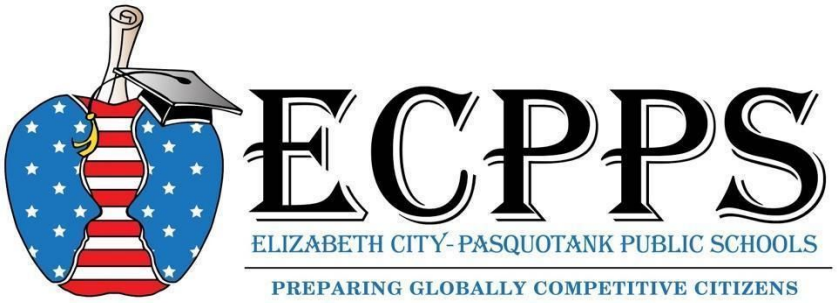
# ECPPS Low-Performing Schools Plan
# 2019-2020




Presented to the Board of Education
November 12, 2019

**Revised 11/24/2019**

## Data Overview

School Status

| School Name | Qualify for ISD | Recurring Low-Performing |
|---|---|---|
| **Elizabeth City Middle School (ECMS)** | No | Yes |
| **Pasquotank County High School (PCHS)** | No | No |
| **Pasquotank Elementary School (PES)** | **Yes**<br>1 of 7 schools with SPG of 39 (#28-34) | Yes |
| **PW Moore Elementary School (PWMES)** | **Yes**<br>1 of 14 schools with SPG 39 (#49-62) | Yes |

**Note: No schools** on this year's ISD Qualifying List (based on 2018-19 data) **will be recommended** for selection into the ISD **for the 2019-20 school yea**r; however, **next year** the **lowest performing school** on the Qualifying List (based on 2019-20 data) will **automatically** be an **ISD school** for the school year **2021-22.**

| | 2018-2019 | | 2017-2018 | | 2016-2017 | |
|---|---|---|---|---|---|---|
| **School** | **Growth** | **School Letter Grade** | **Growth** | **School Letter Grade** | **Growth** | **School Letter Grade** |
| **PW Moore ES** | **Not Met (-2,62)** | **F (39)** | **Not Met (-2.2)** | **D** | **Not Met (-5.92)** | **F** |
| **Pasquotank ES** | **Met (1.68)** | **F (36)** | **Not Met (-4.53)** | **F** | **Not Met (-2.38)** | **D** |
| **ECMS** | **Not Met (-3.48)** | **D (49)** | **Not Met (-8.46)** | **D** | **Met (-1.52)** | **D** |
| **PCHS** | **Not Met (-6.39)** | **D (53)** | **Not Met (-5.31)** | **C** | **Met (0.5)** | **C** |

**Note:** The **final school grade** is based on a 15-point scale: A = 85-100 B = 70-84 C = 55-69 D = 40-54 F = Less than 40

**Address Principal Placement per 115C-105.39:**

| School Name | Principal Start Date (Month/Year) | Time in Position | Action |
|---|---|---|---|
| **ECMS** | July 1, 2018 | <2 years | Retained |
| **PCHS** | July 9, 2018 | <2 years | Retained |
| **PES** | September 3, 2019 | <2 years | Retained |
| **PWMES** | September 24, 2018 | <2 years | Retained |

**Note:** The superintendent may only recommend a principal be retained in the same position without a plan for remediation if the principal has been at the school for less than two years or, in the case of a principal having been at the school for two years or more, if the school has both met student growth and has improved student achievement scores under G.S. 115C-83.15 for the prior school year.

## Notice to Parents:

ECPPS Public Information Officer is working with principals to prepare letters that meet state requirements as outlined in 115C-105.37 for dissemination to parents during **November 2019**.

**Note: Letter Requirements** - (1) A statement that the State Board of Education has found that the school has earned an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" and has been identified as a low-performing school as defined by G.S. 115C-105.37. The statement shall include an explanation of the school performance grades and growth scores. (2) The school performance grade and growth score earned. (3) Information about the preliminary plan developed under subsection (a1) of this section and the availability of the final plan on the local school administrative unit's Web site. (4) The meeting date for when the preliminary plan will be considered by the local board of education. (5) A description of any additional steps the school is taking to improve student performance.

**Expected Outcomes:**

- Improve School Performance Grade
    - 80% (Proficiency) + 20%(Growth)
    - A: 85-100 points; B: 70-84 points; C: 55-69 points; D: 40-54 points; F: Less than 40 points
- Improve School Growth Score
- Support and Monitor the School's Progress

**Strengths:**

- Completion of Consolidated Improvement Plans.
- District and School level instructional coaches that support all schools.
- Implementation of professional learning communities for principals and continued work with teachers.

**Opportunities for Growth:**

- Teacher recruitment and retention for hard to staff areas.
- Professional growth opportunities for principals and teachers that support each school's consolidated improvement plan goals.
- Collaborative culture for district-wide sharing of best practices for teachers and school leaders.

**Goal #1:** Improve School Performance Grade and School Growth Score

**Strategies for Improvement:**

<table>
<tr><td colspan="2">1. Set a clear vision for teaching and learning to support a school-wide culture where all instructional staff analyze student data, reflect on their practice, collaborate with their peers, and incorporate best-practice teaching strategies to ensure high levels of learning for all students.</td></tr>
<tr><td></td><td>● Participation in Schools that Lead networked learning communities:<br>○ High Schools - increase on-time graduation<br>○ Middle Schools - prepare students so they will not have to repeat ninth grade for multiple years<br>○ Elementary Schools - reduce the number of students with early warning indicators of course failures, absences, and discipline</td></tr>
<tr><td colspan="2">2. Implement high-quality interventions and behavioral models to support the social and emotional needs of all students.</td></tr>
<tr><td></td><td>● Participation in The Resilience Project through NC Public School Forum<br>○ Teaches and supports social/emotional or coping skills<br>○ Builds a positive school climate with supportive relationships where kids feel physically and emotionally safe so they can focus on learning<br>● Schools provide intervention during and after school</td></tr>
</table>

| | |
|---|---|
| 3. Use the flexibilities of restart model | |
| | ● Participate in The Innovation Project (TIP). TIP is a collaborative working group of forward-thinking North Carolina district superintendents with a team of staff and collaborators. The work is grounded in objective evidence while acknowledging the need to thoughtfully consider and implement promising, pioneering practices. |
| 4. Provide professional growth opportunities for school leaders. | |
| | ● Principal Professional Learning Communities<br>○ School leaders reflect on their individual practices, develop a culture of learning and professional behavior, create connections to nearby communities, improve their skills in coaching and evaluating teachers, and model leadership behaviors. |
| | ● Participate in BB&T Leadership Development<br>○ The program focus is on helping candidates become more self-aware and cognizant of the way their core beliefs affect their actions. |
| 5. Reduce staff turnover and fill hard to staff positions. | |
| | ● Develop a recruitment and retention plan for hard to staff areas and forecast vacancies for the upcoming school year. |
| 6. Ensure all students and staff are engaged and connected to their school, peers, and community in a safe, secure, and welcoming educational setting. | |
| | ● Implementation of safety and security council<br>● Implement a high-quality MTSS process to address behavioral, academic, and social-emotional needs of our students. |

**Goal #2:** Support and Monitor the School's Progress

### Progress Monitor

| Tool | Grade Span | Subject | |
|---|---|---|---|
| **mClass** | K-2 | Reading | BOY, Benchmarks, and progress monitor |
| **iStation** | K-3 | Reading | Benchmarks and progress monitor |
| **iReady** | K-8 | Reading and Math | Benchmarks and progress monitor |
| **Case 21** | 3-12 | Math, ELA, Science, Biology, English 10, Math1, Math 3 | Benchmarks |
| **SchoolNet** | 6-8<br>6-7<br>9-12 | Social Studies<br>Science<br>Biology, English 10, Math1, Math 3 | Benchmarks |
| **Observation** | K-12 | All | School/Classroom Visits |
| **Consolidated School Improvement Plan Updates** | K-12 | All | Presentation to BOE |
| **Educator's Handbook** | K-12 | Student Discipline | Monthly |

### Central Services Support

| District and school level instructional coach support. | |
|---|---|
| | ● Focus on individual and group professional learning that will expand and refine the understanding of researched-based effective instruction for teachers.<br>● Provide organized, individual and/or group learning opportunities for teachers.<br>● Provide support in analyzing student assessment data and assist teachers with designing instructional decisions based on assessment data.<br>● Provide job-embedded professional development and support. |