Northampton County Schools
District Plan of Action
2015 - 2017

District Name:		LEA Code:	Year:
Northampton County Schools		660	2015-2106
Superintendent Name (or Desigr	Monica Smith-Woofter	**Superintendent (or Designee) Er**	smith-woofterm@northampton.k12.nc.us
District Mission	To provide each student the skills, knowledge, and values necessary to compete, contribute, and succeed through the cooperative efforts of school, family and community in a safe and nurturing environment.		
District Vision	Shaping learners and building relationships to compete, contribute, and succeed as globally productive citizens.		

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)

Northampton County Schools must close the learning gaps and help our students learn, grow, and excel. In doing so, we have identified best practices, secured evidence-based instructional resources, and begun building the capacity among all of our learners (staff, students, and leadership alike) to focus on quality teaching and learning. We have made some improvements, but certainly not enough. With our data indicating that 72.2% of our student population is non-proficient, we have taken action to remove barriers and implement necessary academic supports.

The following data sources were analyzed to determine the priority focus areas for needs improvement: 1) School Performance Data 2013-2014 School Year; 2) School Performance Data 2014-2015; 3) Northampton County Schools Public Report for Students with Disabilities 2013-2014; 4) Reading 3D Data 2013-2014 and 2014-2015; 5) Exceptional Children Program's Warning Lists for Significant Disproportionality-Discipline 2014-2015; 6) District Discipline Data 2013-2014 and 2014-2015; and 7) Approved School Improvement Plans for the 2015-2016 School Year.

Appendix A: Test Data by Subgroup *Appendix B: Teacher Data* *Appendix C: Attendance Data*
Appendix D: Dropout Data *Appendix E: Discipline Data* *Appendix F: ABE Data*
Appendix G: PBIS Survey Results *Appendix H: Student Demographic Data*

Northampton's Accountability Data indicate that the district has made little improvement in increasing student achievement from the 2013-14 school year to the 2014-15 school year. NC Ready data show that there was a decline in the percent of students who are college and career ready. The percent of students in this category decreased from 20% to 18.9%. Likewise, the percent of students who were categorized as grade-level proficient decreased from 29.2% to 27.3%. The data showed that proficiency levels were beneath state levels in all tested areas. However, there were areas in which cohorts of students were beginning to show growth: Grade 4 reading at Gaston Elementary and Willis Hare Elementary Schools; Grade 5 and Grade 7 reading at Gaston Middle school; and Grade 8 reading at Conway Middle School. Although the Cohort Graduation Rate (4 year) increased from 70.7% to 84.7%, students at the high school still lacked skills needed to be deemed grade level proficient. There was a decline in proficiency in all areas tested at the high school.

In grades K-3, our reading 3D data is divided into two categories; text reading comprehension and dynamic indicators of basic early literacy skills, which are reading foundational skills. In our early literacy grades, we see a decline in proficiency across the district from 2013-2014 school year to 2014-2015 school year. In text reading comprehension, proficiency at kindergarten was 54% at Squire, 24% at Central, and 59% at Willis Hare.

Proficiency levels at first grade were 16% at Central, 14% at Gaston, and 20% at Willis Hare. Second grade demonstrated proficiency percentages of 18% at Central, 13% at Gaston, and 26% at Willis Hare while third grade's proficiency percentages were 11% at Central, 7% at Gaston, and 59% at Willis Hare. The math assessment data for K-2 displays a decline in student proficiency percentages the higher the grade level in all standards assessed. Kindergarten had an overall proficiency of 70%, first grade 41%, and second grade 35%. The problematic standard for kindergarten was Number and Operations in Base Ten while first grades' lowest performing area was Geometry. Second grade's lowest performing standard area was Measurement and Data. In order to meet Annual Measurable Objectives goals of 71.9 for reading, 71.3 for math, and 76.2 in science, we have to decrease the number of students non proficient by at least 22 percentage points each year in the those subject areas.

The Northampton County Schools Public Report for Students with Disabilities (2013-2014) focuses on the educational outcomes of students with disabilities, as well as compliance with IDEA requirements. The report indicated whether students with disabilities met or exceeded state targets as measured by 17 performance indicators. The data is shared with the Exceptional Children teachers, instructional leaders and the curriculum and instructional team to help increase the proficiency in academic performance for students with disabilities. Please reference the hyperlinks in the document EC Data Hyperlinks to Statistics. Exceptional Children Program's Warning Lists for Significant Disproportionality-Discipline 2014-2015 indicated that Northampton County Schools had a significant discrepancy for African American students with disabilities versus students without disabilities being suspended greater than 10 days. Forty-seven percent of the reportable crime and violence incidents for Northampton County were circumstances that involved "possession of a weapon", while 20% were classified as "possession of a controlled substance".

School Improvement Plans for this academic school year were analyzed, critiqued, and approved by the Board of Education on October 22, 2015. The Board of Education and central office support staff collaborated to identify and outline further supports that would complement school improvement priorities identified at the school level to maximize the impact on student achievement district-wide. The district plan provides the priority goals that are aligned to those identified additional strategies and action steps that the district support team will facilitate, ensure implementation with fidelity, and progress monitor.

District Name:		LEA Code:	Year:
Northampton County Schools		660	2015-2106
District Goal #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2018, core instruction in ELA, math, and science will decrease the number of students performing below proficiency by at least an average of 22% per year as measured by NC Ready EOG assessments, End of Course assessments, Reading 3D assessments and K-2 math assessments.		
	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:	Every student will achieve growth targets toward mastery of 21st century competencies, college & career readiness and citizenship.	
	Indistar Indicator: (if applicabl		
Progress:	Progress Monitoring Status:	Has Begun	
District Goal #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2018, at least 85% of the target teacher population will improve in classroom management as evidenced by: 1) Standard II, Element A within the teacher evaluation process 2) a decrease in student referrals related to classroom disruptions, and 3) classroom walk through data.		
	SBE Goal Alignment:	Every student is healthy, safe, and responsible.	
	LEA Goal Alignment:	Every stakeholder is accountable for sustaining high expectations and positive results.	
	Indistar Indicator: (if applicabl		
Progress:	Progress Monitoring Status:	Has Begun	
District Goal #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	***[Enter District Goal #3]***		
	SBE Goal Alignment:		
	LEA Goal Alignment:		
	Indistar Indicator: (if applicabl		
Progress:	Progress Monitoring Status:		

District Name:	LEA Code:	Year:
Northampton County Schools	660	2015-2016

District Goal #1:	***By June 2018, core instruction in ELA, math, and science will decrease the number of students performing below proficiency by at least an average of 22% per year as measured by NC Ready EOG assessments, End of Course assessments, Reading 3D assessments and K-2 math assessments.***			
Strategy #1: Describe the strategy that will support this goal	**Implement, with fidelity, Guided Reading in grades K - 4. (Central Elementary, Gaston Elementary, Willis Hare Elementary)**			
Progress:	Progress Monitoring Status:	Partially implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***Train K - 4 staff in Guided Reading***			
	Evidence: (Identify documents and	Professional Development Sign In Sheets, Guided Reading Contract with Consultant, Resource Materials		
	Person(s) Responsible:	Director of Title I and Elementary Education, Chief Technology Officer, Elementary Instructional Coaches		
	Timeline:	Began August 2015 throughout the school year. Target Dates: August 17 & 18, September 28 - October 1, October 5 -9, October 19-23, November 16-20, and January 19-20		
	Budge Amount: (if applicable)	$17,000	Budget Source: (if applicable)	Title I
Strategy #2: Describe the strategy that will support this goal	***Formal progress monitoring visits at every elementary school to conduct classroom observations of the implementation of all guided reading instruction in every K - 4 classroom. The formal progress monitoring visits are conducted by the Guided Reading Consultant and District Support Staff. (Central Elementary, Gaston Elementary, Willis Hare Elementary)***			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***1. Schedule observations*** ***2. Collect data from observations*** ***3. Discuss data in District Elementary Dept. meetings*** ***4. Formulate action plan for improvement***			
	Evidence: (Identify documents and	Schedule of monitoring visits; observation data; monitoring feedback report; Action Plan/Next Steps; Minutes of District Elementary Dept.		
	Person(s) Responsible:	Director of Title I and Elementary Education, Elementary Instructional Coaches		
	Timeline:	Began in October 2015 and ongoing throughout the year. Target Dates: September 28 - October 1, 2015, November 16 - 20, 2015, and January 19-20, 2015		
	Budge Amount: (if applicable)	$8,000	Budget Source: (if applicable)	Title I PRC 050

Strategy #3: Describe the strategy that will support this goal	***Improve Reading and Vocabulary Instruction in grades 5 - 12 (Conway Middle, Gaston Middle, Northampton County High School)***			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***1. Provide professional development in building academic vocabulary (Marzano Six Steps)*** ***2. Implement Reading in the Content Area strategies.*** ***3. Implement balanced literacy.*** ***4. Provide classroom support through observation*** ***5. Provide feedback and follow-up*** ***6. Monitor classroom instruction***			
	Evidence: (Identify documents and	Professional Development Agendas and Sign-Ins, Participant evaluations, Lesson Plans, Classroom Feedback Forms, Observation		
	Person(s) Responsible:	Superintendent, Director of Accountability and Secondary Education, Director of Pre-K, Mentor Teachers		
	Timeline:	Began August 2015, ongoing		
	Budge Amount: (if applicable)	$5,000	Budget Source: (if applicable)	Title I PRC 050
Strategy #4: Describe the strategy that will support this goal	**Improve instruction in K-8 and 9-12 math (All Schools)**			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***1 . Use of Eureka Math Curriculum (K-8)*** ***2. Provide content support in providing rigorous instruction in grades K-5 (Math Consultant and CCRESA) and 6-12 (Math Consultant-Jeff Merithew and Central RESA Partnership)*** ***3. Partnership with North Carolina School of Science and Mathematics for Math I instruction in grade 8 and 4. Use Focus on Math and Core Plus Curriculum in Grades 9-12***			
	Evidence: (Identify documents and artifacts)	PD Agendas, sign-in sheets, schedule of monitoring visits, lesson plans, benchmark data, PLC agendas/minutes; district department agendas and plans of action; grade level work session reports		
	Person(s) Responsible:	Director of Accountability and Secondary Education, Director of Title I and Elementary Education, Director of Exceptional Children, Chief		
	Timeline:	Began August 2015 and is ongoing throughout the school year		
	Budge Amount: (if applicable)	$10,000	Budget Source: (if applicable)	RLIS PRC 109; Title 2 PRC 103

Strategy #5: Describe the strategy that will support this goal	**Improve instruction in 5-12 science (Conway Middle, Gaston Middle, Northampton County High School)**			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***1. Provide content support in rigorous instruction in grades 5-12 science (Science Consultants: Beamon and Middleton) 2. Provide training on effectively using high-quality science kits and resources (Lab-Aids, CIBL) 3. Partner with the North Carolina Museum of Natural Science***			
	Evidence: (Identify documents and	PD Agendas, sign-in sheets, monitoring reports, lesson plans, benchmark data, PLC agenda/minutes, District Elementary and		
	Person(s) Responsible:	Director of Title 1 and Elementary Education, Director of Accountability and Secondary Education, Chief Technology Officer,		
	Timeline:	Began September 2015 and is ongoing throughout the school year		
	Budge Amount: (if applicable)	$10,000	Budget Source: (if applicable)	RLIS PRC 109; Title 2 PRC 103
Strategy #6: Describe the strategy that will support this goal	**Implement an after school program to extend student learning opportunities that provide academic intervention and STEM problem-based learning related to unique field experiences or aspects of Northampton County. (All Schools)**			
Progress:	Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***Provide an afterschool program for targeted at risk students for grades 3 through 12.***			
	Evidence: (Identify documents and	Functioning After School programs at all schools, student tracking documentation, PBL units of study created and used by teachers		
	Person(s) Responsible:	Superintendent, 2 Mentor Teachers, School Executives		
	Timeline:	Began June 2015 and is ongoing throughout the school year		
	Budge Amount: (if applicable)	$538,000	Budget Source: (if applicable)	ASQG PRC 040
Strategy #7: Describe the strategy that will support this goal	**Implement instructional supports to improve student performance on the ACT WorkKeys assessment. (Northampton County High School)**			
Progress:	Progress Monitoring Status:	Partially Implemented		
	Provide sessions for senior CTE concentrators where students can work on tutorials and practice tests in WorkKeys specific content through the use of Keytrain software provided through ACT.			

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and	Session schedules and practice test results		
	Person(s) Responsible:	CTE Director, Career Development Coordinator, School Executives, and Accountability Director		
	Timeline:	17th, 19th, and 24th; December 1st, 3rd, 8th, 9th, and 10th; January 6th, 21st, 22nd, 25th, 26th, 27th, 28th, 29th; February 1st - 5th		
		Keytrain sessions for 2016-2017 12th grade concentrators: Students will begin sessions August 2016 and will attend a session at least twice		
	Budge Amount: (if applicable)	$2,150	Budget Source: (if applicable)	PRC014

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Northampton County Schools	660	2015-2016

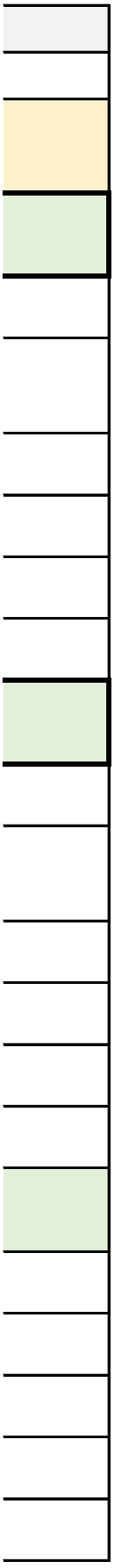
District Goal #2:	***By June 2018, at least 85% of the target teacher population will improve in classroom management as evidenced by: 1) Standard II, Element A within the teacher evaluation process 2) a decrease in student referrals related to classroom disruptions, and 3) classroom walk through data.***			
Strategy #1: Describe the strategy that will support this goal	***Identify target teacher population (All Schools)***			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***1. Gather and analyze classroom discipline data*** ***2. Gather principal and teacher referrals*** ***3. Conduct classroom walkthroughs*** ***4. Teacher Survey*** ***5. Classify teachers for Leveled Support***			
	Evidence: (Identify documents and	Walkthrough Data, Discipline Referrals, Teacher Evaluation Instrument Standard II, Element A		
	Person(s) Responsible:	Program-area Directors		
	Timeline:	October 2015 - Ongoing		
	Budge Amount: (if applicable)	n/a	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	***Train the target population in best practices to improve and sustain classroom management processes and procedures that support teaching and learning. (All Schools)***			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***1. Provide all Level 1 teachers with Harry Wong - First Days of School*** ***2. Provide all Level 2 teachers with training indicated in Level 1, as well as lesson planning to promote effective classroom instruction, pacing, and management*** ***3. Provide all Level 3 teachers with previous training, with additional supports to assist these teachers to deal with challenging student behaviors and management protocols that promote positive student-teacher and student-student interactions and quality instruction.***			
	Evidence: (Identify documents and	Presentations, agenda, participant rosters, anecdotal records		
	Person(s) Responsible:	Program-area Directors		
	Timeline:	October 2015 - Ongoing		
	Budge Amount: (if applicable)	$10,000	Budget Source: (if applicable)	Title II PRC 103

Strategy #3: Describe the strategy that will support this goal	***Monitor and support practices of target population***			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	***1. Conduct walkthroughs*** ***2. Provide in-classroom support*** ***3. Observe focus areas*** ***4. Complete feedback forms*** ***5. Analyze discipline data***			
	Evidence: (Identify documents and	Walk through forms and reports; anecdotal records from teachers, feedback forms, data analysis summaries		
	Person(s) Responsible:	Program-area Directors		
	Timeline:	October 2015 - Ongoing		
	Budge Amount: (if applicable)	n/a	Budget Source: (if applicable)	

District Name:	School Code:	Year:
Northampton County Schools	660	2015-2106

District Goal #3:	***[Enter District Goal #3]***			
Strategy #1: Describe the strategy that	***[Enter Strategy #1 for District Goal #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	***[Enter Tasks/Action Steps for Strategy #1 Goal #3]***			
	Evidence: (Identify documents and			
	Person(s) Responsible:			
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that	***[Enter Strategy #2 District Goal #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	***[Enter Tasks/Action Steps for Strategy #2 Goal #3]***			
	Evidence: (Identify documents and			
	Person(s) Responsible:			
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that	***[Enter Strategy #3 for District Goal #3]***			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	***[Enter Tasks/Action Steps for Strategy #3 Goal #3]***			
	Evidence: (Identify documents and			
	Person(s) Responsible:			
	Timeline:			

	Budge Amount: (if applicable)		Budget Source: (if applicable)	



Progress Monitoring List Values
Has Begun
Partially Implemented
Fully Implemented

SBE Goals

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citiz

Goal 2: Every student has a personalized education.

Goal 3: Every student, every day has excellent educators.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educat

Goal 5: Every student is healthy, safe, and responsible

enship.

tors.

Indistar Indicators

D02 - The principal includes evaluation of student outcomes in teacher evaluation. (1672)

F07 - The LEA/School sets goals for professional development and monitors the extent to which it has changed

H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)

I02 - All teachers monitor and assess student mastery of standard-based objectives in order to make

I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)

I04 - All teachers provide sound instruction in a variety of modes; teacher-directed whole-class; teacher directed small group; student-directed small group; independent work; computer-based; homework. (1719)

I05 - All teachers employ effective classroom management. (1721)

I06 - The school Leadership Team regularly looks at multiple measures (e.g., behavior data, aggregated classroom observation data, and school climate surveys of staff, students, and parents) and uses this data to

J08 - The LEA/School monitors progress of the extended learning time programs and strategies being

K07 - The LEA/School has established a positive organizational culture. (1651)

B10 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and

C01 - The LEA has determined whether an existing principal in position for two years or less has the necessary

C08 - The principal effectively and clearly communicates the message of change. (1665)

C13 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.

I01 - The school has established a team structure among teachers with specific duties and time for instructional

H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)

A02 - The LEA has reoriented its culture toward shared responsibility and accountability. (1634)

B15 - The LEA provides the school intervention team members with information on what the school can do to

C06 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.

G01 - The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (1645)

D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and

F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and

F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional

E12 - The LEA has a team available to help principals as they deal with underperforming employees to

G03 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating,

A01 - The LEA has examined current state and LEA policies and structures related to central control and made

A04 - The LEA has aligned resource allocation (money, time, human resources) within the school's

K04 - The LEA/School has engaged parents and community in the transformation process. (1649)