

District Plan for Improvement

Board Approved 12-07-2015

District Name:		LEA Code:	Year:
Columbus County Schools		240	2015-2016
Superintendent Name (or Designee)	Mr. Alan Faulk	Superintendent (or Designee) Email	alanfaulk@columbus.k12.nc.us
District Mission	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.		
District Vision	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.		
Data Analysis: 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. (See attached pages for data analysis for last three years.)</i></p>			

Growth and Proficiency Rates								
School Name	2012-2013		2013-2014			2014-15		
	EOG & EOC Composite	Growth Status	EOG & EOC Composite	School Performance Grade	Growth Status	EOG & EOC Composite	School Performance Grade	Growth Status
Acme Delco Middle	22.9	NOT MET	29.9	D	MET	33.5	D	MET
Acme Delco Elementary	23	NOT MET	37	D	MET	42	F	NOT MET
Boys & Girls Home	16.4		School Closed					
Cerro Gordo Elementary	39.1	EXCEEDED	51.3	C	EXCEEDED	55	C	MET
Chadbourn Middle	27.9	MET	30.9	F	MET	41.7	D	MET
Chadbourn Elementary	19.3	EXCEEDED	26.9	D	MET	33.3	D	EXCEEDED
East Columbus High	25.3	MET	40.8	C	MET	36.5	D	NOT MET
Evergreen Elementary	34.7	MET	43.1	D	NOT MET	45.4	D	MET
Guideway Elementary	33.5	MET	37.3	D	EXCEEDED	31.3	F	MET
Hallsboro Artesia Elementary	20.4	NOT MET	27	F	MET	40.5	D	MET
Hallsboro Middle	34.8	MET	46	C	EXCEEDED	42.2	D	MET
Nakina Middle	31.9	NOT MET	51.8	C	EXCEEDED	53.9	C	NOT MET
Old Dock Elementary	38.1	MET	55.1	C	MET	64	C	EXCEEDED
South Columbus High	29.5	MET	49.1	C	MET	44.3	C	MET
Tabor City Elementary	33	MET	45.3	C	MET	36.3	C	MET
Columbus Career & College Academy	46.7	MET	57.5	D	EXCEEDED	51.6	D	MET
Tabor City Middle	29.5	NOT MET	36.7	D	NOT MET	36.9	D	NOT MET
West Columbus High	33.4	MET	50.7	C	MET	40.9	C	NOT MET
Williams Township	37.9	MET	50.6	C	MET	51.7	C	MET
LEA	31.9		43.5			44.6		

Dropout Rate			
	2012-2013	2013-2014	2014-2015
Columbus County Schools	2.65	2.59	1.97

Graduation Rate			
	2012-2013	2013-2014	2014-2015
Columbus County Schools	84.8	82.7	84.8

ACT Scores			
	2012-2013	2013-2014	2014-2015
Columbus County Schools	11.2	17.2	14.5

Teacher Absenteeism Rates

	2012-2013	2013-2014	2014-2015
School Name	% of Teachers with 10 or more days absent	% of Teachers with 10 or more days absent	% of Teachers with 10 or more days absent
Acme Delco Middle	56.5	82.5	59.1
Acme Delco Elementary	70.1	56.4	57.1
Boys & Girls Home	83.3		
Cerro Gordo Elementary	46.9	75.3	66
Chadbourn Middle	32.2	31.7	40
Chadbourn Elementary	30	54.1	62.8
East Columbus High	40.4	41	43.2
Evergreen Elementary	27.9	75	40.5
Guideway Elementary	39.9	66.5	30.4
Hallsboro Artesia Elementary	64.8	62.3	58
Hallsboro Middle	78	83.1	68.3
Nakina Middle	42.8	41.5	69.2
Old Dock Elementary	41	61.2	69.2
South Columbus High	43.8	64.3	45.6
Tabor City Elementary	45.1	29.3	30.5
Columbus Career & College Academy	6.7	21.4	50
Tabor City Middle	57.6	62.9	63.6
West Columbus High	46	66.7	57.5
Williams Township	59.7	90	79.2

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District Name:		LEA Code:	Year:
Columbus County Schools		240	2015-2016
District Goal #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2016, 7 out of 9 of our elementary schools in Columbus County Schools will exceed expected growth and/or meet proficiency standards.		
	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)		
Progress:	Progress Monitoring Status:	Has Begun	
District Goal #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2016, 3 out of 5 of our middle schools in Columbus County Schools will exceed expected growth and/or meet proficiency standards.		
	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)		
Progress:	Progress Monitoring Status:	Has Begun	
District Goal #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2016, 4 out of 4 high schools in Columbus County Schools will exceed expected growth and/or meet proficiency standards.		
	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)		
Progress:	Progress Monitoring Status:	Has Begun	

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District Name:		LEA Code:		Year:	
Columbus County Schools		240		2015-2016	
District Goal #1:	<i>By June 2016, 7 out of 9 of our elementary schools in Columbus County Schools will exceed expected growth and/or meet proficiency standards.</i>				
Strategy #1: Describe the strategy that will support this goal	<i>Utilize district personnel (Instructional Leads, Curriculum Director) and school administrators to model and monitor the effective implementation of school-wide interventions.</i>				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>District personnel (instructional lead teachers, migrant tutors and curriculum director) will be assigned to low performing schools to observe classroom instructional strategies, model effective instruction, and participate in PLC meetings. District personnel will visit identified low performing schools daily. School-based administrators and lead teacher will observe ELA, Math, and Science classes daily for at least 15 minutes per visit. School-based administrators will also attend weekly PLC meetings with teachers to guide conversations toward effective instruction.</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; PL (professional learning) agendas and rosters; 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, School-based administrators and Lead Teachers.			
	Timeline:	October 2015-June 2016			
	Budget Amount: (if applicable)	\$286,512.37 (Lead teachers)	Budget Source: (if applicable)	Title I	
Strategy #2: Describe the strategy that will support this goal	<i>Engage students instructionally through the usage of core and supplemental instructional materials and strategies in order to improve proficiency and growth of all students.</i>				
Progress:	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>				

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	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 froms 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>SuccesssMaker</i> reports; Attendance of teachers at UNCW PDS opportunities; PBIS; <i>Language Live!</i>		
	Person(s) Responsible:	Superintendent, Assistant Superintendent, District PK-12 Curriculum Director, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators		
	Timeline:	October 2015-June 2016		
	Budget Amount: (if applicable)	\$85,000 (Waterford upgrade)	Budget Source: (if applicable)	Textbooks
Strategy #3: Describe the strategy that will support this goal	Closely monitor school-based administrator supervision of instructional program and practices			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	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.			
	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		

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	Timeline:	October 2015-June 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #4: Describe the strategy	<i>Monitor implementation of specialized instruction based on students' IEP's</i>			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>District EC Personnel and school administrators to observe classroom instruction for implementation of IEP requirements</i>			
	Evidence: (Identify documents and artifacts)	Progress monitoring notebooks; Observation notes		
	Person(s) Responsible:	EC Director, School-based Administrators, Central Office EC Personnel, District Pupil Support Personnel Director		
	Timeline:	October 2015-June 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

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District Name:		LEA Code:		Year:	
Columbus County Schools		240		2015-2016	
District Goal #2:	<i>By June 2016, 3 out of 5 of our middle schools in Columbus County Schools will exceed expected growth and/or meet proficiency standards.</i>				
Strategy #1: Describe the strategy that will support this goal	<i>Utilize district personnel (Instructional Leads, Curriculum Director) and school administrators to model and monitor the effective implementation of LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative).</i>				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>District personnel (instructional lead teachers and curriculum director) and school administrators will 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, PL (professional learning) agendas and rosters, 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
Strategy #2: Describe the strategy that will support this goal	<i>Utilize district personnel (Instructional Leads, Curriculum Director) and school administrators to model and monitor the effective implementation of school-wide interventions.</i>				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: 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; School-based Teen Court			
	Person(s) Responsible:	Superintendent, Assistant Superintendent, District 6-12 Curriculum Director, District Pupil Support Personnel Director, District Exceptional Children Director, School-based administrators			

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	Timeline:	October 2015-June 2016		
	Budget Amount: (if applicable)	\$80,500 (iReady)	Budget Source: (if applicable)	Textbooks
Strategy #3: Describe the strategy that	<i>Closely monitor school-based administrator supervision of instructional program and practices</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<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>			
	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)	
Strategy #4: Describe the strategy	<i>Monitor implementation of specialized instruction based on students' IEP's</i>			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>District EC Personnel and school administrators to observe classroom instruction for implementation of IEP requirements</i>			
	Evidence: (Identify documents and artifacts)	Progress monitoring notebooks; Observation notes		
	Person(s) Responsible:	EC Director, School-based Administrators, Central Office EC Personnel, District Pupil Support Personnel Director		
	Timeline:	October 2015-June 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

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District Name:		School Code:		Year:	
Columbus County Schools		240		2015-2016	
District Goal #3:	<i>By June 2016, 4 out of 4 high schools in Columbus County Schools will exceed expected growth and/or meet proficiency standards.</i>				
Strategy #1: Describe the strategy that will support this District Goal	<i>Utilize district personnel (Instructional Leads, Curriculum Director) and school administrators to model and monitor the effective implementation of LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative).</i>				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>District personnel (instructional lead teachers and curriculum director) and school administrators will observe classroom instructional strategies, model effective instruction, conduct book studies, and participate in PLC meetings.</i>				
	Evidence: (Identify documents and artifacts)	notes and data; Implementation of strategies from PLC/Morning meetings and PL (professional learning) agendas and rosters.			
	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	
Strategy #2: Describe the strategy that will support this goal	<i>Implement supplemental instructional materials and strategies to provide additional support to low performing schools.</i>				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Purchase and/or implement available supplemental instructional resources. Partner with NC New Schools and college/universities.</i>				
	Evidence: (Identify documents and artifacts)	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 Kurzweil for supplemental assistance; School-based Teen Court			

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	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)	
Strategy #3: Describe the strategy that will support this goal	<i>Closely monitor school-based administrator supervision of instructional program and practices</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<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>			
	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		
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	Timeline:	October 2015-June 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	