

District Name:

Public Schools of Robeson County

LEA Code:

780

Year:

2015-16

Superintendent Name (or Designee): Dr. Linda Emanuel, Designee**Superintendent (or Designee) Email:** linda.emanuel@robeson.k12.nc.us**District Mission:** To educate all students by building a foundation for learning in an ever-changing global society.**District Vision:** The Public Schools of Robeson County will act as the catalyst for preparing our students to meet the educational challenges of the 21st Century. Our system will provide the leadership resources, training and highly qualified staff needed to raise the achievement level of our students to meet state and national standards as well as to equip them with the knowledge, skills and abilities required to be successful in life.

The Public Schools of Robeson County pledges that all of its students will be challenged to reach their full academic capacities which will prepare them for higher education or the world of work. Our school system will continue to utilize resources, all stakeholders and the varied channels of communications available to help make our school system reach the status of academic excellence.

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)

Our ASIST Plan was developed to address our deficits in Leadership, Quality Teachers and Instructional Support. We based our strategies on the foundation that all schools will improve their SPG and Growth Status. Within our plan, we have identified objectives that Principals will be held accountable for throughout the school, but more importantly, objectives are in place for District Office staff to support our leaders. We are requiring specific meetings throughout the year for Principals to discuss, identify and revamp instructional efforts at their schools with appropriate District Office staff. A greater emphasis will be placed upon the alignment of the written, taught and tested curriculum.

Public Schools of Robeson County

District's ASIST Plan

Academic Strategies for Improving Systematic/Teaching/Learning PLAN (ASIST)

Required Targets:

1. Score a "C" or better on the State Performance Grade (SPG) by the end of the 2015-16 school year based on EOG/EOC data (each Low Performing school).
2. Score 55% or better on the Grade Level Proficiency (GLP) by the end of the 2015-2016 school year based on the school's EOG/EOC data (each school with a D or F for the 2014-15 school year – schools scoring over 55% for the 2014-15 school year will increase by 10 percentage points by the 2015-16 school year).
3. Exceed growth status as determined by the North Carolina Department of Public Instruction by the end of the 2015-2016 school year based on the EOG/EOC data.
4. Increase the participation rate (percent tested) to 95% or better by the end of the 2015 -2016 school year as reflected by the school's End-of-Grade/End-of-Course tests.

Assist Schools in the Following:

Goals	Objectives	Strategies	Timeline	Resources	Evaluation
State Goals: 1, 2, 3 I. District: Instructional Support: Utilize 100% of staff, resources and available district technical support to meet and/or exceed required academic targets outlined on this plan for the 2015-16 school year.	Attain needed growth and meet state performance level so that the District is no longer Low Performing	<ul style="list-style-type: none"> — Analyze data sets that show strengths and deficits – utilize for planning improvement at each school — Plan and implement staff development that focuses on academic deficits as shown by data. — Plan and implement extended learning time for struggling students (tutoring/remediation using academic deficits – data-driven) 	Sept., 2015 – May, 2016 August, 2015 – Feb., 2016 Sept., 2015 – May, 2016	<ul style="list-style-type: none"> — All federal, state and local financial resources — Utilize all available technical improvement assistance available through the District office, DPI, HSTW, and other partnerships 	<ul style="list-style-type: none"> — Benchmarks, EOG/EOC, mClass scores

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		<p>also using Personalized Education Plans.</p> <ul style="list-style-type: none"> — Align the written-taught-tested curricula (common core) — Utilize district’s testing coordinator to conduct school data interpretation work sessions with staff. — Utilize PLCs to implement training on topics (prior approved) by district’s curriculum/instruction department that is aligned with needs (based on data). — Submit a remediation plan to the district’s Curriculum/Instruction department utilizing all assigned Low Wealth, Title I, and At-Risk budgets. — Utilize PSRC Pacing Guides as a method (timeline) to align the standards — Integrate the literacy strategies outlined in the PSRC Literacy Plan across the curriculum (strong emphasis on vocabulary and comprehension skills). — Utilize the basic foundation in English/Language Arts and Math to help prepare students to learn grade level skills. — Implement the basic reading concepts in K-2 to build a reading foundation. (Phonemic Awareness, Phonics, Fluency, Vocabulary Comprehension, Writing). — Utilize continuous assessment to monitor the students’ acquisition 	<p>October, 2015 – June, 2016</p> <p>Sept., 2015 – October (after each benchmark)</p> <p>Continuous</p> <p>October, 2015</p> <p>Sept., 2015 – June, 2016</p> <p>August, 2015 – June, 2016</p> <p>August, 2015 – June, 2016</p> <p>August, 2015 – June, 2016</p> <p>Daily, weekly, quarterly</p>		

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		<p>and ability to transfer grade level and content specific skills.</p> <ul style="list-style-type: none"> — Implement the 80/20 rule for teaching skills and incorporate cumulative review on a daily basis. — Use the North Carolina Department of Public Instruction resources as a resource for teaching the Common Core State Standards. <ol style="list-style-type: none"> 1. Common Core Resources 2. Released tests — Others 	<p>October, 2015 – May, 2016</p> <p>Nov., 2015 – June, 2016</p>		
<p>State Goal: 3 II. District: Quality Teachers: Ensure that all students receive instruction from highly qualified teachers</p>	<p>To work toward reducing the number of teacher vacancies for all classrooms and to maintain a highly qualified staff.</p>	<p><u>Implement and Assist schools in the following:</u></p> <ul style="list-style-type: none"> — Recruit, train, and retain highly qualified teachers — Monitor teachers’ renewal course work and CEUs to ensure that teachers are progressing toward maintaining or obtaining licensure. — Plan and implement appropriate staff development to address the teaching needs of the staff. — Implement a mentoring program for new or struggling teachers (buddy system). — Provide teachers with needed teaching resources (technology, supplies, etc.). — Offer district technical assistance as needed. Utilize district assigned assistance. — Evaluate teachers appropriately to ensure that highly effective/qualified teachers are continuously employed to teach students. — Monitor attendance of teachers and support staff and set conferences to address any issues. 	<p>Continuous</p> <p>Continuous</p> <p>Continuous – through PLCs– district workshops October, 2015 – June, 2016</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous – utilize timeline issued by</p> <p>Human Resources</p>		

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<p>State Goals 1, 2, 3, 4 III. District: Instructional Leadership; utilize all leadership best practices to meet and/or exceed required targets in this remediation plan for the 2015-2016 school year.</p>	<p>Lead, train, motivate, and monitor the teaching and learning processes (including using data) so that each school in the district can meet standards (align all processes and resources).</p>	<ul style="list-style-type: none"> — Plan and implement conferences with assigned Principal and assigned Assistant Superintendent to discuss the following: <ul style="list-style-type: none"> • Sense of urgency for change • Expectations/target schools/grades for 2015-2016 • Strategies for reaching targets • Develop committed staff • Common Core shifts — Plan and implement 30 total hours of instructional leadership training for administrators (focusing on academic improvement) <ul style="list-style-type: none"> • Aligning the written-taught-tested curriculum • K-2 initiatives-5 basic components of Reading • Analyzing data for instructional improvement • Depth of Knowledge • Curriculum Depot • Response to Instruction — Utilize continuous school support/visitations by district office staff to offer assistance to the leadership, teaching and the learning processes at each identified Low Performing School. 	<p>Continuous</p>		

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		<ul style="list-style-type: none"> — Assign principals to attend appropriate leadership training/conferences (district/state) for Low Performing principals. — Work collaboratively/partner with all Department of Public Instruction initiatives to develop a culture of effective instructional leadership. — Research noted trends found in principals' Walk-Throughs and offer improvement suggestions to teachers. — Provide assistance for Low Performing schools in aligning their resources and staff for optimum outputs. — Involve, organize all parents/stakeholders/resources to help with school improvement efforts. — Utilize PBIS, alternative placements, LAP and other initiatives to help schools to ensure that all students are in attendance, are safe, and ready to learn. 			