post an online volunteer application form.● Create a list of volunteer opportunities in our schools.● Create a survey to gather data from the community about volunteer opportunities.● Revive the Student, Parent, and Teacher Champion Council.● Implement fall and spring community engagement sessions.● Increase frequency of posts on our websites and social media to increase online engagement.● Create a communication and engagement survey to measure stakeholders' preferences and perceptions.● Increase educational opportunities for students through the Business and Education Leaders Council.



Questions?



CHAMPIONS
for Children

*WITH
KINDNESS!*

