



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

District School Improvement Update

December 14, 2020

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Senior Administrators to Area Superintendents



Context and Intent

Overview of School Improvement

Support During COVID-19

Resources

Context:

Schools have been engaged in revising school improvement plans, considering the unique needs of their school community, to address areas of need identified through the data review. Principals and School Improvement Process Managers have received guidance and support from the Office of Area Superintendents in collaboration with other departments.

Intent:

Provide an overview of the current state of School Improvement in WCPSS, including support and resources offered during COVID-19.

School Improvement and MTSS

Overview of School Improvement

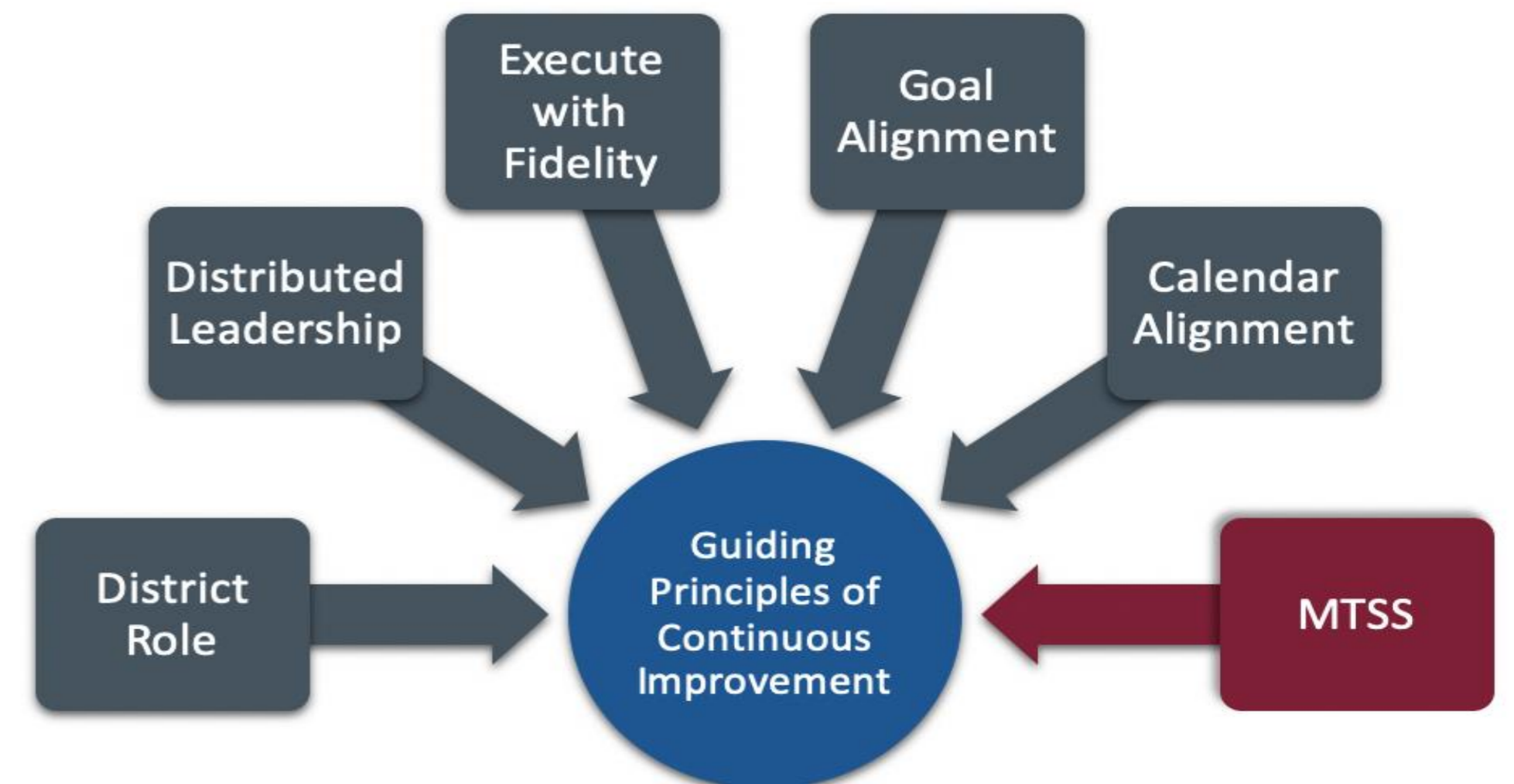
Support During COVID-19

Resources

Purpose of School Improvement in WCPSS

The purpose of school improvement is to improve achievement and outcomes for every student - intentionally working to eliminate performance predictability among subgroups - by collaboratively and continuously analyzing data and making decisions considering the unique needs of the learning community and the district's strategic plan.

WCPSS uses MTSS as the framework for School Improvement.





School Improvement and MTSS

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North Carolina MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices as well as Social and Emotional Learning (SEL). MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

Multi-Tiered System of Support Six Critical Components

- Leadership
- Building the Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instruction/Intervention Model
- Data Evaluation

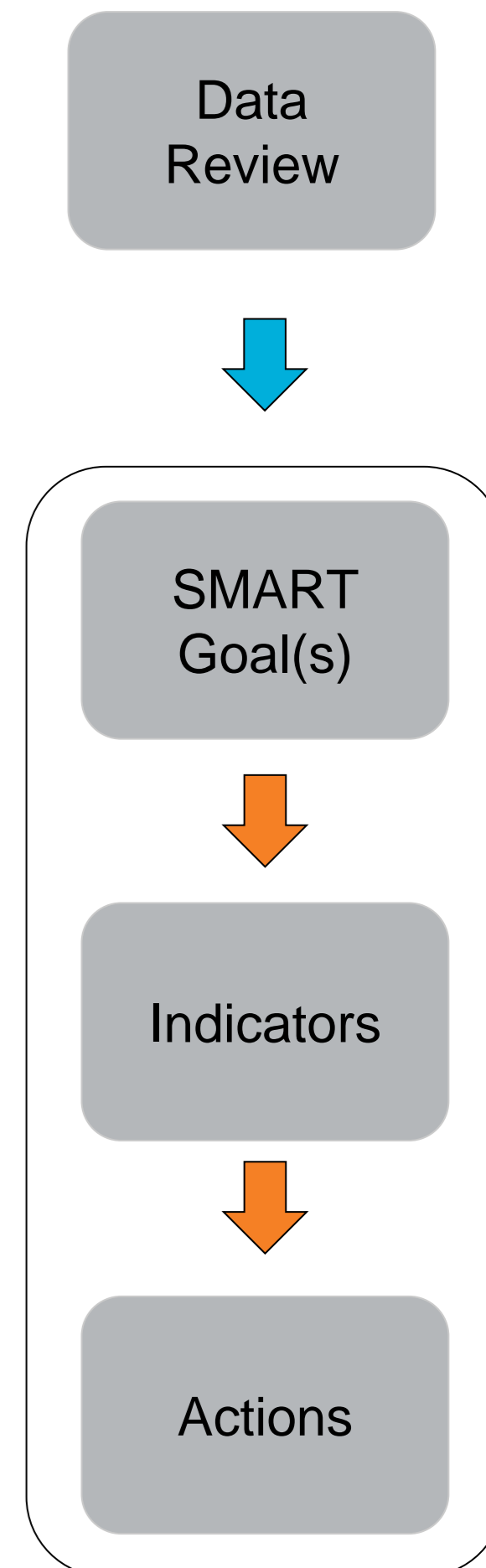
Overview of School Improvement Process

Overview of School Improvement

Support During COVID-19

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- The key component in informing School Improvement is the **Data Review** (Needs Assessment, Student Outcomes, and Indicator/Objective Progress).
- Schools **revise their plans** (Goal, Indicators, Actions) within the NCStar platform, selecting and prioritizing Indicators based on the data review.
- There are **5 District Indicators** all schools have assessed and State Identified Low Performing schools assess an additional 7.



Overview of School Improvement Process: WCPSS 5 Indicators

Overview of School Improvement

Support During COVID-19

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- A1.07** All teachers employ **effective classroom management** and reinforce classroom rules and procedures by positively teaching them.
- A2.04** Instructional Teams develop **standards-aligned units** of instruction for each subject and grade level.
- A4.01** The school implements a **tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the **individual needs of students across all tiers**.
- A.406** ALL teachers are attentive to **students' emotional states**, guide students in managing their emotions, and arrange for supports and interventions when necessary.
- E1.06** The school regularly **communicates with parents/guardians** about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).



Adjustments to the Process

Overview of School Improvement

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[NC Senate Bill 704](#) from May 2020 allowed prior School Improvement Plans to continue through December 2020.

- Longer timeline
- Alternative data sources
- Modifying Professional Learning Plans
- Differentiated Support



Primary Considerations for Support in Current Context

Overview of School Improvement

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How can we equip schools to focus on what matters most?

- **Consistency:** What can be carried over from traditional school improvement practices?
- **Stability:** How can we mitigate procedural changes and challenges?
- **Adaptability:** What needs to be considered or adjusted based on the current context?



School Support

Overview of School Improvement

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April - August Adjustments and Guidance

School Improvement Teams utilized guiding questions to reflect on the data sections across three phases.

Sections	Phases
<ul style="list-style-type: none">● Needs Assessment● Student Outcomes● Indicator Progress	<ul style="list-style-type: none">● Assess Progress through March 13● Monitor Remote Learning● Fall 2020



School Support

Overview of School Improvement

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Phase 1: Assess Progress through March 13

- Progress towards goals and Indicators/Objectives prior to school closures.
- Because of reduced access to typical summative data, leverage additional formative data.
- Historical summative data trends identified prior to 2019-20.



School Support

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Phase 2: Monitor Remote Learning

- The equity of student access and student participation/engagement.
- Changes in teacher practices to support a blended learning environment, professional learning needs, and PLT collaboration.
- Success and challenges maintaining ongoing two-way communication and connections with students and families.



School Support

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Phase 3: Fall 2020

Engage in Data-Based Problem Solving

- Analyze shifts in student demographics and impact of multiple modalities in a blended environment.
- Review initial trends in Quarter 1 data to determine potential implications for school improvement planning.
- Utilize Behavioral Health Needs Assessment data to inform approaches to schoolwide SEL.



School Support

Overview of School Improvement

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September

Regional Meetings for school leaders:
Plan Requirements, Data Monitoring, Restart Schools

October

Regional Meetings for school leaders:
SIP Checklist, Goals, Planning for Effective Monitoring and Implementation (Current State/Desired State), Actions

November

Differentiated Support, Open Support Hours, Plan Reviews, and Feedback

December

Plan Reviews and Submission to BOE

Spring 2021

Continue Differentiated Support, Assistance with Implementation, Monitoring, and Collaborative Protocols



School Improvement Resources

Overview of School Improvement

Support During COVID-19

Resources

- School Improvement Plan timeline and checklist
- Summary/Guidance for legal requirements
- Criteria and Guidelines for creating goals and writing action steps
- Exemplars for plan components
- Asynchronous video tutorials for requirements, plan components, and NCStar platform
- Tools for planning and monitoring Implementation
- Templates or protocols for team processes



Implications

In 2020-2021, three particular areas of focus are trending:

- **A4.01:** The school implements **a tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the **individual needs of students** across all tiers.
- **A.406:** ALL teachers are attentive to **students' emotional states**, guide students in managing their emotions, and arrange for supports and interventions when necessary.
- **E1.06:** The school regularly **communicates with parents/guardians** about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).



Reflections

Despite logistical challenges, schools are focusing on maximizing **learning and teaching** and **student and staff support** to achieve positive outcomes for all students.

WHAT
STARTS HERE
CHANGES EVERYTHING.



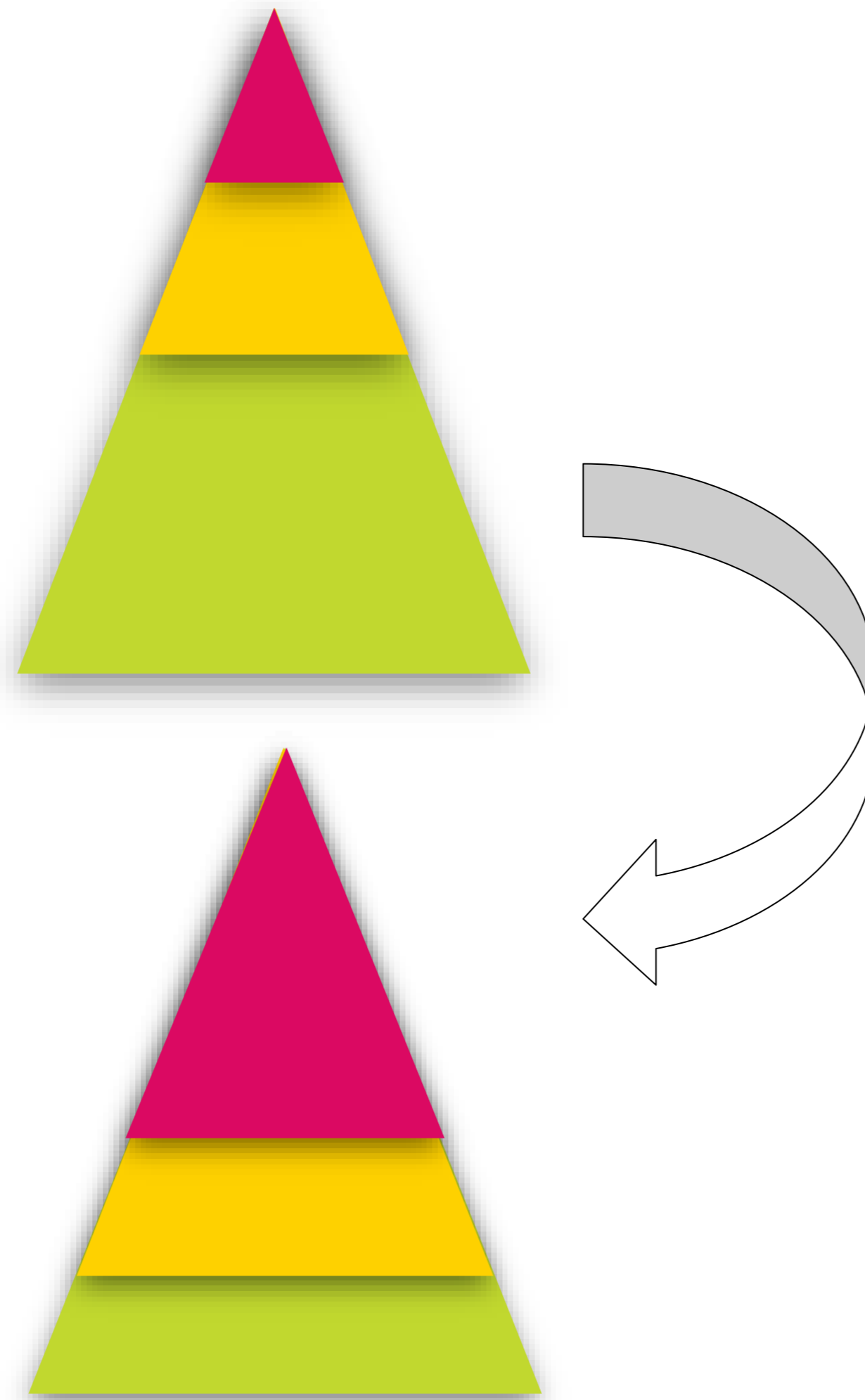
School Improvement Process & Student Supports

Drew Cook, Assistant Superintendent for Academics
Alicia Miller, Director for Academics

Our Current Challenge

A4.01:

The school implements **a tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the **individual needs of students** across all tiers.



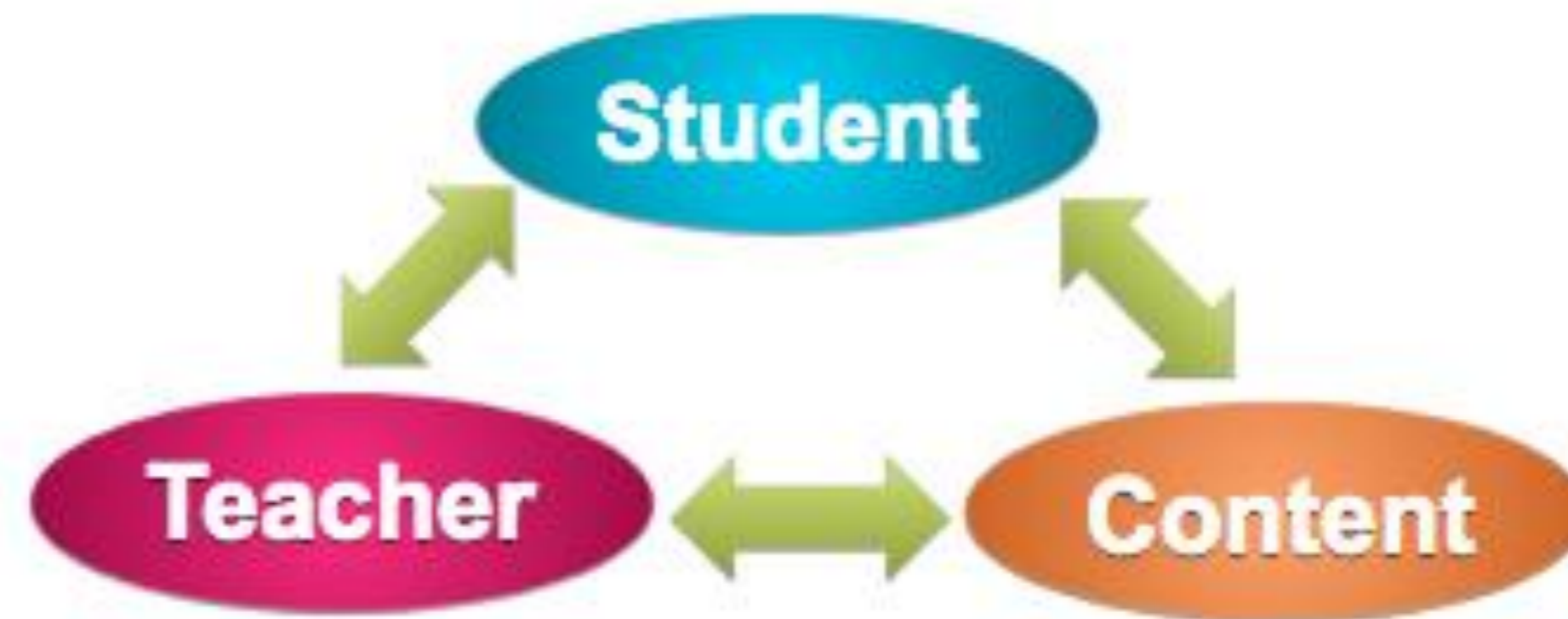
MTSS Critical Components

- Leadership
- Building the Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instruction/Intervention Model
- Data Evaluation

The Current Challenge

A4.01:

The school implements a **tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the **individual needs of students** across all tiers.



“In its simplest terms, the **instructional core** is composed of the **teacher** and the **student** in the presence of **content**. It is the **relationship** between these components - **not the qualities of any one of them by themselves** - that determines the nature of instructional core.”

From Instructional Rounds in Education
by Elizabeth A. City, et. al.



School Support: Data-Based Problem Solving

Overview of School Improvement

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Phase 3: Fall 2020

Engage in Data-Based Problem Solving

- Analyze shifts in student demographics and impact of multiple modalities in a blended environment.
- **Review initial trends in Quarter 1 data to determine potential implications for school improvement planning.**
- Utilize Behavioral Health Needs Assessment data to inform approaches to schoolwide SEL.



School Support: Data-Based Problem Solving

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- Grades
- Attendance
- Family Engagement Data
- Student Engagement Data
- LMS and Digital Resource Usage Data
- Formative Assessments
- Behavioral Health Needs Assessment



Structures & Supports

A4.01:

The school implements **a tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the **individual needs of students** across all tiers.

Schools match their solutions to their needs and root causes:

- Utilize district provided core curriculum resources and supports to mitigate learning loss
- Use data to determine when classwide core intervention is needed
- Engage in data-based problem solving to identify trends, root causes, and possible solutions
- Make adjustments as appropriate to grading practices and plans
- Seek creative staffing strategies to maintain student safety and provide intervention and student support
- Exploring innovative ways to use resources and funding to support core and intervention efforts
- In-person tutorial and intervention supports during the school day
- Leverage family engagement strategies
- Scheduling PLTs on asynchronous learning days to support vertical and horizontal alignment and collaboration with intervention, SPED, Student Services, etc.



Questions?

