

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 <http://www.rep.dpi.state.nc.us/app/dstplan>.

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Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the title

cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered,

the rows are able to be stretched if the current row height of the cell is not sufficient.

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.

<b>District Name:</b>	<b>LEA Code:</b>	<b>Year:</b>
Lenoir County Public Schools	540	2015-2016
<b>Superintendent Name (or Designee):</b>	Brent Williams	<b>Superintendent (or Designee) Email:</b> <a href="mailto:bwilliams@lenoir.k12.nc.us">bwilliams@lenoir.k12.nc.us</a>
<b>District Mission</b>	<b>Mission – Lenoir County Public Schools, in partnership with families and the community, educates all students to be successful in an ever-changing world.</b>	
<b>District Vision</b>	<b>Vision - Lenoir County Public Schools aspires to be the school system of choice by introducing, exploring, and specializing in a variety of educational and career opportunities.</b>	
<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>Lenoir County Public Schools (LCPS) serves approximately 9,158 students in PreK through 12th grade in seventeen schools. Lenoir County is one of the five poorest counties in North Carolina and is designated a Tier 1 community. The student population of LCPS has declined for several years while the poverty rate has increased. At first glance it appears that the poverty rate has decreased from 73.36% in 2013-2014 to 54.3% in 2015-2016, however the computation of the economically disadvantaged population has changed to the Community Eligibility Provision (CEP). The change in computation is a result of providing free meals to all students in Lenoir County. All elementary and middle schools in Lenoir County are designated Title I schools. The Exceptional Children's population is 15% of our population. The student body is composed of 47.21% Black, 37.57% White, 12% Hispanic, 2.14% Multi-racial, .81% Asian, .08% Pacific Islander, and .19% American Indian.</p> <p>Currently, Lenoir County has a population of 57,961 residents representing a 2.7% decrease in population since 2000. The unemployment rate for Lenoir County as reported by AccessNC is approximately 6.2%. The estimated median family income as reported in 2014 is \$45,131. The estimated total population with income below the poverty level in Lenoir County is 13,758. In 2014, a report entitled "North Carolina's Distressed Urban Tracts: A View of the State's Economically Disadvantaged Communities," focused on the poverty rate, per capita income and unemployment in designated areas. The East Kinston area was one of two rural areas to make the report's top 10 list, with the other eight coming from urban areas. A second portion of East Kinston — from the East Vernon Avenue down to Dr. Martin Luther King Jr. Boulevard and down to Bright Street — was ranked ninth in the worst rural areas. In all, four tracts in Kinston were considered distressed, all of them rural and in East Kinston. For an area to be considered distressed, there has to be an unemployment rate above 14.5 percent, a per capita income lower than \$16,921 and a poverty rate about 24 percent. The U.S. Census classifies urban as an area with more than 50,000 residents or with clusters with 2,500 to 50,000. These designated areas are served by five of our ten low performing schools. Implementation of assessments aligned to College- and Career-Ready Content Standards required the adoption of new academic achievement standards and academic achievement descriptors for the 2012-13 results. With these major changes in curriculum and tests, 2012-13 will serve as a new baseline. The first year of implementation for common core assessments and new standards was 2012-2013. Scores dropped significantly in LCPS, as well as, in the state of North Carolina. At the end of the 2011-2012, the overall composite in LCPS was 71.3%. Because of the comprehensive shift in standards in all subject areas and the implementation of new tests, the overall composite in 2012-2013 dropped to 34.4%.</p> <p>To better report students' career and college readiness, the State Board of Education in March 2014 adopted a new five-level achievement scale that replaced the previous four-level scale. Students who score at Achievement Level 1 show limited command of the subject material. Achievement Level 2 students show partial command. Achievement Level 3 is considered the state proficiency standard and students at this level show sufficient command of subject material. Students who score at this level may get on track for career and college readiness with additional academic support. Achievement Levels 4 and 5 are considered career and college ready and students at these levels show solid command and superior command of subject material respectively. The 2013-14 school year is the first year that student proficiency is being reported under these five achievement levels.</p> <p>Accurate comparisons from the 2012-2013 school year to the 2013-2014 school year could be made from Level III in 2012-2013 to Level 4 in 2013-2014. The overall college-and-career ready achievement level in 2013-2014, which was a true comparison to 2012-2013, continued to show a decline to 31.8%. The overall college-and-career ready composite for 2014-2015 was 31.2%. The grade level proficiencies for those same two years were 42.2% in 2013-2014 and 40.9% in 2014-2015. The overall state results at the end of these same years were 56.3% in 2013-2014 and 56.6% in 2014-2015.</p> <p>School growth as determined by EVAAS showed that 9 of 17 schools met or exceeded growth in 2013-2014 while 8 of 17 schools met or exceeded growth in 2014-2015. 2013-2014 was the first year that School Performance Grades were reported. LCPS had 2 schools with a grade of B, 5 schools with a grade of C, 7 schools with a grade of D, and 3 schools with a grade of F. At the end of the 2014-2015 school year, LCPS had 1 school with a grade of B, 5 schools with a grade of C, 7 schools with a grade of D, and 3 schools with a grade of F. The overall composite for grades 3-12 is 40.9%. There are no grade levels performing above 50% (with the exception of fourth grade math and fifth and eighth grade science). There is a significant decrease in proficiency in middle school math. Attendance was over 94.82%.</p> <p>Fifteen of the seventeen schools have fully implemented the Positive Behavior Intervention Support (PBIS) program. All ten of our low performing schools are PBIS schools. Woodington Middle School and LaGrange Elementary are designated Exemplar schools. Contentnea-Savannah K-8, E.B. Frink Middle, Kinston High, Northeast Elementary, and Southeast Elementary are designated Model Schools. North Lenoir High School and Rochelle Middle School are designated Green Schools. Our district supports a PBIS leadership team that provides training and implementation support for all schools. Every PBIS school has a PBIS committee that holds bi-weekly or monthly meetings to create behavior support plans for students who have been recommended to the PBIS committee. During the meetings interventions are recommended and existing plans are reviewed. Student progress is monitored and adjusted as necessary and determinations are made for next levels of support for each child. The overall teacher turnover rate for the district as of July 2015 is 12.91%. The chart below indicates the current teacher turnover rate for each of our low performing schools:</p> <p>CSS 7.84% EB Frink Middle 27.78% Kinston High School 16.67% LaGrange Elementary 5.26% North Lenoir High School 12.07% Northeast Elementary 12.12% Northwest Elementary 9.84% Rochelle Middle School 20.00% Southeast Elementary 18.75% Woodington Middle School 12.2%</p> <p>Currently there are 581 teachers in Lenoir County and 138 of them are beginning teachers. Additionally, there are 26 Teach for America corp members teaching in our schools and 35 lateral entry teachers. The impact of beginning teachers at each school is significant. The following chart indicates the percentage of beginning teachers at each of the identified low performing schools.</p> <p>CSS 18% Frink Middle 37% Kinston High 36.5% La Grange Elementary 11.5% North Lenoir High School 24% Northeast Elementary 36% Northwest Elementary 15% Rochelle Middle 45% Southeast Elementary 42% Woodington Middle 19%</p> <p>LCPS has a high percentage of new, lateral-entry, and Teach for America teachers, the majority of which are employed in our lowest performing schools. LCPS also has a high percentage of principals with fewer than four years of experience. Out of ten low performing schools, only two principals have been assigned to their school for more than two years. Of the total ten administrators assigned to the low performing schools, five principals have less than two years experience as a principal. LCPS realizes the need for targeted support and professional development for new administrators. While professional development has been consistently offered, more efforts are needed to support subject specific PD based on the district data. After analyzing PD rosters, it has been found that PD opportunities have not been taken full advantage of by administrators and teachers. After analyzing testing results, attendance, behavior, graduation rates, Teacher Working Conditions Survey data, and teacher employment data, the findings reveal a number of root causes of low performance. EOG/EOC data reflect that there are inconsistencies with instructional practices and alignment of instructional standards within the district. Schools have had limited support with curriculum materials/programs that are aligned to the North Carolina Standard Course of Study. EOG/EOC and EVAAS results indicate that there has been limited data analysis and monitoring of classroom instruction at the school and the district level to improve academic weaknesses and instructional practices.</p>		



District Name:	LEA Code:	Year:
Lenoir County Public Schools	540	2015-2016
District Goal #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	All low-performing schools in LCPS will exceed growth by the end of the 2015-2016 school year.	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work,
	LEA Goal Alignment:	Goal 1 - LCPS students will receive a personalized education in order to graduate from high school prepared for postsecondary education, military service, or a successful career in the workforce.
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	
District Goal #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By August 2016, all course blueprints for ELA and Math K-8, Science 5th and 8th grade, Biology, Math I and English II will be developed and distributed to teachers accompanied with professional development to explain new blueprints.	
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship
	LEA Goal Alignment:	Goal 1 - LCPS students will receive a personalized education in order to graduate from high school prepared for postsecondary education, military service, or a successful career in the workforce.
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	
District Goal #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	A district team that will double at the district MTSS team will be created to analyze available data and conduct quarterly formative meetings with each administrator in low performing schools to review and monitor benchmark results, DIBELS/TRC progress, discipline records, attendance records and observation progress.	
	SBE Goal Alignment:	Goal: Every school, every day has an excellent educator.
	LEA Goal Alignment:	Goal 2 - LCPS students will have excellent educators everyday.
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	

<b>District Name:</b>	<b>LEA Code:</b>	<b>Year:</b>			
Lenoir County Public Schools	540	2015-2016			
<b>District Goal #1:</b>	<i>All low-performing schools in LCPS will exceed growth by the end of the 2015-2016 school year.</i>				
<b>Strategy #1: Describe the strategy that will support this goal</b>	<i>All schools will implement formative assessments on a regular basis to measure growth and student understanding resulting in reteaching and increased learning for all subgroups.</i>				
<b>Progress:</b>	Progress Monitoring Status:	in progress			
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<i>Collect and evaluate formative assessment data from all low-performing schools. Assist administrators with developing a plan of action for non-compliance and/or deficits in student achievement. Assist administrators and teachers with implementing iLCPS Technology Initiative to differentiate instruction for students.</i>				
	Evidence: (Identify documents and artifacts)	iLCPS programming, DIBELS/TRC; K-2 math assessments; District benchmarks 3-12; KEA for kindergarten; minutes from PLC meetings; student work samples (pre and post assessment data); data analysis results; TIPS process for problem solving; lesson plan review for required planning elements.			
	Person(s) Responsible:	Building level administration; District level support team assigned to each school			
	Timeline:	October 1, 2015-June 15, 2016			
	Budget Amount: (if applicable)		Budget Source: (if applicable)		
<b>Strategy #2: Describe the strategy that will support this goal</b>	<i>Train administrators focusing on instructional leadership to include: the use of unpacking documents, instructional blueprints, iLCPS programming instruction, coaching on monitoring of teacher effectiveness, leading effective PLCs, understanding the essential components of a lesson plan and differentiating through the 1:1 initiative.</i>				
<b>Progress:</b>	Progress Monitoring Status:	in progress			

<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>Fidelity Checks; Coaching sessions on each newly implemented program several times a year, schedule regular data meetings</i></b>			
	<b>Evidence:</b> (Identify documents and artifacts)	Curriculum support with LCPS curriculum specialist in math and reading, data notebooks, coaching logs, minutes from data meetings		
	<b>Person(s) Responsible:</b>	Building level administration; District level support team assigned to each school		
	<b>Timeline:</b>	October 1, 2015- June 15, 2016		
	<b>Budget Amount:</b> (if applicable)		<b>Budget Source:</b> (if applicable)	
<b>Strategy #3:</b> Describe the strategy that will support this goal	<b><i>Train teachers to effectively: use the instructional blueprints and unpacking documents, create essential components of a lesson plan, differentiate through the 1:1 initiative, participate in effective PLCs.</i></b>			
<b>Progress:</b>	<b>Progress Monitoring Status:</b>	in progress		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>Professional development designed to train teachers on the instructional resources: instructional blueprints, unpacking documents, lesson plan design, PLCs.</i></b>			
	<b>Evidence:</b> (Identify documents and artifacts)	SEA System Rosters and surveys, presenter presentations and materials, agendas, Tech Tuesday		
	<b>Person(s) Responsible:</b>	Building level administration; District level support team assigned to each school		
	<b>Timeline:</b>	October 1, 2015-June 15, 2016		
	<b>Budget Amount:</b> (if applicable)		<b>Budget Source:</b> (if applicable)	



<b>District Name:</b>		<b>LEA Code:</b>		<b>Year:</b>	
Lenoir County Public Schools		540		2015-2016	
<b>District Goal #2:</b>		By August 2016, all course blueprints for ELA and Math K-8; Science 5th, 8th; Biology; Math I and English II will be developed and distributed to teachers.			
<b>Strategy #1: Describe the strategy that will support this goal</b>		<i>LCPS will contract with consultants to develop instructional blueprints.</i>			
<b>Progress:</b>		Progress Monitoring Status:		in progress	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>		<i>Instructional blueprints will be created.</i>			
		Evidence: (Identify documents and artifacts)		employment contract and instructional blueprints	
		Person(s) Responsible:		Kecia Dunn, Frances Herring, and Brent Williams	
		Timeline:		October 1-June 15, 2016	
		Budget Amount: (if applicable)		\$100,000	Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that will support this goal</b>		<i>Before the 2016-2017 school year begins, professional development will be provided on newly-revised instructional blueprints.</i>			
<b>Progress:</b>		Progress Monitoring Status:		in progress	
<b>Tasks/Action Steps: Describe the action steps that will be</b>		<i>Professional Development will be held for administrators, select lead teachers and central services on interpreting and implementing the newly-revised instructional blueprints.</i>			

	Evidence: (Identify documents and artifacts)	Schedule with consultants and outside resources ,SEA System Rosters, presentation materials and notes, instructional blueprints					
	Person(s) Responsible:	consultants and professional development coordinator					
	Timeline:	October 1, 2015-August 30, 2016					
	Budget Amount: (if applicable)		Budget Source: (if applicable)				
<b>Strategy #3: Describe the strategy that will support this goal</b>	<b><i>Immediately develop a uniform on-site review system for school-based administrators and district-level personnel to manage and support effective instructional practices.</i></b>						
<b>Progress:</b>	Progress Monitoring Status:	NCStar					
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Implement NCStar</i></b>						
	Evidence: (Identify documents and artifacts)	documentation of lesson plans, benchmark assessment data					
	Person(s) Responsible:	IET, Principals, Teachers					
	Timeline:	February 2016 to June 2016					
	Budget Amount: (if applicable)		Budget Source: (if applicable)				

<b>District Name:</b>		<b>School Code:</b>		<b>Year:</b>	
Lenoir County Public Schools		540		2015-2016	
<b>District Goal #3:</b>	<i>A district team that will double as the district MTSS team will be created to analyze available data and conduct quarterly formative meetings with each administrator in low performing schools to review and monitor benchmark results, DIBELS/TRC progress, discipline records, attendance records and observation progress.</i>				
<b>Strategy #1: Describe the strategy that will support this District Goal</b>	<i>LCPS will develop a schedule of district level teams assigned to the low-performing schools to conduct on-site monitoring of the school's low performing plan which will include lesson plan review, classroom observations, school schedule review, PLC and SIT meeting attendance.</i>				
<b>Progress:</b>	Progress Monitoring Status:	In progress			
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<i>Create a district level data team that regularly monitors benchmark assessments, DIBELS-TRC assessments, discipline records, attendance records, EOG/EOC assessments.</i>				
	Evidence: (Identify documents and artifacts)	benchmark assessments, DIBELS-TRC assessments, discipline records, attendance records, EOG/EOC assessments			
	Person(s) Responsible:	IET Team			
	Timeline:	November 2015-June 2016			
	Budget Amount: (if applicable)		Budget Source: (if applicable)		
<b>Strategy #2: Describe the strategy that will support this goal</b>	<i>Conduct quarterly meetings at each school to monitor and review the data to determine progress on low performing improvement plans.</i>				
<b>Progress:</b>	Progress Monitoring Status:	January 2016 and ongoing			
<b>Tasks/Action Steps: Describe the action steps that will be</b>	<i>Conduct quarterly meetings at each school to monitor and review the data to determine progress on low performing improvement plans</i>				

	Evidence: (Identify documents and artifacts)	artifacts specific to the school's low performing improvement plan and observations (formal and informal); locally created report to document services provided to schools			
	Person(s) Responsible:	Vivian Roach, Kecia Dunn, Teresa Anderson, Becky Whittington, Julie Hill, Frances Herring, Stacy Cauley, Charles White, Kim Hazelgrove, Holly Ball, Emily Sugg, and Stephanie Radford			
	Timeline:	January 2016 and ongoing			
	Budget Amount: (if applicable)		Budget Source: (if applicable)		
<b>Strategy #3: Describe the strategy that will support this goal</b>	<i>Determine master teachers within the district, and organize team visits to low-performing classrooms for modeling and coaching, use debriefing notes from visits to aid in the development of LCPS plan for improvement, schedule of visits, mentoring/coaching for beginning teachers</i>				
<b>Progress:</b>	Progress Monitoring Status:	In progress			
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<i>Analyze data from surrounding districts to determine which districts are successful with similar populations. Organize collaboration with the selected districts by scheduling visits.</i>				
	Evidence: (Identify documents and artifacts)	Principal input, EVAAS Teacher Effectiveness Data, schedule of visits, review debriefing notes from visits			
	Person(s) Responsible:	IET Members, Principals, Teachers			
	Timeline:	October 2015 and ongoing			
	Budget Amount: (if applicable)	Sub Pay	Additional Emp	Budget Source: (if applicable)	Federal - Title II
<b>Strategy #4: Describe the strategy that will support this goal</b>					
<b>Progress:</b>	Progress Monitoring Status:				

<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)				
	Person(s) Responsible:				
	Timeline:				
	Budget Amount: (if applicable)	Sub Pay	Additional Emp.	Budget Source: (if applicable)	Federal - Title II

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