Warren County Schools

2023-2024
District Improvement Plan

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Chief Academic Officer

2022-2023 District Data Proficiency and Cohort Graduation Rate					
Testing Areas	How did our students perform in 2022? % of students proficient	What was our goal for 2023?	How did our students perform in 2023? % of students proficient	Difference in percentage points	Did we meet our goal?
All subject areas	26.6	36.6	29	+3.4	No
ACT | WorkKeys	27.1	37.1	31.1	+3	No
Math (3-8)	17.8	27.8	22.7	+4.9	No
Reading (3-8)	27.9	37.9	28.6	+0.7	No
Science (5, 8)	41.4	51.4	37.5	-3.9	No
Math 1	16.7	26.7	24.1	+7.4	No
Math 3	20.6	30.6	23.5	+2.9	No
Biology	34.7	44.7	39	+4.3	No
English 2	46.6	56.6	50	+3.4	No
Cohort Graduation	66.7	76.7	79.3	+2.6	Yes

School Performance Grades 2022-2023

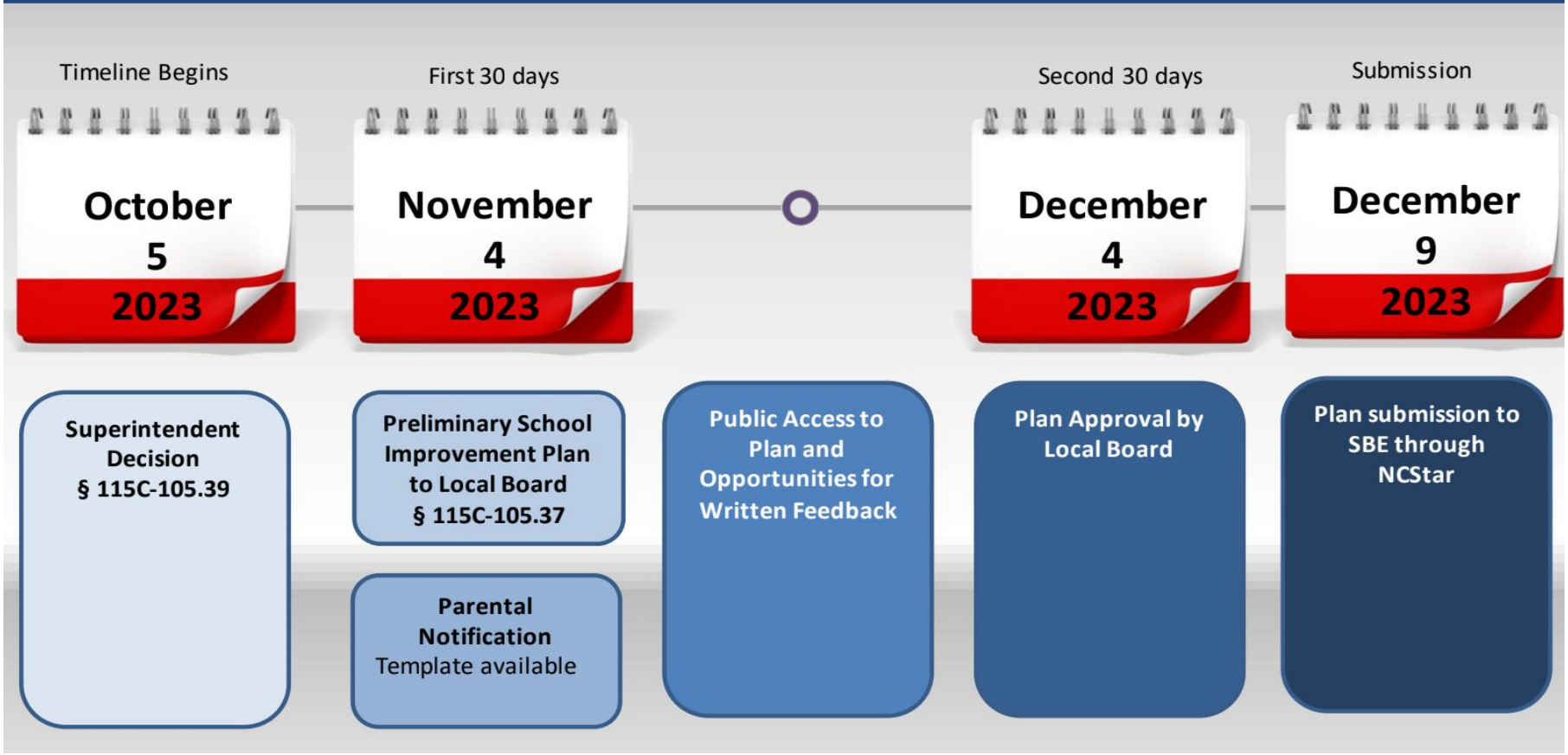
School	Math	Reading	Overall	Performance Composite Score	Growth Status
Mariam Boyd	F	F	F	28	Not Met
Northside	F	F	F	35	Not Met
Vaughan	D	D	D	51	Met
WCMS	F	F	F	36	Met
WCHS			D	46	Not Met
Early College			A	94	Exceeded
New Tech			C	62	Exceeded

Low Performing Schools Defined

G.S. 115C-105.37

(a) Identification of Low-Performing Schools. The State Board of Education shall identify low-performing schools on an annual basis. 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.

State Designation Timeline

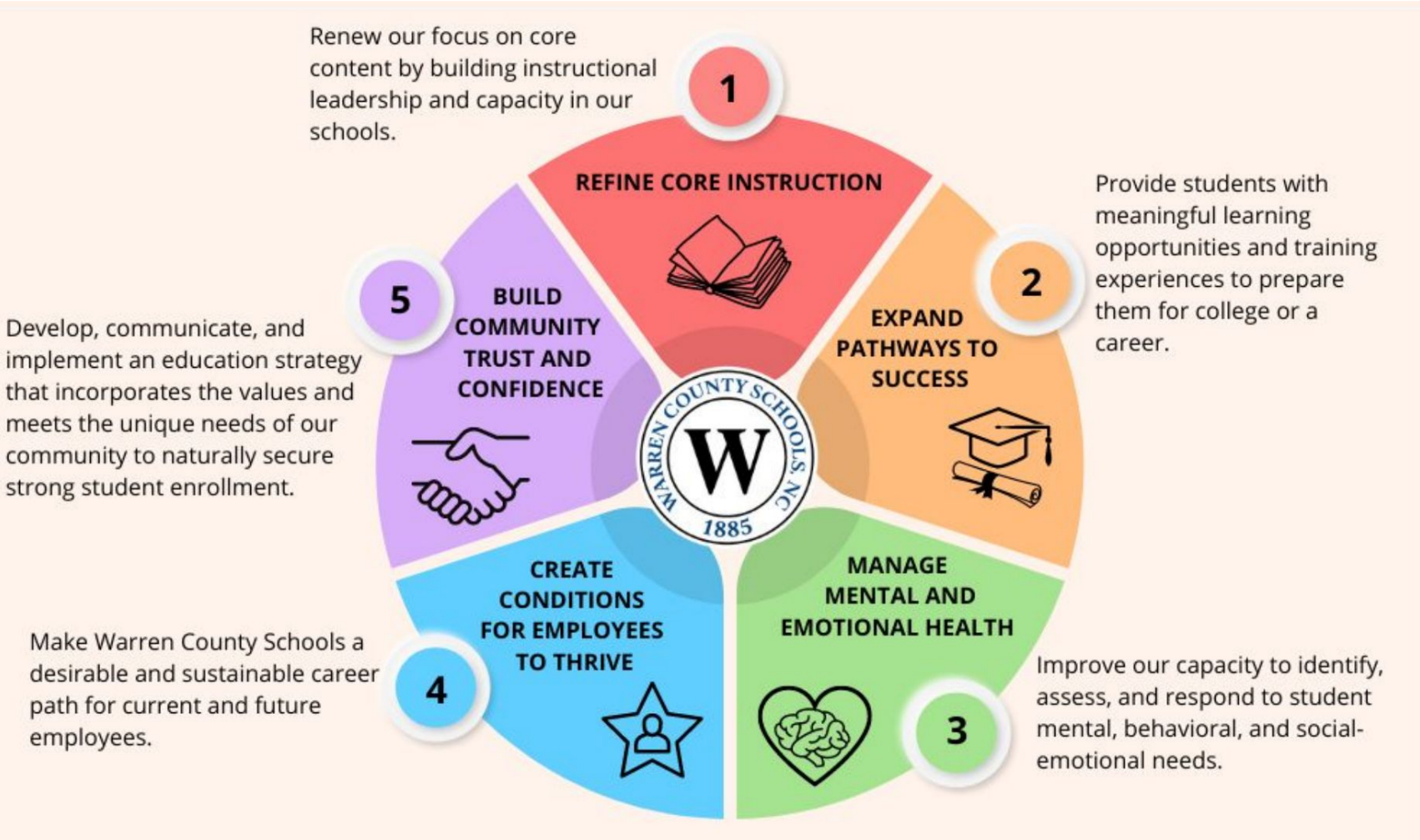


Strengths

- Exceeded district benchmark goal for cohort graduation rate
- Warren County High School increased their graduation rate by 18.9 percentage points (56.1 to 75)
- Warren Early College High School received a performance grade of A
- Warren Early College and Warren New Tech High School exceeded growth
- Vaughan Elementary increased their school performance grade (F to D)
- Increase in proficiency in all metrics, except Science (Grades 5,8)
- English II and Biology has met or exceeded growth for the past two years (based on EVAAS data)
- 5.15% increase in the nontraditional program enrollment (CTE)

Opportunities for Growth	
Core Instruction	• Data-informed instruction • Academic rigor • Evidence of differentiation and personalization • Foundational skills and acceleration • Content knowledge • Feedback and coaching

Expand Pathways	• Awareness of pathways and options for students in grades 9-12 • Course offerings, specifically with advanced learning and fine arts • Focus on career and technical education • Implementation and communication gap


Renew our focus on core content by building instructional leadership and capacity in our schools.
1
REFINE CORE INSTRUCTION
Provide students with meaningful learning opportunities and training experiences to prepare them for college or a career.
2
EXPAND PATHWAYS TO SUCCESS
Improve our capacity to identify, assess, and respond to student mental, behavioral, and social-emotional needs.
3
MANAGE MENTAL AND EMOTIONAL HEALTH
Make Warren County Schools a desirable and sustainable career path for current and future employees.
4
CREATE CONDITIONS FOR EMPLOYEES TO THRIVE
Develop, communicate, and implement an education strategy that incorporates the values and meets the unique needs of our community to naturally secure strong student enrollment.
5
BUILD COMMUNITY TRUST AND CONFIDENCE
WARREN COUNTY SCHOOLS NC
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Effective Practices for District Improvement

By the end of the 2028-2029 school year, grade level proficiency will reach 80% by increasing by 10 percentage points annually beginning in 2022-2023 school year.

Improve student outcomes by focusing on the following priorities

1	Strengthening our school/district improvement process
2	Recruit, support, and retain high quality staff
3	Ensuring high quality instruction in every classroom, and monitoring instruction to assess impact on student learning
4	Provide all students with access to multiple pathways
5	Build educator's capacity through various professional development opportunities
6	Utilize a variety of services and supports to ensure their health, safety, and wellbeing of our students

High quality instruction in every classroom to improve student outcomes

NCSTAR Indicators	Key Action Steps
A.01 Accountability for district and school improvement A.05 Student-centered approach and provides a framework based on the four components of personalized learning	• Implementat district instructional framework with an beginning with a focus on differentiated core; ensure lesson plans include the core components • Develop common pre and post assessments; Utilize assessment for learning to design lesson plans that are differentiated to student needs • Focus on literacy across the content with an emphasis on vocabulary and early literacy skills • Shift instructional practices to ensure students gain conceptual understanding in math • Ensure that our students with disabilities have access to grade level content with necessary scaffolding and support • Conduct curriculum audit: Ensure that teachers have access and implementation of high quality curriculum resources for every content area

Monitoring instruction to assess impact on student learning

NCSTAR Indicators	Key Action Steps
A.01 Accountability for district and school improvement	• Employ district walkthrough tool that will be utilized by district and school leadership, coaches, and lead teachers to identify areas of focus for coaching and professional development • Principals, APs, coaches, and academic directors will create a weekly walkthrough/ monitoring schedule • Monitoring the impact of instruction through data reviews at the school and district level using a variety of sources (i.e benchmark assessments, walkthrough) • Train principals on the use of the teacher evaluation process. Principals will provide timely feedback to teachers and staff