

Halifax County Schools:
Charting a New Course to Student Achievement

2022-2023 LOW PERFORMING DISTRICT PLAN



"Charting a new course towards student achievement."

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Halifax County Schools
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K-12 District & Schools Low-Performing Plan

Memorandum

Low Performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and Education Value-Added Assessment System (EVAAS) growth.

- Low-performing schools are those that receive a school performance grade of **D or F** and a school growth score of "**met expected growth**" or "**not met expected growth**" as defined by G.S. 115C-83.15. (G.S. 115C-105.37(a))
- A Low-performing local school administrative unit is a unit (or school district) in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in general statute, G.S. 115C-83.15 have been identified as low-performing schools, as provided in G.S. 115C-105.37 (G.S. 115C-105.39A(a)).
- Halifax County Schools' district & school improvement plan specifically addresses the strategies the district and elementary and secondary schools will implement to improve both the School Performance Grade and School Growth designation.
- Halifax County Schools' final district and school plans are shared with the public, including parents, guardians, and staff and are made available through the local district's & schools' website and the NCDPI website.

Progress Monitoring:

- **NC Professional School Executive Standard 8:**
*School executives (**principals**) will contribute to the academic success of students. "The work" of the school executive will result in acceptable, measurable progress for students based on established performance expectations and using appropriate data to demonstrate growth.*
- **NC Professional Teaching Standard 6:**
***Teachers** will contribute to the academic success of students. "The work" of the teacher will result in acceptable, measurable progress for students based on established performance expectations and using appropriate data to demonstrate growth.*

Charting a New Course to Student Achievement

I. Introduction

Halifax County Schools' (HCS) 2022-2023 School Improvement Plan (SIP) is its data-driven framework for addressing and establishing progressive student achievement for K-12 tier 1, 2, & 3 learners. The Plan includes personalized research-based effective practices (or indicators) to enhance district & schools' outcomes.

The plan maps and identifies the school's academic destination and informs both decision-making, progress monitoring, and cyclical actions from a variety of key stakeholders in order to reach the district's EOY benchmark goals.

The 2022-2023 HCS' School Improvement Plan is designed within the NCStar web-based tool. The Plan is shared and vetted by district and school community, and guides both district and school teams in charting its improvement and management of the continuous improvement process. *The public, parents, and school community are provided access to the district & schools' NCStar School Improvement Plan on the district and schools' websites.* NCStar builds accountability as well as helps schools track their improvement plans.

Both district and schools receive coaching feedback on their plans. NCStar requires a "culture of candor" in which district and school personnel talk openly and honestly about their professional practices that contribute to student learning. The NCStar web-based tool offers continuous real-time monitoring in a "view-only" capacity with transparency into Halifax County Schools improvement process to all staff, district personnel, school board members, and parents.

II. The 2022-2023 HCS School Improvement Process

A. Our Direction

- Set Direction: Mission, Goals, Data Review, & Indicators

B. Our Meetings

- Leadership Team Meetings (within 90 Days)

C. Our Plan

- Actions Completed (within 90 Days)
- Access, Create, Monitor

D. Our Progress

- Objectives Met
- View Reports
- View Feedback

III. The 2022-2023 HCS' School Improvement Framework

A. HCS' District's Multi-Tiered System of Support (MTSS)

B. HCS' District BOY, MOY, EOY Walkthrough Forms

- Valuing and Protection of Instructional Time
- High Profile on Teaching and Learning
- Rigorous Student Engagement
- Social-Emotional Learning
- Digital Learning

C. HCS' District Lesson Plan Template

- Unpacking Standards
- Tiered Vocabulary Instruction
- Gradual Release Instructional Sequence: I Do; We Do; You Do
- Small Group Data-Driven Instruction

D. Pedagogy

- NC Standard Course of Course (NC SCOS)
- Science of Reading, Science of Math, Science of Effective Feedback
- Explicit Instruction
- Building Concepts with Manipulatives
- Action Based Learning
- Project-Based Learning
- Opportunity Culture

IV. Intervention Models

- Target: Low Performing Schools and At-Risk Classrooms
- Differentiated Instructional Student Playlists
- Data-Driven Station Rotations
- Modification of Instructional Minutes:
 - Significant decrease in whole-group instruction
 - Frequent Small Group direct instruction
 - Front Loading of Concepts
 - Personalized Digital Learning Paths

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V. Low Performing Schools: “At Risk” Classroom Intervention Plan

School	
Principal	
Academic Quarters	Quarter 1 ___ Quarter 2 ___ Quarter 3 ___ Quarter 4 ___
Targeted Grades	K – 2 ___ 3 – 5 ___ 6 – 8 ___ 9 – 10 ___ 11 – 12 ___
Planning Team:	
Central Services Support	Curriculum & Instruction ___ Accountability ___ Whole Child ___ Instructional Technology ___ Finance ___ Public Relations ___ Nutrition ___ Human Resources ___ Other ___
District & School Challenges	Teaching and Learning: 1. Teacher vacancies across grades K-12 2. Substitute teachers in core classrooms: ELA, math, & science 3. Tiered Instruction with an emphasis on differentiated student work that meets the needs of tier 1, 2, & 3 rigors (Learning to Read and Reading to Learn) 4. Explicit Instruction: Gradual Release (I do; We do; You do) (accessing background knowledge, building knowledge forward, playlist of practice 5. Action Based Learning with an emphasis on movement and manipulatives 6. Key stakeholders’ receiving and giving effective comprehensive feedback
Tier 3 Intervention	Small Group Teacher-Led Instruction, Individualized Learning Plan, & Collaboration
Rationale	<ol style="list-style-type: none"> 1. Station Rotation is a teaching method based on Differentiated Instruction. Station Rotation is a learning method that is able to meet all students' learning needs and grow higher order thinking skills. Each student gets the opportunity to explore the standard at his or her level by way of tiered learning stations. Through the station rotation method, students get the stimulation to grow their abilities to perform at/above grade level skills. 2. Explicit instruction does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own (Torgesen (2004). 3. Explicit instruction is a systematic method of teaching with emphasis on proceeding in small steps, checking for understanding, and achieving active and successful participation by all students (Rosenshine 1987). 4. Explicit instruction is a series of instructional behaviors that increase the likelihood for student achievement. The instructional behaviors are all about increasing modeling, providing students with frequent opportunities to respond and providing both guided and independent practice. 5. Instruction is explicit when teachers tell students what they need to do using direct explanations along with sharing and modeling new knowledge (Fletcher, Lynn, Fuchs & Barnes 2019).
Research Based Practice; Coaching Feedback	Closing gaps with Explicit Instruction , Building Concepts with Manipulatives and Action-based Learning Book: Link: Effective & Efficient Instruction (Sample: Chapter 1 Exploring the Foundations of Explicit Instruction) By: Dr. Anita Archer and Charles A. Hughes; How to use Feedback to Learn & Grow
Progress Monitoring Method	Biweekly Formative Assessments, Biweekly Student Portfolio Checks, & Biweekly Digital Learning Path Usage Reports

VI. Classroom Instructional Model

Title: Differentiated Instructional Groupings with Data-Driven Station Rotations

Note: Station Rotation is a teaching method based on Differentiated Instruction. Station Rotation is a learning method that is able to meet all students' learning needs and grow higher order thinking skills. Each student gets the opportunity to explore the standard at his or her level by way of tiered learning stations. Through the station rotation method, students get the stimulation to grow their abilities to perform at/above grade level skills.

A. The Process:

The process for organizing differentiated instructional groupings with data-driven station rotations includes fidelity to:

- The delivery of daily, explicit & systematic, teacher-led instruction in small groups
- Multiple opportunities for guided & independent practice with quality sources
- Aligned tasks that show mastery of data-driven skills & standards
- Teacher's consistent monitoring feedback system

Differentiated Small Instructional Groupings with Differentiated Station Rotations			
Time	Whole Group		
10-15 min. Maximum	<ul style="list-style-type: none"> - Opening,.... - Explanation of Stations/Directives..... - Transition to Student Groups... 		
Rotations			
Time	Knowledge and Understanding	Guided & Independent "Practice"	Independent Mastery/Graded Tasks
20-30 min. maximum	Teacher-Led Groups: <ul style="list-style-type: none"> - At-level (green/blue) - Below level (yellow) - Well below level (red) 	<ul style="list-style-type: none"> - Workbook - Textbook - Hands-on Activity - Quiz - Journaling concepts - <u>Notebooking</u> 	Graded Assignments: <ul style="list-style-type: none"> - Workbook - Textbook - Portfolio - Bi-weekly Assessment - Unit/Summative Assessment
5-10 min.	Progress Monitoring Feedback: Monitoring of Groups, Directions, & Transitions		
20-30 mins. maximum	Front Loading Groups: <ul style="list-style-type: none"> - Video Mini Lessons - Do Now: Drill & Practice - Collaborative Explore or Connect Activity 	<ul style="list-style-type: none"> - Digital Learning Path - Collaboration with partner(s) - Vocabulary Drill & Practice - Silent Reading - Writing 	Integrated Project-Based Learning: <ul style="list-style-type: none"> - Complete Project Task assignments - Conceptual Art Task Rubric
5-10 mins maximum	Whole Group: <ul style="list-style-type: none"> - Transition - Exit Ticket 		

Send comments or feedback to Dr. Tyrana Battle,
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