Halifax County Schools - Charting a New Course to Student Achievement

2023-2024 LOW PERFORMING DISTRICT PLAN

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Halifax County Schools
Charting a New Course to Student Achievement

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 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.

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I.   **Introduction**
Halifax County Schools' (HCS) 2023-2024 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 intensive coaching support, personalized research-based effective practices (or indicators) to enhance district & schools' outcomes, and monitoring and feedback support.
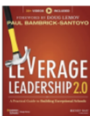
The plan maps and identifies the school's academic destination and informs both decision-making, progress monitoring, and cyclical actions from a variety of key stakeholders in order to reach the district's EOY benchmark goals.

The 2023-2024 HCS' School Improvement Plan is designed within the NCStar web-based tool. The Plan is shared and vetted by district and school communities, 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 the 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.

The Plan – Instructional Focus

Professional Development	Protection of Instructional Time	Maximizing Instructional Time	Use of Data for Student Growth	Monitoring and Feedback

• Book Study
 	
• Coaching Support
 	
• Crucial Conversations
	• Fidelity to instructional block of time
	  • Core = 90 minutes
	  • Supplemental = 180 minutes
	  • Intensive = 270 minutes
	
	• Uninterrupted Instructional Blocks
		• Common Lesson Plan
		  • Common Planning
		  • Horizontal/Vertical Planning
		  • Professional Learning Communities (PLCs)
		
		• Use of New Pacing Guides
		
		• Focus on Academic Rigor
			• Where Are We Now?
			  – Assessments (Interim, CFAs, Exit Tickets)
			  – Previous Year Results
			• Where Are We Going?
			  – Setting Targets to Maximize
			  – Student Growth
			• How do we get there?
			  – Growing the student from current level of proficiency
				• Walkthroughs
				  - B.O.Y.
				  - M.O.Y.
				  - E.O.Y.
				
				• Weekly Data Meetings
				• Coaching Support
				• Crucial Conversation
				• Use of Exit Tickets
				• Use of Super Observations

II. **The 2023-2024 HCS School Improvement Process**
   A. Our Direction
      - Set Direction: Mission, Goals, Data Review, & Indicators
   B. Our Meetings
      - Leadership Team Meetings (within 90 Days)
      - Weekly Data Meetings
   C. Our Plan
      - Actions Completed (within 90 Days)
      - Access, Create, Monitor
   D. Our Progress
      - Objectives Met
      - View Reports
      - View Feedback

Halifax County Schools

Vision: Halifax County Schools will focus on the needs of all students by empowering them to be successful global residents.

Mission: Halifax County Schools is committed to creating a supportive and positive learning environment to address the needs of the whole student in partnership with educators, staff, parents, and communities.

Dimension A Instructional Excellence	Dimension B Leadership Capacity	Dimension C Professional Capacity	Dimension D Planning & Operational Effectiveness	Dimension E Families and Community
Staff will utilize new district pacing guides as the primary instructional planning resource to support rigor and alignment to NC Standards. See core curriculum information (Ai.05) Teachers will create weekly lesson plans using a Gradual Release Instructional Framework GRR Sample Principals provide feedback. Increase academic monitoring and data-driven instruction. Principals utilize a structured data protocol, plan, and define metrics of success. Principals will report quarterly to the Superintendent.	(B1-01) Create system wide "Instructional Design/Advisory Team" to cultivate collaborative processes, shared decision making,"Instructional Design/Advisory Team implementation of evidence-based instructional practices, increased accountability, and consistent communication in every school. (Teacher leaders 1X district meet per month) Sample agenda Sample Agenda Items Provide district mentor and instructional coach for all leaders to support a monitoring system. District assigned mentors will accompany the coach and DLC school visits.	Develop a focused Professional Learning Plan centered around principal and teacher growth. Develop a systemwide PLC data protocol training for all principals for implementation. District assigned mentor will support at least 3 PLC's and 4 SIT meetings for monitoring and support. (NC ILA) Individual Principal Playbooks for systemic leadership to close gaps, focus on instructional practices, SW routines monitoring, coaching, and data driven PLC's. (Playbook SAMPLE) (C 1.01) Teacher training on professional evaluation rubric, metrics for evaluation, EVAAS and instructional practices and behaviors to meet proficiency standards.	Define robust onboarding protocol and PD for all new staff (instructional, technology, and mentoring, Culturally Responsive Teaching, (HR) - Professional development site is available for online orientation. A standard lesson plan template will be utilized to ensure quality and uniformity (Aligned to pacing guides) Sample Current Templates - ELA Sample, Math Sample, Secondary All expectations will be grounded by an ongoing monitoring and accountability metric. (Co-walk building, peer walks in other buildings, principal meetings held in different schools each month with CWT's and feedback from group building walks.) Halifax classroom walkthrough tools **BOY:** https://forms.gle/fyaSJMPW6vzYt3XQ8 (August - October) Supt. Walkthrough Dates: Oct.17 - 19	(E1.02) All teachers regularly assign, check, mark, and return student work. (Explicit and specific feedback) Teachers will regularly score and hand back formative and summative assessments after analyzing student academic gaps to identify re-teach needs. Reteach strategies All teachers will make a minimum of 3 weekly phone calls, emails, or texts to parents to share something positive about their child at school. Google Form Log or Google SHEETS Log Register 80% + parents on Parent Portal through PowerSchool SCHOOL CALENDAR ASSESSMENT CALENDAR
School Leadership teams/key staff meet 2x/mo focused on instruction, data analysis, responding to data, health, safety, strong culture. PD CALENDAR ADMINISTRATIVE PLC CALENDAR ASSESSMENT CALENDAR	Distributive Leadership (First Point of Contact) for School Leaders Provide support to strengthen instructional practices at all levels of leadership development with school administrators, and serve as partners in efforts to enhance organizational effectiveness and systemic processes districtwide		**MOY:** https://forms.gle/wjkhxZnfqUEgU6x69 (November - February) Supt. Walkthrough Dates: Feb. 20 - 22 **EOY:** https://forms.gle/hAz2s7A635oRnanKA (March - May) Supt. Walkthrough Dates: April 23 - 25 Resource allocation and budget training. Accountability, autonomy, aligned resources to needs, budget policies, etc. SAMPLE Title I Budget planning template	

III. **The 2023-2024 HCS' School Improvement Framework**
   A. HCS' District Professional Development
   - Book Study of Leverage Leadership 2.0
   - Crucial Conversations
   - Intensive Coaching Support
   B. HCS' District's Multi-Tiered System of Support (MTSS)
   C. 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
   - Data Driven Instruction
   D. 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
   - Exit Tickets
   E. Pedagogy
   - Updated Pacing Guides
   - 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

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	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 (Flethcer, 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	Exit Tickets, 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	- 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: - At-level (green/blue) - Below level (yellow) - Well below level (red)	- Workbook - Textbook - Hands-on Activity - Quiz - Journaling concepts - Notebooking	Graded Assignments: - 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: - Video Mini Lessons - Do Now: Drill & Practice - Collaborative Explore or Connect Activity	- Digital Learning Path - Collaboration with partner(s) - Vocabulary Drill & Practice - Silent Reading - Writing	Integrated Project-Based Learning: - Complete Project Task assignments - Conceptual Art Task Rubric
5-10 mins maximum	**Whole Group:** - Transition - Exit Ticket		