



Nash-Rocky Mount Public Schools

2016-2017

District Plan for Improvement

		LEA Code:	Year:
Nash-Rocky Mount Public Schools		640	2016-2017
Superintendent Name (or Designee)	Dr. Shelton Jefferies	Superintendent (or Designee) Email	
District Mission	The Nash-Rocky Mount Public School System will provide ALL students a rigorous and relevant educational program to ensure that each becomes a globally competitive, responsible and contributing member of society.		
District Vision	Preparing ALL students for bright and prosperous futures by Deliberately and Intentionally providing Rigorous and Relevant instruction in every classroom, every day.		
<p>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)</p>			
<p>Data Sources: End-of-Grade, End-of-Course, NCFE and Benchmark (at the district, school and teacher levels), goal summaries, Graduation rate trends (standard and extended), Lexile and Quantile by achievement bands, Nationally normed assessments (Plan, ACT and WorkKeys), attendance (student and staff), dropout, subgroup data trends and EVAAS growth data.</p> <p>Root Causes: Inconsistency with standards aligned instructional units, Inconsistent level of rigor (ongoing level of rigor in classroom activities does not align to end of year assessments)</p> <p>What Was Learned: We need a laser focus on instructional planning and delivery that is aligned to the standards.</p> <p>Attendance: NRMPS has an expectation that both students and staff will be in attendance daily and ready to engage in meaningful learning experiences. There will be processes and procedures in place to monitor and intercede as needed.</p> <p>Supporting Beginning Teachers: Currently 7 out of 14 low performing schools have at least 20% of their staff that are BTs versus 2 out of 11 non-low performing schools.</p>			

School Growth and Performance Grades

Link to Additional Data Sets
[Ready Data by Subgroup](#)

School	2014-2015				2015-2016			
	Growth Status	Growth Index	SPG Score	SPG Grade	Growth Status	Growth Index	SPG Score	SPG Grade
Bailey	Met	-0.74	55	C	Exceeded	3.29	63	C
Baskerville	Not Met	-5.4	40	D	Met	-1.59	46	D
Benvenue	Met	1.75	51	D	NotMet	-3.41	49	D
Cedar Grove	Met	0.21	54	D	Met	-1.54	53	D
Coopers	Not Met	-2.85	61	C	NotMet	-3.18	58	C
Englewood	Met	0.43	51	D	Met	0.94	57	C
Hubbard	Not Met	-2.49	34	F	Met	-1.18	47	D
Johnson	Exceeded	2.07	39	F	Met	0.22	39	F
Middlesex	Exceeded	5.24	56	C	Met	0.62	54	D
Nashville	Not Met	-2.69	52	D	Met	-1.34	55	C
Spring Hope	Not Met	-2.35	46	D	Met	1.46	52	D
Swift Creek	Met	-0.42	65	C	NotMet	-3.47	60	C
Williford	Met	-0.2	41	D	Met	-1.27	37	F
Edwards Middle	Exceeded	2.27	54	D	NotMet	-2.75	49	D
Nash Central Middle	Met	0.92	54	D	Exceeded	3.09	58	C
Parker Middle	Met	-0.17	36	F	NotMet	-2.28	33	F
Red Oak Middle	Exceeded	3.89	54	D	NotMet	-7.86	44	D
Rocky Mount Middle	Met	-1.58	38	F	NotMet	-4.61	32	F
Southern Nash Middle	Exceeded	5.06	53	D	Exceeded	2.21	53	D
Nash Central High	Not Met	-15.02	49	D	NotMet	-10.02	50	D
Northern Nash High	Not Met	-16.04	55	C	NotMet	-14.49	53	D
Rocky Mount High	Not Met	-7.66	49	D	Met	-1.45	58	C
Southern Nash High	Not Met	-14.35	55	C	Met	1.85	71	B
NRM Early College	Exceeded	3.4	84	B	Exceeded	4.94	86	A

Ready Indicators

	14-15	15-16
Perf Comp CCR	31.6	34.1
Perf Comp GLP	41	43.3
The ACT	43.9	45.9
ACT WorkKeys	59.7	76.5
Math Course Rigor	88	89.7
CGR 4yr	81.1	81.1
CGR 5yr	79.9	82.1

Grade	%	Grade	%
A	0	A	4
B	4	B	4
C	25	C	29
D	54	D	46
F	17	F	17
Exceeded	25	Exceeded	17
Met	38	Met	46
Not Met	38	Not Met	37

Chronic Absence Summary

School	Count	Percent	School	Count	Percent
Fairview	455		NCMS	663	
Less than 10%	375	82%	Less than 10%	525	79%
10% or More	80	18%	10% or More	138	21%
Bailey	676		EMS	485	
Less than 10%	615	91%	Less than 10%	405	84%
10% or More	61	9%	10% or More	80	16%
Baskerville	431		PMS	294	
Less than 10%	354	82%	Less than 10%	226	77%
10% or More	77	18%	10% or More	68	23%
Benvenue	774		RMMS	442	
Less than 10%	705	91%	Less than 10%	359	81%
10% or More	69	9%	10% or More	83	19%
Cedar Grove	218		ROMS	909	
Less than 10%	178	82%	Less than 10%	729	80%
10% or More	40	18%	10% or More	180	20%
Coopers	677		SNMS	845	
Less than 10%	581	86%	Less than 10%	676	80%
10% or More	96	14%	10% or More	169	20%
Johnson	355		TRA	207	
Less than 10%	300	85%	Less than 10%	53	26%
10% or More	55	15%	10% or More	154	74%
Englewood	556		NCHS	1116	
Less than 10%	493	89%	Less than 10%	792	71%
10% or More	63	11%	10% or More	324	29%
Hubbard	526		NNHS	1180	
Less than 10%	463	88%	Less than 10%	896	76%
10% or More	63	12%	10% or More	284	24%
Middlesex	382		RMHS	1373	
Less than 10%	316	83%	Less than 10%	1070	78%
10% or More	66	17%	10% or More	303	22%
Nashville	781		SNHS	1191	
Less than 10%	697	89%	Less than 10%	922	77%
10% or More	84	11%	10% or More	269	23%
Red Oak	265		ECHS	248	
Less than 10%	227	86%	Less than 10%	236	95%
10% or More	38	14%	10% or More	12	5%
Spring Hope	560				
Less than 10%	464	84%			
10% or More	86	16%			
Swift Creek	275		NRMS	17025	
Less than 10%	240	87%	Less than 10%	13898	82%
10% or More	35	13%	10% or More	3127	18%
Williford	533				
Less than 10%	479	90%			
10% or More	54	10%			
Winstead	618				
Less than 10%	522	84%			
10% or More	96	16%			

2015-2016 Race Ethnicity Breakdown

SCHOOL	American Indian		Asian		Hispanic		Black		Hawaiian-Pacific		White		Two or More		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	Fairview	0	0	0	1	1	2	204	176	0	1	2	2	1	
Bailey	0	0	1	1	151	145	46	48	0	0	112	95	13	7	619
Baskerville	0	0	0	5	4	212	151	151	0	0	5	1	1	2	381
Benvenue	7	2	15	12	42	29	250	234	1	2	43	50	11	10	708
Cedar Grove	0	2	0	0	12	6	56	50	0	0	30	32	4	4	196
Coopers	1	2	1	39	37	60	78	0	0	212	197	7	4	229	867
Johnson	0	0	0	0	2	145	145	0	0	0	4	3	2	1	302
Englewood	0	3	3	22	18	124	140	0	1	77	71	10	11	333	813
Hubbard	0	2	3	6	34	22	169	168	0	0	33	19	3	9	468
Middlesex	0	0	0	63	70	36	25	0	0	78	64	5	4	203	548
Nashville	4	4	1	11	13	172	157	1	0	190	149	17	15	398	1132
Red Oak Elem	4	2	1	0	11	7	42	43	0	0	64	73	2	2	251
Spring Hope	0	0	1	1	52	40	84	79	0	0	108	105	5	12	487
Swift Creek	2	2	1	0	12	15	48	40	0	0	69	65	2	4	260
Williford	0	0	0	7	5	215	219	0	0	10	3	1	0	447	907
Winstead Ave	0	4	1	0	25	25	173	167	0	0	87	56	7	11	556
Nash Central M	0	0	3	1	23	14	126	128	0	0	158	136	9	12	610
Edwards M	1	2	4	11	17	138	138	0	0	50	46	5	6	322	740
Parker M	0	0	0	0	2	1	108	132	0	0	3	4	0	0	250
Rocky Mount M	1	0	1	1	6	8	157	161	0	0	16	16	8	10	385
Red Oak M	4	11	4	8	27	25	189	179	0	0	191	166	18	18	840
Southern Nash M	0	1	1	1	132	116	67	101	0	0	156	161	14	7	757
Tar River M	0	0	0	0	0	0	18	5	0	0	7	0	1	1	32
Nash Central H	3	5	2	2	25	25	284	260	1	0	186	162	18	18	991
Early College H	4	2	4	5	6	17	23	49	0	0	50	67	4	3	234
Northern Nash H	5	4	6	2	36	28	271	222	0	0	248	203	19	34	1076
Rocky Mount H	2	2	7	4	34	22	442	454	4	2	108	109	19	27	1234
Southern Nash H	0	1	1	0	134	133	131	131	0	0	284	235	14	19	1083
Tar River H	0	0	0	0	4	4	43	28	0	0	9	4	2	2	96
TOTAL	36	46	63	54	927	850	4033	3908	7	6	2590	2294	222	256	1525

Average Attendance Trend

School	2013-2014	2014-2015	2015-2016	3-YEAR
BAILEY	94.68	94.76	95.36	94.93
BASKERVILLE	94.64	94.28	94.3	94.41
BENVENUE	95.57	95.57	96.29	95.81
CEDAR GROVE	94.92	94.39	93.97	94.43
COOPERS	95.36	94.86	94.79	95
D S JOHNSON	94.82	94.52	94.7	94.66
ENGLEWOOD	94.68	94.75	95.63	95
FAIRVIEW	92.62	94.04	93.92	93.67
M B HUBBARD	95.19	95.18	95.27	95.21
MIDDLESEX	93.31	94.15	94.08	93.84
NASHVILLE	94.67	94.94	95.77	95.12
RED OAK	94.72	94.58	94.42	94.58
SPRING HOPE	95.15	94.51	94.39	94.69
SWIFT CREEK	93.88	93.36	94.59	93.96
WILLIFORD	96.46	94.86	95.65	95.66
WINSTEAD AVENUE	94.84	94.59	94.59	94.68
G R EDWARDS MIDDLE	93.81	94.19	95.1	94.31
J W PARKER MIDDLE	94.81	93.71	94.09	94.22
NASH CENTRAL MIDDLE	94.07	93.53	93.3	93.63
RED OAK MIDDLE	93.66	92.38	93.48	93.17
ROCKY MOUNT MIDDLE	93.04	93.72	94.59	93.76
SOUTHERN NASH MIDDLE	94.18	93.59	93.93	93.9
TAR RIVER ACADEMY	76.42	78.63	79.31	78.17
NASH CENTRAL HIGH	91.53	91.27	91.87	91.56
NORTHERN NASH HIGH	91.76	92.35	92.74	92.29
ROCKY MOUNT HIGH	91.68	92.85	93.03	92.51
SOUTHERN NASH HIGH	92.73	91.43	93.05	92.4
NRM EARLY COLLEGE HIGH	94.94	96.3	97.46	96.23

2015-2016 Free Reduced Lunch

School Name	Reduced	Free	Free & Reduced
Fairview (CEP)	0.00%	100.00%	100.00%
Bailey	9.58%	70.02%	79.59%
Baskerville (CEP)	0.00%	100.00%	100.00%
Benvenue	8.01%	70.53%	78.54%
Cedar Grove (CEP)	0.00%	100.00%	100.00%
Nash Central Middle	9.75%	49.75%	59.50%
Coopers	7.25%	52.22%	59.47%
D.S. Johnson (CEP)	0.00%	100.00%	100.00%
Englewood	7.10%	61.66%	68.76%
Edwards	6.46%	65.45%	71.92%
Hubbard	11.11%	72.53%	83.64%
Parker (CEP)	0.00%	100.00%	100.00%
Rocky Mount Middle (CEP)	0.00%	100.00%	100.00%
Middlesex (CEP)	0.00%	100.00%	100.00%
Tar River Academy (CEP)	0.00%	100.00%	100.00%
Nash Central High	8.72%	52.23%	60.95%
Early College	7.66%	40.43%	48.09%
Nashville	8.06%	49.93%	57.99%
Northern Nash	9.66%	41.49%	51.15%
Red Oak Middle	9.75%	50.50%	60.24%
Red Oak	6.09%	50.54%	56.63%
Rocky Mount High	6.67%	62.20%	68.86%
Southern Nash Middle	9.39%	61.46%	70.85%
Southern Nash High	8.27%	51.35%	59.62%
Spring Hope	8.03%	68.26%	76.29%
Swift Creek	10.16%	44.53%	54.69%
Williford (CEP)	0.00%	100.00%	100.00%
Winstead Avenue	5.86%	67.00%	72.86%
Total	6.77%	65.03%	71.80%

Teacher Retention

Year	Total	Left	Turnover Rate	Retention
15-16	925	136	14.70%	85.30%
14-15				

Student Discipline Summary	2014-2015						2015-2016					
	ISS	STS	LTS	LTS365	LTS Rem Year	EXP	ISS	STS	LTS	LTS365	LTS Rem Year	EXP
Bailey Elementary	2	33	0	0	0	0	3	27	0	0	0	0
Baskerville Elementary	0	108	0	0	0	0	0	118	0	0	0	0
Benvenue Elementary	19	47	0	0	0	0	20	45	0	0	0	0
Cedar Grove Elementary	2	73	0	0	0	0	2	42	0	0	0	0
Coopers Elementary	0	17	0	0	0	0	25	53	0	0	0	0
D S Johnson Elementary	0	292	0	0	0	0	2	373	0	0	0	0
Englewood Elementary	74	172	0	0	0	0	71	82	0	0	0	0
Fairview Elementary	0	151	0	0	0	0	0	216	0	0	0	0
G R Edwards Middle	450	125	0	0	0	0	292	155	0	0	3	0
J W Parker Middle	290	249	0	0	0	0	326	193	0	0	2	0
M B Hubbard Elementary	0	77	0	0	0	0	2	77	0	0	0	0
Middlesex Elementary	0	17	0	0	0	0	2	33	0	0	0	0
Nash Central High	252	690	0	0	2	0	83	622	0	0	5	0
Nash Central Middle	542	227	0	0	1	0	525	204	0	0	1	0
Nashville Elementary	17	84	0	0	0	0	39	70	0	0	0	0
Northern Nash High	421	215	0	0	2	0	459	343	0	0	4	0
NRM Early College High S	0	4	0	0	0	0	0	1	0	0	0	0
Red Oak Elementary	1	16	0	0	0	0	0	19	0	0	0	0
Red Oak Middle	658	543	0	0	2	0	495	359	0	0	1	0
Rocky Mount High	1	784	0	0	3	0	1	784	1	0	8	0
Rocky Mount Middle	394	251	0	0	1	0	136	145	0	0	1	0
Southern Nash High	591	105	0	0	7	0	642	131	0	0	2	0
Southern Nash Middle	266	165	0	0	5	0	201	120	0	0	1	0
Spring Hope Elementary	0	54	0	0	0	0	0	72	0	0	0	0
Swift Creek Elementary	14	29	0	0	0	0	42	22	0	0	0	0
Tar River Academy	2	225	0	0	2	0	6	187	0	0	2	0
Williford Elementary	4	78	0	0	0	0	0	144	0	0	0	0
Winstead Avenue Elemes	9	47	0	0	0	0	0	60	0	0	0	0
Total	4009	4878	0	0	25	0	3374	4697	1	0	30	0

Link to Addistional Data Sets

[EVAAS Performance Diagnostic Reports by School by Level](#)

District Value Added by Subject

Test	Subject	Grade	Year	From Semester	To Semester	Growth Measure	Standard Error
K-2 Assessment	Text Reading and Comprehension	K	2015		Winter		
K-2 Assessment	Text Reading and Comprehension	K	2015	Winter	Spring	1.6	0.4
K-2 Assessment	Text Reading and Comprehension	K	2016		Winter		
K-2 Assessment	Text Reading and Comprehension	K	2016	Winter	Spring	2.9	0.4
K-2 Assessment	Text Reading and Comprehension	1	2015	Fall	Spring	1	0.4
K-2 Assessment	Text Reading and Comprehension	1	2015		Fall		
K-2 Assessment	Text Reading and Comprehension	1	2016		Fall		
K-2 Assessment	Text Reading and Comprehension	1	2016	Fall	Spring	1.6	0.4
K-2 Assessment	Text Reading and Comprehension	2	2015	Fall	Spring	0.2	0.4
K-2 Assessment	Text Reading and Comprehension	2	2015		Fall		
K-2 Assessment	Text Reading and Comprehension	2	2016		Fall		
K-2 Assessment	Text Reading and Comprehension	2	2016	Fall	Spring	-1.7	0.4
End of Grade	Math	3	2013				
End of Grade	Math	3	2014				
End of Grade	Math	3	2015				
End of Grade	Math	3	2016				
End of Grade	Math	4	2013				
End of Grade	Math	4	2014			-2.5	0.4
End of Grade	Math	4	2015			-0.8	0.4
End of Grade	Math	4	2016			-1.9	0.4
End of Grade	Math	4	3-Yr-Avg			-1.7	0.2
End of Grade	Math	5	2013				
End of Grade	Math	5	2014			0.3	0.4
End of Grade	Math	5	2015			1	0.4
End of Grade	Math	5	2016			1.2	0.4
End of Grade	Math	5	3-Yr-Avg			0.8	0.2
End of Grade	Math	6	2013				
End of Grade	Math	6	2014			-0.2	0.4
End of Grade	Math	6	2015			1.4	0.4
End of Grade	Math	6	2016			2.3	0.4
End of Grade	Math	6	3-Yr-Avg			1.2	0.2
End of Grade	Math	7	2013				
End of Grade	Math	7	2014			-1.3	0.3
End of Grade	Math	7	2015			2.3	0.3
End of Grade	Math	7	2016			-0.8	0.4
End of Grade	Math	7	3-Yr-Avg			0.1	0.2
End of Grade	Math	8	2013				
End of Grade	Math	8	2014			-2.4	0.4
End of Grade	Math	8	2015			-0.8	0.4
End of Grade	Math	8	2016			-3.3	0.4
End of Grade	Math	8	3-Yr-Avg			-2.2	0.2
End of Grade	Math	Cumulative Grades	2014			-1.2	0.2
End of Grade	Math	Cumulative Grades	2015			0.6	0.2
End of Grade	Math	Cumulative Grades	2016			-0.5	0.2
End of Grade	Math	Cumulative Grades	3-Yr-Avg			-0.4	0.1
End of Grade	Reading	3	2013				
End of Grade	Reading	3	2014			-2.3	0.4
End of Grade	Reading	3	2015			-2.2	0.4
End of Grade	Reading	3	2016			-1.5	0.4
End of Grade	Reading	3	3-Yr-Avg			-2	0.2
End of Grade	Reading	4	2013				
End of Grade	Reading	4	2014			-1.3	0.4
End of Grade	Reading	4	2015			0.6	0.4
End of Grade	Reading	4	2016			-0.3	0.4
End of Grade	Reading	4	3-Yr-Avg			-0.3	0.2
End of Grade	Reading	5	2013				
End of Grade	Reading	5	2014			-1.1	0.4
End of Grade	Reading	5	2015			-0.2	0.4
End of Grade	Reading	5	2016			-0.8	0.4
End of Grade	Reading	5	3-Yr-Avg			-0.7	0.2
End of Grade	Reading	6	2013				
End of Grade	Reading	6	2014			-3.3	0.4

End of Grade	Reading	6	2015			-0.4	0.4
End of Grade	Reading	6	2016			-0.2	0.4
End of Grade	Reading	6	3-Yr-Avg			-1.3	0.2
End of Grade	Reading	7	2013				
End of Grade	Reading	7	2014			-2.7	0.4
End of Grade	Reading	7	2015			1.6	0.4
End of Grade	Reading	7	2016			-1.5	0.4
End of Grade	Reading	7	3-Yr-Avg			-0.9	0.2
End of Grade	Reading	8	2013				
End of Grade	Reading	8	2014			-1.2	0.4
End of Grade	Reading	8	2015			1.2	0.4
End of Grade	Reading	8	2016			-0.9	0.4
End of Grade	Reading	8	3-Yr-Avg			-0.3	0.2
End of Grade	Reading	Cumulative Grades	2014			-2	0.2
End of Grade	Reading	Cumulative Grades	2015			0.1	0.2
End of Grade	Reading	Cumulative Grades	2016			-0.9	0.2
End of Grade	Reading	Cumulative Grades	3-Yr-Avg			-0.9	0.1
End of Grade	Science	5	2014			-1	0.3
End of Grade	Science	5	2015			0.1	0.3
End of Grade	Science	5	2016			1.1	0.2
End of Grade	Science	5	3-Yr-Avg			0.1	0.1
End of Grade	Science	8	2014			-1.3	0.2
End of Grade	Science	8	2015			-0.1	0.2
End of Grade	Science	8	2016			0.2	0.2
End of Grade	Science	8	3-Yr-Avg			-0.4	0.1
End of Course	Math I		2014			-1.7	0.2
End of Course	Math I		2015			-1.3	0.2
End of Course	Math I		2016			-1	0.2
End of Course	Math I		3-Yr-Avg			-1.3	0.1
End of Course	Biology		2014			-2.8	0.2
End of Course	Biology		2015			-2.8	0.2
End of Course	Biology		2016			-0.9	0.2
End of Course	Biology		3-Yr-Avg			-2.2	0.1
End of Course	English II		2014			-2.1	0.2
End of Course	English II		2015			-2	0.2
End of Course	English II		2016			-0.8	0.2
End of Course	English II		3-Yr-Avg			-1.7	0.1

District Name:		LEA Code:	Year:
Nash-Rocky Mount Public Schools		640	2016-2017
District Goal #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>NRMPS will increase its performance composite from 43.3% to 53.3% and will increase the percentage of schools that meet or exceed growth from 63% to 80% during the 2016-2017 school year.</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	DISTRICT PRIORITY 1.0: The NRMPS District will be a high-performing, technology-rich school district with leading-edge learning experiences that promote engagement.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	
District Goal #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2017, NRMPS will decrease the percentage of students who are chronically absent from 18% to 12% based on reports generated from PowerSchool.</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	DISTRICT PRIORITY 2.0: The NRMPS District will maintain safe and orderly environments throughout the district.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	
District Goal #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2017, NRMPS will increase the teacher retention rate from 85.3% to 89.3%.</i>		
	SBE Goal Alignment:	Goal 3: Every student, every day has excellent educators.	
	LEA Goal Alignment:	DISTRICT PRIORITY 3.0: The NRMPS will recruit, hire, and retain highly qualified 21st century professionals in order to provide a rigorous and relevant instructional process for ALL students.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	
District Goal #4: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>NRMPS will increase its proficiency on the ACT from 45.9% to 50% and its proficiency on WorkKeys from 76.5% to 80% during the 2016-2017 school year.</i>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	DISTRICT PRIORITY 1.0: THE NRMPS District will be a high-performing, technology-rich school district with leading-edge learning experiences that promote engagement.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	

District Name:		LEA Code:		Year:	
Nash-Rocky Mount Public Schools		640		2016-2017	
District Goal #1:		<i>NRMPS will increase its performance composite from 43.3% to 53.3% and will increase the percentage of schools that meet or exceed growth from 63% to 80% during the 2016-2017 school year.</i>			
Strategy #1: Describe the strategy that will support this goal		Support teams for 16-17 were restructured to provide more intensive support for each grade span. Support will be differentiated by school site and aligned with the goals and strategies outlined in each school's School Improvement Plan.			
Progress:		Progress Monitoring Status:		In Progress	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		Support teams are restructured as follows: Literacy coaches are placed in 8 elementary schools. Schools were identified based on Reading 3D data. Student Support Specialists are placed in 8 schools. Schools were identified based on attendance, discipline, and transition data. These new positions allow the existing elementary content specialists to narrow their focus to the other 8 elementary schools. Instructional Technology Coaches are reassigned to middle schools. Secondary content specialists are assigned to high schools. This will allow for more frequent instructional support. Instructional support teams work with teachers during PLCs with data analysis and instructional planning. Regular communication occur between the support team and the building level administrative teams to monitor ongoing progress of school improvement strategies. School Improvement Plans will be finalized in the NC STAR platform by November 7th. Executive Directors will provide coaching comments in January, March and May.			
		Evidence: (Identify documents and artifacts)		Minutes from PLCs, Agendas, Work Plans from Support Teams, Coaching Comments in NC STAR platform	
		Person(s) Responsible:		Content Specialists, IT Coaches, Literacy Coaches, Student Support Specialists, Executive Directors	
		Timeline:		September 2016 - June 2017	
		Budget Amount: (if applicable)		Budget Source: (if applicable)	
				Title I, II, and Local Funding	
Strategy #2: Describe the strategy that will support this goal		All support team members will focus on the integration of literacy skills (reading, speaking, listening, writing, thinking, and creating) into all instructional units. The Balanced Literacy Framework will be utilized at the elementary level, with the Literacy Design Framework being utilized at the secondary level.			
Progress:		Progress Monitoring Status:		Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		A menu of professional learning opportunities will be provided aligned with the literacy focus. This menu includes monthly professional development sessions for the literacy coaches, Literacy Design Collaborative and Math Design Collaborative professional development and support for the middle and high schools, and a district wide optional book study on Visible Literacy. All school support teams will focus on data analysis to drive instructional decisions and the use of evidence based, standards aligned resources for both core instruction and intervention.			
		Evidence: (Identify documents and artifacts)		Agendas, Sign In Sheets	
		Person(s) Responsible:		Literacy Coaches, Content Specialists, Instructional Technology Coaches, and Director of Professional Development	
		Timeline:		October 2016 - June 2017	
		Budget Amount: (if applicable)		Budget Source: (if applicable)	
				Title I and II	

Strategy #3: Describe the strategy that will support this goal	In collaboration with executive directors, each school administrative team will create an implementation plan for Multi-Tiered Systems of Support. This plan should identify what data sources will be utilized to tier students, how intervention and enrichment will be scheduled and delivered, and how academic growth of students will be monitored. District staff will model the use of the TIPS2 problem solving model during district data analysis sessions with administrators. These sessions will focus on take aways and action steps for all levels of students (both intervention and enrichment). The MTSS data analysis process will assist with focusing on the academic growth and progress of all students.		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	At the elementary level, schools will focus on using Reading 3D data and the Now What tools to provide tiered supports. For elementary math, middle school ELA and math, and high school foundations of math courses the focus will be on the utilization of Schoolnet for common assessment creation and analysis of the effectiveness of core instruction, with iReady being utilized to refine the intervention and enrichment process. Corrective Reading will be utilized as an intervention for students reading well below grade level at the upper elementary and middle school level. READ 180 will be utilized to fill skill gaps for students reading below grade level at the high school level and Edwards Middle. AIMS web will be piloted as a universal screener at Baskerville and Nashville elementary. Professional development will be provided to AIG facilitators that focuses on strategies to build critical thinking and problem solving skills.		
Evidence: (Identify documents and artifacts)	MTSS Implementation School Plans, iReady Growth Data, EOG growth data, Artifacts from data sessions		
Person(s) Responsible:	Assistant Superintendent, Executive Directors, Director of Accountability, School Administrative Teams, School Psychologists, District MTSS Team		
Timeline:	September 2016-June 2017		
Budget Amount: (if applicable)		Budget Source: (if applicable)	Title I, II, Local and State Funding, EC Funding
Strategy #4: Describe the strategy that will support this goal	School review visits will be hosted at each low performing school in the district. The Superintendent, Assistant Superintendent and Executive Directors will conduct these two day comprehensive visits. These visits are designed to give the administrative team at each school feedback based on classroom visits, as well as group meetings with staff, students and parents. The feedback should be utilized as another data point to serve as a starting point for dialogue about focused continuous improvement.		
Progress:	Progress Monitoring Status:	In Progress	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Two day school visits will be conducted in the fall. School administrators will receive both written and oral feedback regarding the team's findings regarding all dimensions outlined on the CNA rubric. Follow up visits will occur in the spring to have dialogue with principals around actions taken and data to support improvements in noted areas.		
Evidence: (Identify documents and artifacts)	Schedule for Visits, Copies of Feedback provided by team		
Person(s) Responsible:	Superintendent, Assistant Superintendent, Executive Directors		
Timeline:	September 2016-June 2017		
Budget Amount: (if applicable)		Budget Source: (if applicable)	N/A

District Name:		LEA Code:		Year:	
Nash-Rocky Mount Public Schools		640		2016-2017	
District Goal #2:	<i>By June 2017, NRMPS will decrease the number of students who are chronically absent (10% of days enrolled) based on reports generated from Powerschool. (2015-2016 - 18.3% of the total student population are identified as chronically absent)</i>				
Strategy #1: Describe the strategy that will support this goal	School level teams will review 2015-2016 absenteeism data to create baseline data and problem solve the data to develop a plan aimed at reducing chronic absenteeism.				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1. District level leadership will work with each school to compile baseline absenteeism data (2015-2016) and summarize the following: i. the number and percentage of students chronically absent; ii. the student roster for students who were chronically absent; and iii. by student, the total number of absences for students who were chronically absent.</i>				
	<i>2. Schools will problem solve the data, identify Tier 2 and 3 students needing additional support and develop a plan that includes prevention and intervention strategies across all Tiers in order to reduce and/or prevent chronic absenteeism .</i>				
	<i>3. School plans will be reviewed by members of the district level leadership and members of the MTSS district team.</i>				
	Evidence: (Identify documents and artifacts)	Correspondence with Schools, Meeting Agendas, Sign-In Sheets, Minutes, Baseline Data and Developed Plans			
	Person(s) Responsible:	District Leadership/MTSS Team & School Level Administration, MTSS and PBIS Specialists			
Timeline:	Target Implementation = October 2016 Meet monthly thereafter				
Budget Amount: (if applicable)		Budget Source: (if applicable)	N/A		
Strategy #2: Describe the strategy that will support this goal	<i>School level teams (PBIS) will meet monthly and apply the TIPS2 problem solving model to track and monitor absenteeism and amend their plans to meet the ongoing individual needs of their students.</i>				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1. Train PBIS school level coaches will facilitate teams in the implementation of the TIPS2 problem-solving model in order to establish effective response strategies across all 3 Tiers.</i>				
	<i>2. The TIPS2 minutes and problem solving information will be send to the district PBIS Specialist monthly. The PBIS Specialist will compile the data and provide updates to district level administration and the district MTSS team.</i>				
	<i>3. Feedback will be given to individual schools monthly based on their submitted absenteeism plans.</i>				
	<i>4. Implementation of the CHAMPS program at one of our identified MTSS school pilots that will assist teachers with a proactive and positive approach to classroom management and focus on teaching positive behaviors that promote positive school engagement.</i>				
	<i>5. PBIS Module training will be delivered to all school-wide PBIS teams.</i>				
Evidence: (Identify documents and artifacts)	PowerSchool Absences Reports, TIPS2 Minutes and Problem Solving Forms, Agenda and Sign in Sheets, Feedback Forms, CHAMPS Implementation Plan				
Person(s) Responsible:	School Administration, PBIS/MTSS Specialists, PBIS Coaches and School Level Teams				
Timeline:	Monthly				
Budget Amount: (if applicable)		Budget Source: (if applicable)	N/A		

Strategy #3: Describe the strategy that will support this goal	<i>Promote active engagement from all stakeholders by conducting an awareness campaign in order to convey the importance of building good attendance habits as well as explaining chronic absenteeism.</i>		
Progress:	Progress Monitoring Status:	Implementation Development Stage	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. The district level MTSS team will develop Toolkits with guidance documents outlining best practices using research and evidence-based tools that are aimed at improving student attendance. 2. Schools will share various resources developed at the district or school level that highlight the importance of school attendance through various forms of media. (PTO meetings, website, printed material, bulletin board, videos, etc) 3. Develop resources for teachers to incorporate in their classrooms that teach about the importance of good attendance. 4. The MTSS team will work with the Public Information Office to create an "Every Second Counts" social media campaign that promotes the importance of attending school regularly. 		
	Evidence: (Identify documents and artifacts)	Developed Toolkits, Videos, Teacher Resources, Documentation of School level Activities	
	Person(s) Responsible:	District PBIS Specialist and School-level MTSS/PBIS Teams, Public Information Department, School Administrators	
	Timeline:	Toolkit and Videos developed deployed by November 2016	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	

District Name:		School Code:		Year:	
Nash-Rocky Mount Public Schools		640		2016-2017	
District Goal #3:	<i>By June 2017, NRMPS will increase the teacher retention rate from 85.3% to 89.3%.</i>				
Strategy #1: Describe the strategy that will support this goal	<i>The Human Resources (HR) Department will work collaboratively with principals to recruit and contract highly qualified and effective retired teachers to serve as mentors in low performing schools in which 20% or more of the staff are Beginning Teachers (BTs). The HR staff will monitor the effectiveness of the mentor support through follow-up meetings and/or surveys. The Chief Finance Officer will provide oversight of the fiscal management required to implement this goal.</i>				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Recruit and contract seven retired educators to provide support as mentors. A cycle of monitoring will be developed based on survey data from BTs to be shared with the mentors.</i>				
	Evidence: (Identify documents and artifacts)	Teacher Surveys, Minutes of meetings, Mentor logs, Data points (i.e.- discipline referrals, retention percentages, data results)			
	Person(s) Responsible:	HR, Finance, Assigned Mentors & BT Team			
	Timeline:	September 2016-May 2017			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	Title I & II	
Strategy #2: Describe the strategy that will support this goal	<i>Provide monthly support sessions for all BT-1's during 2nd semester for targeted professional development identified by survey results and mentor recommendations.</i>				
Progress:	Progress Monitoring Status:	Partially Implemented			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Director of Professional Development (PD) and assigned mentors will analyze feedback from BT surveys and work collaboratively to provide targeted professional learning.</i>				
	Evidence: (Identify documents and artifacts)	Classroom observations/contracted mentor logs and BT surveys--PD release days will include contracted mentors.			
	Person(s) Responsible:	Mentors, Principal, PD Director, BT Team, Contractors (if needed)			
	Timeline:	September 2016-May 2017			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	Title II	
Strategy #3: Describe the strategy that will support this goal	<i>A BT Bootcamp will be offered on March 13, 2017 (workday). The professional learning will focus on results defined from the teacher surveys, mentor and administrator recommendations. This is a sustainable support model to assist in retaining BTs.</i>				
Progress:	Progress Monitoring Status:	Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>The BT team will assist in analyzing the survey data from all support staff and use the data to plan professional learning sessions to address BT needs at the Bootcamp.</i>				
	Evidence: (Identify documents and artifacts)	Survey Results, Mentor Logs, Support Team Weekly Exit Documents, PLC Minutes			
	Person(s) Responsible:	BT Team			
	Timeline:	September 2016 - February 2017			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	Title II	

	School Code:		Year:	
Nash-Rocky Mount Public Schools	640		2016-2017	
District Goal #4:	<i>NRMPS will increase its proficiency on the ACT from 45.9% to 50% and its proficiency on WorkKeys from 76.5% to 80% during the 2016-2017 school year.</i>			
Strategy #1: Describe the strategy that will support this goal	<i>The Public Information and Technology Departments along with the support of CTE, Secondary Education (grades 6-12) and Accountability, will produce videos in-house and utilize pre-existing videos to share with all stakeholders. Videos will highlight both the ACT and WorkKeys and the importance of performing well on these assessments.</i>			
Progress:	Progress Monitoring Status:	ACT assessments video completed and available for use, ACT Toolbox has many resources loaded and available, KeyTrain is available for use in all High Schools, WorkKeys video is in progress.		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Videos will highlight the importance of performing well on these assessments and how colleges and businesses utilize these scores.</i>			
	Evidence: (Identify documents and artifacts)	Increase in the percentage of students earning silver or higher on the WorkKeys assessment, Maintain the high percentage of participation on the initial assessment date ensuring a low number of students that have to complete the assessment on the make up day		
	Person(s) Responsible:	Director of CTE, School level Career Development Coordinators		
	Timeline:	Fall 2016		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	CTE
Strategy #2: Describe the strategy that will support this goal	<i>Plan a collaborative work session with school/district administrators focusing on the rigor of the assessments and the accountability implications that empowers those in attendance to confidently share or redeliver to any stakeholder. Administrators will be able to bring 2 teacher leaders with them to the data session so that they can assist with redeliver.</i>			
Progress:	Progress Monitoring Status:	During the 15-16 school year, we held one worksession with principals. This year we will expand on that and include other stakeholders.		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan and conduct collaborative work session with school/district administrators focusing on the rigor of the assessments and the accountability implications that empowers those in attendance to confidently share or re-deliver to any stakeholder.</i>			
	Evidence: (Identify documents and artifacts)	How: Site-level walkthroughs, intentional and meaningful conversations with school-level administrators and staff Who: Public Information, CTE, Secondary Education, Curriculum and Instruction and Accountability and Testing		
	Person(s) Responsible:	Public Information Officer, Chief Technology Officer, Executive Director of Secondary Education, Director of CTE, Director of Testing and Director of Accountability		
	Timeline:	By February 24, 2017		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	

Strategy #3: Describe the strategy that will support this goal	<i>NRMPS will utilize KeyTrain to assist students in preparation for WorkKeys. In addition NRMPS will create in-house videos that highlight the importance of a student's performance on WorkKeys highlighting benefits of having a Career Readiness Certificate.</i>		
Progress:	Progress Monitoring Status:	In Progress	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Each school will create a plan for utilizing the KeyTrain software to ensure students are prepared for the WorkKeys assessment.</i>		
Evidence: (Identify documents and artifacts)	Increase in the percentage of students earning silver or higher on the WorkKeys assessment, Outlines of how each school is utilizing the KeyTrain software		
Person(s) Responsible:	CTE Director, School Level Career Development Coordinators		
Timeline:	Fall 2016		
Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	CTE