

**Directions for the Plan for District Improvement Template:**

All Low Performing Districts must submit a plan for district school improvement to NCDPI for review. The following document is an optional template to record a district's Plan for Improvement. Once completed, this document or the district's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

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**Please note:** The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the **District Info Mission Vision tab**, and if the formulas remain in place, the **District Name, LEA Code, and School Year** will populate to all the following tabs.

On the **Goals tab**, each goal entered will populate to its corresponding tab.

To save the Excel file as a PDF, select File, Save As, and **select PDF under Save as Type**.

To save the entire Workbook as a PDF, **use the Options button to select Publish What > Entire Workbook**.

**District Plan for Improvement**

**Pending Board Approval**

<b>District Name:</b>		<b>LEA Code:</b>	<b>Year:</b>
Columbus County Schools		240	2015-2016
<b>Superintendent Name (or Designee)</b>	Mr. Alan Faulk	<b>Superintendent (or Designee) Email</b>	<a href="mailto:alanfaulk@columbus.k12.nc.us">alanfaulk@columbus.k12.nc.us</a>
<b>District Mission</b>	The mission of Columbus County Schools is to instill in students the academic and social skills essential for responsible and productive citizenship in a global society.		
<b>District Vision</b>	Columbus County Schools will be a system of excellence where students are prepared for life-long learning, productive work, healthy living, and responsible citizenship in a global society.		
<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>Analysis was done using EOG/EOC results, student and employee attendance rates, benchmark testing data, Reading 3D results, graduation rate, student demographics, and Professional Learning Community meeting qualitative data. During analysis, we learned all of our schools made tremendous growth during the 2014-2015 school year, but many failed to meet the proficiency requirements. Our graduation rate has consistently increased over the past five years. Our student demographics data shows that due to our high poverty rate of 73.64% in 2012-2013, all of our K-8 schools have received free meals at 100% reimbursement for the last two years through the CEP (Community Eligibility Provision). Our high schools were added to the CEP this year at 73.7% reimbursement rate. We also saw that there is a close correlation to teacher attendance and attrition to student success and we also had a high percentage of lateral entry beginning teachers during the 2014-2015 school year. Many students who were in classrooms taught by long-term substitute teachers or by teachers who had a high absenteeism rate scored much lower on assessments. We also saw that there is a high need for professional development in changing our methods of how we teach. Our exceptional children's needs must also be addressed so they are receiving comparable instruction in all areas. Two of our schools, Acme Delco Elementary and Acme Delco Middle, were impacted by the state closing SEGS Academy, a charter school in our district. These two schools received students from SEGS Academy a few weeks prior to end-of-year assessments. These students had not received any adequate instruction and a high percentage were exceptional children who had received no accommodations or services while at SEGS Academy. These students negatively impacted the proficiency rates at both of these schools.</i></p>			

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<b>District Name:</b>		<b>LEA Code:</b>	<b>Year:</b>
Columbus County Schools		240	2015-2016
District Goal #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>By June 2016, 75% of our elementary schools in Columbus County Schools will meet or exceed expected growth and/or meet proficiency standards.</i></b>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal1: Prepare students to master a rigorous, relevant curriculum to ensure all students graduate ready to work and/or continue their education.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
District Goal #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>By June 2016, 75% of our middle schools in Columbus County Schools will meet or exceed expected growth and/or meet proficiency standards.</i></b>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal1: Prepare students to master a rigorous, relevant curriculum to ensure all students graduate ready to work and/or continue their education.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
District Goal #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>By June 2016, all high schools in Columbus County Schools will meet or exceed expected growth and/or meet proficiency standards.</i></b>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Goal1: Prepare students to master a rigorous, relevant curriculum to ensure all students graduate ready to work and/or continue their education.	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	

**District Plan for Improvement**

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<b>District Name:</b>		<b>LEA Code:</b>		<b>Year:</b>	
Columbus County Schools		240		2015-2016	
<b>District Goal #1:</b>	<i>By June 2016, 75% of our elementary schools in Columbus County Schools will meet or exceed expected growth and/or meet proficiency standards.</i>				
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>Use district personnel to provide additional support to low performing schools.</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>District personnel (instructional lead teachers, migrant tutors, curriculum director, migrant recruiter, pupil support personnel, exceptional children director) will be assigned to low performing schools to observe classroom instructional strategies, model effective instruction, conduct book studies, and participate in PLC meetings.</i>				
	Evidence: (Identify documents and artifacts)	Activity logs from visits; Anecdotal notes from classroom observations; PLC meeting notes and data; Implementation of strategies from PLC meetings; Sign in sheets and agendas from professional development conducted by district lead teachers; Region 4 RTA consultant visit documentation			
	Person(s) Responsible:	Superintendent, Assistant Superintendent, District PK-5 Curriculum Director, District instructional lead teachers, School-based migrant tutors, District migrant recruiter, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators			
	Timeline:	October 2015-June 2016			
	Budget Amount: (if applicable)	\$286,512.37 (Lead teachers)	Budget Source: (if applicable)		Title I
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>Implement supplemental instructional materials and strategies to provide additional support to low performing schools.</i>				
<b>Progress:</b>	Progress Monitoring Status:	Has Begun			
	<i>Use available supplemental materials and instructional strategies to enhance and reinforce regular classroom instruction. Partner with college/universities.</i>				

<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p>Evidence: (Identify documents and artifacts)</p>	<p>Instructional flooding schedule in K-2 classrooms; Reports of use of <i>Journeys</i> online supplemental materials and activities; Focused, small-group intervention plans; Progress monitoring reports analyzed regularly to gauge student needs; Reports from <i>Think Central</i> and <i>My Math</i> for formative and summative data; Parent portal access to <i>Think Central</i> and <i>My Math</i> for additional instruction and parent information; Summer school attendance for students in grades 1 through 3; Data reports from <i>Waterford Early Learning</i> program; Agendas and minutes from professional planning times showing it is used by teachers to collaborate about effective instructional strategies; Feedback from peer visits conducted throughout the county, with debriefing session with PK-5 curriculum director, for teachers to visit others' classrooms to observe effective instructional strategies; Staff roster changes showing teachers and other key instructional personnel transferred to other strategic positions in some schools; Schedules for migrant tutors assigned to schools with high migrant populations; <i>Letterland</i> data showing use by EC, PK, and Kindergarten teachers to help reinforce early deficits in phonemic awareness; PLC documentation showing EC teachers collaborating with regular teachers and using inclusion as much as possible; <i>Language!</i> being used in EC classrooms; MTSS implementation documentation; <i>SuccessMaker</i> reports; Attendance of teachers at UNCW PDS opportunities</p>		
	<p>Person(s) Responsible:</p>	<p>Superintendent, Assistant Superintendent, District PK-12 Curriculum Director, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators</p>		
	<p>Timeline:</p>	<p>October 2015-June 2016</p>		
	<p>Budget Amount: (if applicable)</p>	<p>\$85,000 (Waterford upgrade)</p>	<p>Budget Source: (if applicable)</p>	<p>Textbooks</p>
<p><b>Strategy #3:</b> Describe the strategy that will support this goal</p>	<p><b><i>Closely monitor school-based administrator supervision of instructional program and practices</i></b></p>			
<p><b>Progress:</b></p>	<p>Progress Monitoring Status:</p>	<p>Has Begun</p>		
<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b><i>Superintendent will set remediation plan goals for principals in low-performing schools. Superintendent, Assistant Superintendent, and district office personnel will monitor principals' progress toward achieving remediation plan goals.</i></b></p>			
	<p>Evidence: (Identify documents and artifacts)</p>	<p>Principals' remediation plans/PDPs; Administrator classroom walkthrough data; Staff and student attendance rates; School discipline data; HQT data; Teacher turnover rate</p>		
	<p>Person(s) Responsible:</p>	<p>Superintendent, Assistant Superintendent, District 6-12 Curriculum Director, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators</p>		
	<p>Timeline:</p>	<p>October 2015-June 2016</p>		

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	Budget Amount: (if applicable)		Budget Source: (if applicable)	
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<b>District Name:</b>		<b>LEA Code:</b>		<b>Year:</b>	
Columbus County Schools		240		2015-2016	
<b>District Goal #2:</b>	<i>By June 2016, 75% of our middle schools in Columbus County Schools will meet or exceed expected growth and/or meet proficiency standards.</i>				
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>Use district personnel to provide additional support to low performing schools.</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>District personnel (instructional lead teachers, migrant tutor, curriculum director, migrant recruiter, pupil support personnel, exceptional children director) will be assigned to low performing schools to observe classroom instructional strategies, model effective instruction, conduct book studies, and participate in PLC meetings.</i>				
	Evidence: (Identify documents and artifacts)	Activity logs from visits; Anecdotal notes from classroom observations; PLC meeting notes and data; Book study activities; Implementation of strategies from PLC meetings and book study in classroom strategies			
	Person(s) Responsible:	Superintendent, Assistant Superintendent, District 6-12 Curriculum Director, District instructional lead teachers, District migrant tutor and recruiter, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators			
	Timeline:	October 2015-June 2016			
	Budget Amount: (if applicable)	\$152,972.36 (Lead teachers)	Budget Source: (if applicable)	Title I	
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>Implement supplemental instructional materials and strategies to provide additional support to low performing schools.</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>Purchase and/or implement available supplemental instructional resources. Partner with college/universities.</i>				
	Evidence: (Identify documents and artifacts)	Reports from <i>iReady</i> ; <i>iReady</i> access given to parents for use at home; MTSS process implementation documents; LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative) module creation and monitoring documentation; Agendas and Sign-in sheets from LDC and MDC training sessions; District benchmarking reports; Focused, small-group intervention schedules and instructional plans; Peer classroom visit documentation; <i>SuccessMaker</i> reports; Attendance of teachers at UNCW PDS opportunities; Documentation from activities completed in partnership grants			

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support this strategy.	Person(s) Responsible:	Superintendent, Assistant Superintendent, District 6-12 Curriculum Director, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators		
	Timeline:	October 2015-June 2016		
	Budget Amount: (if applicable)	\$80,500 (iReady)	Budget Source: (if applicable)	Textbooks
<b>Strategy #3:</b> Describe the strategy that will support this goal	<b><i>Closely monitor school-based administrator supervision of instructional program and practices</i></b>			
<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.	<b><i>Superintendent will set remediation plan goals for principals in low-performing schools. Superintendent, Assistant Superintendent, and district office personnel will monitor principals' progress toward achieving remediation plan goals.</i></b>			
	Evidence: (Identify documents and artifacts)	Principals' remediation plans/PDPs; Administrator classroom walkthrough data; Staff and student attendance rates; School discipline data; HQT data; Teacher turnover rate		
	Person(s) Responsible:	Superintendent, Assistant Superintendent, District 6-12 Curriculum Director, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators		
	Timeline:	October 2015-June 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	



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<b>District Name:</b>		<b>School Code:</b>		<b>Year:</b>	
Columbus County Schools		240		2015-2016	
<b>District Goal #3:</b>	<i>By June 2016, all high schools in Columbus County Schools will meet or exceed expected growth and/or meet proficiency standards.</i>				
<b>Strategy #1:</b> Describe the strategy that will support this District Goal	<i>Use district personnel to provide additional support to low performing schools.</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>District personnel (instructional lead teachers, migrant teacher, curriculum director, migrant recruiter, pupil support personnel, exceptional children director) will be assigned to low performing schools to observe classroom instructional strategies, model effective instruction, conduct book studies, and participate in PLC meetings.</i>				
	Evidence: (Identify documents and artifacts)	Activity logs from visits; Anecdotal notes from classroom observations; PLC/Morning meeting notes and data; Implementation of strategies from PLC/Morning meetings			
	Person(s) Responsible:	Superintendent, Assistant Superintendent, District 6-12 Curriculum Director, District instructional lead teachers, District migrant tutor and recruiter, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators			
	Timeline:	October 2015-June 2016			
	Budget Amount: (if applicable)	\$76,486.18 (Lead teacher)	Budget Source: (if applicable)		Low Wealth
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>Implement supplemental instructional materials and strategies to provide additional support to low performing schools.</i>				
<b>Progress:</b>	Progress Monitoring Status:	Has Begun			
	<i>Purchase and/or implement available supplemental instructional resources. Partner with NC New Schools and college/universities.</i>				

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<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p>Evidence: (Identify documents and artifacts)</p>	<p>MTSS process implementation documents; LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative) module creation and monitoring documentation; Agendas and Sign-in sheets from LDC and MDC training sessions; District benchmarking reports; Peer review documentation; Documentation of after-school tutoring sessions; Lateral entry teacher enrollment in NC STEP; Rosters for PBL training sessions; Attendance of teachers at UNCW PDS opportunities; Documentation from activities completed in partnership grants; Student attendance rate at ACT Boot Camp; Documentation from student participation in Work Keys prep sessions at community college; Use of career pathways developed by district and community college; Increased enrollment in CCP courses; Teacher mentoring of selected students; Use of <i>Kurzweil</i> for supplemental assistance</p>		
	<p>Person(s) Responsible:</p>	<p>Superintendent, Assistant Superintendent, District 6-12 Curriculum Director, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators</p>		
	<p>Timeline:</p>	<p align="center">October 2015-June 2016</p>		
	<p>Budget Amount: (if applicable)</p>		<p>Budget Source: (if applicable)</p>	
<p><b>Strategy #3:</b> Describe the strategy that will support this goal</p>	<p align="center"><b><i>Closely monitor school-based administrator supervision of instructional program and practices</i></b></p>			
<p><b>Progress:</b></p>	<p>Progress Monitoring Status:</p>	<p align="center">Has Begun</p>		
<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b><i>Superintendent will set remediation plan goals for principals in low-performing schools. Superintendent, Assistant Superintendent, and district office personnel will monitor principals' progress toward achieving remediation plan goals.</i></b></p>			
	<p>Evidence: (Identify documents and artifacts)</p>	<p>Principals' remediation plans/PDPs; Administrator classroom walkthrough data; Staff and student attendance rates; School discipline data; HQT data; Teacher turnover rate</p>		
	<p>Person(s) Responsible:</p>	<p>Superintendent, Assistant Superintendent, District 6-12 Curriculum Director, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators</p>		
	<p>Timeline:</p>	<p align="center">October 2015-June 2016</p>		
<p>Budget Amount: (if applicable)</p>		<p>Budget Source: (if applicable)</p>		