



WINSTON-SALEM/FORSYTH COUNTY SCHOOLS  
District Plan of Improvement

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1. Dr. Emory's preliminary plan for improving both the school performance grade and school growth score of low-performing schools, including how the superintendent and other central office administrators will work with the school and monitor the school's progress, is a continuation of the work started during the summer of 2014.
2. In July 2014, WS/FCS introduced a set of goals and priorities that would drive all district decisions going forward.

Goals

- By 2020, 90 percent of third-grade students will read on or above grade level.
- By 2018, our graduation rate will be 90 percent.
- By 2018, we will close the achievement gap between subgroups by 10 percentage points while increasing the performance of all subgroups.

Priorities

- Provide all schools and departments the differentiated support they need to reach the full potential of the Continuous Improvement Process to maximize student outcomes
  - Train and support individuals to be strong instructional leaders and hold them accountable for achieving district goals.
  - Equip staff to support struggling students.
  - Intentionally engage our parent and community partners in understanding, supporting and advocating for our district goals in service of students.
3. WS/FCS stakeholders have worked relentlessly to make sure everything we have done since July 2014 fits into this framework.
  4. In July 2014, WS/FCS also announced its cultural aspiration of becoming an organization of *high expectations and high accountability in a psychologically safe environment*.
  5. The process adopted by WS/FCS to achieve all of this is a **continuous improvement process**. Every school and department in the WS/FCS built an improvement plan that includes data-driven strategies which target the district priorities.
  6. Keeping all of this in mind, Dr. Emory's preliminary plan for improving both the school performance grade and school growth score of low-performing schools includes (but is not limited to) all of the following district initiatives:
    - a. **Professional Learning Teams (PLTs)**. **Professional Learning Teams** are the WS/FCS model for professional learning communities. All schools (including those identified as "low-performing") are required to hold weekly **PLTs** to support the collaborative work of schools and teachers. Program Manager for School Improvement and **Professional Learning Team** coaches are responsible for



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supporting and monitoring the implementation of this initiative. Monitoring occurs through quarterly assessments and fidelity-check of strategies schools are using. WS/FCS also conducts an annual survey of teachers and principals to determine effectiveness.

- b. **Early Release Days.** 2014 was the first year WS/FCS implemented Early Release Days. **Early Release Days** are used for school-level professional development that is guided by central-office personnel. All schools (including schools identified as “low-performing”) must provide to the district a strategic use of the six early release days. The **Early Release Days** plan incorporates the district's Continuous Improvement Model as a core practice for school improvement. The Program Manager for School Improvement is responsible for supporting and monitoring the implementation of this initiative. Monitoring occurs through the review of early release day plans and administrator and teacher surveys.
- c. **School Improvement Plan Review Process.** In the spring of 2015, WS/FCS created **School Improvement Plan Review Process** (“SIP Review Process”). This process involves a team approach to school improvement planning. The teams (School Support Teams) are comprised of central office instructional coaches and program managers. These School Support Teams provide support to schools by reviewing SIPs and providing feedback and support on goals, strategies, action steps, data analysis and the determination of priorities. The School Support Teams also conduct Learning Walks for the schools they support to identify best practices in instruction. The School Support Team (and their Facilitators) are responsible for the SIP Review initiative. Monitoring is achieved through bi-annual review of SIP plans, annual data analysis review, and the Learning Walks. Each school will have three monitoring visits per year from their SIP Review Team.
- d. In the summer of 2015, Dr. Emory initiated a data-driven, differentiated, targeted, support model for schools in keeping with the first priority: to “[p]rovide all schools and departments the differentiated support they need to reach the full potential of the Continuous Improvement Process to maximize student outcomes.” Dr. Emory identified 31 schools for targeted support; these schools had either: 1) not met expected growth for two consecutive years; or 2) not met growth for one year and had less than 50% proficiency. Each of these 31 schools were part of a **school support meeting** attended by: the school principal; central office program managers; research, evaluation and data specialists; Assistant Superintendents of School Administration; the Deputy Superintendent of Academic Services; and Dr. Emory. These 31 school support meetings gave principals the individualized opportunity to dig deep into their data, to problem-solve with key central-office support personnel, and to receive advice on how they can prioritize high-yield strategies for improving student performance and growth based on their specific school data.



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- e. **Instructional Planning.** In fall 2015, Dr. Emory determined one high-yield, **instructional planning** strategy should be relentlessly pursued in all schools, and differentiated support for implementing this strategy should be targeted where it is needed most. Lesson planning and delivery are critical to improved student outcomes. District support includes professional development and support to principals and teachers. All schools have developed implementation plans to focus their school's respective work. The Assistant Superintendents are responsible for this initiative, and the monitoring process is tied into the bi-annual review of School Improvement Plans.
  
- f. **Analysis of Data:** Effective data analysis is key to developing solid school improvement plans. Deep understanding of various performance measures such as proficiency and growth are expected outcomes.