



Wake County Board of Education *Student Achievement*

PRECIS

Subject

PLANS FOR BARWELL ROAD ELEMENTARY AND EAST WAKE SCHOOL OF INTEGRATED TECHNOLOGY

Staff Liaison Present

Donna Hargens, Chief Academic Officer
Julye Mizelle, Area Superintendent
Danny Barnes, Chief Area Superintendent

Main Points

According to G.S. 115C-105.37, plans must be submitted for addressing the needs of Barwell Road Elementary and East Wake School of Integrated Technology. The plans include how Central Services will assist with and monitor the progress of the schools.

In order to facilitate the improvement of student achievement at each school, Central Services staff will conduct an Individual School Audit for each school. "The Individual School Audit is a diagnostic process designed to reveal the extent to which the administrators and professional staff of a school, in conjunction with district officials, have developed and implemented a sound, valid, and operational approach for high student achievement performance....The diagnostic Individual School Audit's scope is centered on curriculum and instruction, and any aspect of operations of a school and the school system that enhances or hinders its design and/or delivery. The goal of the Individual School Audit is to gather diagnostic data about the current operation of the school staff and compare this data to a set of CMSi-designed standards for schools with high student performance. From these data, findings are made and action strategies are recommended in a written report to direct the staff in establishing an educational program toward academic excellence." (CMSi, 2009)

Fiscal Implications

N/A

Recommendation for Action

Approval of plans.

Plan for Barwell Road Year-Round Elementary

A Curriculum Management Audit was conducted in the Wake County Public School System in 2008. The final report was delivered to the school system in September, 2008. The audit report provided the school system with a “blueprint” to better align our work in order to improve student achievement.

In order to create a “blueprint” for the improvement of student achievement, an Individual School Audit of Barwell Road Year Round Elementary will be conducted. The diagnostic Individual School Audit is be undertaken to assist the staff members and other stakeholders in directing the school’s educational program and efforts toward improved academic achievement.

The diagnostic Individual School Audit is centered on curriculum and instruction and any aspect of the operations of the school or the school system that enhances or hinders the delivery of the curriculum at the school. The audit will examine how Barwell Road Year Round Elementary has been able to set a direction for student achievement, use resources to support that direction, and how the school can improve student performance over time.

The Individual School Audit will examine three data sources: documents, interviews (including a staff survey), and observations of classrooms. The data are gathered and then are triangulated to reveal discrepancies between the curricular and instructional practice and the school and the standards or expectations.

The model being used is the CMSi Individual School Audit. The Individual School Audit protocol is based on research and best practices regarding how to reach higher levels of student achievement. The Individual School Audit uses CMSi’s Six Standards and 50 Essential Characteristics of High Performing Schools as the standard or expectation for high student performance. The six CMSi standards for high-performing schools are:

1. Establish a Well-Crafted, Focused, Valid, and Clear Curriculum to Direct Teaching
2. Provide Assessments Aligned to the Curriculum
3. Align Program and Instructional Resources to the Curriculum and Provide Student Equality and Equity
4. Use a Mastery Learning Approach and Effective Teaching Strategies
5. Establish Curriculum Expectations, Monitoring, and Accountability
6. Institute Effective School Planning, Staff Development, Resource Allocation, and Provide A Quality Learning Environment.

The Six Standards each have Essential Characteristics of High Performing Schools. The level of control of the characteristics are either at the district, school, or classroom level.

The model is built on principles of general quality control. General quality control assumes that the following three elements must be present in any organization in order for that organization to improve over time. The elements are: an objective or goal; work

directed toward achieving the objective/goal; and feedback or measurement of the work that is aligned with the objective. In an educational setting the written curriculum is the objective/goal, the taught curriculum is the work, and assessed curriculum is the measurement of the work.

An Individual School Audit, like a financial audit, is governed by the same six principles:

The Principle of Technical Expertise

The auditors are WCPSS employees who have been carefully selected and have been trained by CMSi trainers.

The Principle of Independence

None of the auditors has a vested interest in the findings or recommendations of the Barwell Rd. YR Elementary School Audit. None of the auditors has worked at the schools. None of the auditors is related to any member of the school community.

The Principle of Objectivity

Findings must be triangulated which means supported by three types of data.

The Principle of Consistency

All CMSi auditors use the same standards and basic methods in the Individual School Audit. The audit is not normative. Barwell Rd Elementary will not be compared to other schools. The school is compared to a set of expectations and discrepancies will be noted.

The Principle of Materiality

The auditors focus on and select the findings that are most important to focus on in order to attain an optimum level of performance.

The Principle of Full Disclosure

All relevant information will be revealed to the users of the audit – the school community. Confidentiality is respected in the interviews. In reporting data from interviews individuals are not identified.

A public report is issued at the completion of the Individual School Audit process.

The following is a timeline for the audit process and the plan for Barwell Road Year-Round Elementary:

Date	Activity	Person Responsible
Week of 3/23/09	Communicate with principal. Send notification to parents that they can participate in the interview process.	Lead Auditor, Dawn Dawson
Week of 3/23/09	Document Collection	Auditors School Staff Area Supt. Office

March 31	Faculty Meeting Orientation Staff Survey	Lead auditor, Dawn Dawson
March 31, April 1	Training of Auditors	CMSi trainer
April 2	Day 1 of Site Visit (Interviews and Observations)	Audit Team
April 3	Day 2 of Site Visit (Interviews and Observations)	Audit Team
May, 2009	Delivery of Final Report	Lead Auditor, Dawn Dawson
May, 2009	Session to Review Report with Staff	Lead Auditor, Dawn Dawson
May – June, 2009	Incorporation of Recommended Actions into School Improvement Plan	Area Supt. Special Assistant, School Improvement Team
July 7, 2009	Start of 09-10 School Year	
Oct, 2009 Jan, 2009	Quarterly Audit Progress Reviews	Lead Auditor and members of the Audit Team
April, 2010	Post-Audit Follow-up	Audit Team

Plan for East Wake School of Integrated Technology

A Curriculum Management Audit was conducted in the Wake County Public School System in 2008. The final report was delivered to the school system in September, 2008. The audit report provided the school system with a “blueprint” to better align our work in order to improve student achievement.

In order to create a “blueprint” for the improvement of student achievement, an Individual School Audit of East Wake School of Integrated Technology will be conducted. The diagnostic Individual School Audit is being undertaken to assist the staff members and other stakeholders in directing the school’s educational program and efforts toward improved academic achievement.

The diagnostic Individual School Audit is centered on curriculum and instruction and any aspect of the operations of the school or the school system that enhances or hinders the delivery of the curriculum at the school. The audit will examine how East Wake School of Integrated Technology has been able to set a direction for student achievement, use resources to support that direction, and how the school can improve student performance over time.

The Individual School Audit will examine three data sources: documents, interviews (including a staff survey), and observations of classrooms. The data are gathered and then are triangulated to reveal discrepancies between the curricular and instructional practice and the school and the standards or expectations.

The model being used is the CMSi Individual School Audit. The Individual School Audit protocol is based on research and best practices regarding how to reach higher levels of student achievement. The Individual School Audit uses CMSi’s Six Standards and 50 Essential Characteristics of High Performing Schools as the standard or expectation for high student performance. The six CMSi standards for high-performing schools are:

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for that organization to improve over time: an objective or goal; work directed toward achieving the objective/goal; and feedback or measurement of the work that is aligned with the objective. In an educational setting the written curriculum is the objective/goal, the taught curriculum is the work, and the assessed curriculum is the measurement of the work.

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The Principle of Technical Expertise

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The Principle of Independence

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The Principle of Objectivity

Findings must be triangulated which means supported by three types of data.

The Principle of Consistency

All CMSi auditors use the same standards and basic methods in the Individual School Audit. The audit is not normative. East Wake School of Integrated Technology will not be compared to other schools. The school is compared to a set of expectations and discrepancies will be noted.

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The Principle of Full Disclosure

All relevant information will be revealed to the users of the audit – the school community. Confidentiality is respected in the interviews. In reporting data from interviews individuals are not identified.

A public report is issued at the completion of the Individual School Audit process.

The following is a timeline for the audit process which will serve as the foundation for the improvement plan for East Wake School of Integrated Technology:

Date	Activity	Person Responsible
Week of 3/23/09	Communicate with school principal. Notify parents of the plan and the opportunity to participate in the interview process.	Lead Auditor, David Holdzkom

Week of 3/23/09	Document Collection	Auditors School Staff Area Supt. Office
March 30	Faculty Meeting Orientation Staff Survey	Lead auditor, David Holdzkom
March 31, April 1	Training of Auditors	CMSi trainer
April 3	Day 1 of Site Visit (Interviews and Observations)	Audit Team
April 6	Day 2 of Site Visit (Interviews and Observations)	Audit Team
May, 2009	Delivery of Final Report	Lead Auditor, David Holdzkom
May, 2009	Session to Review Report with Staff	Lead Auditor, David Holdzkom
May – June, 2009	Incorporation of Recommended Actions into the School Improvement Plan Timeline for implementation of recommended action strategies.	Area Supt. Special Assistant, School Improvement Team
Aug, 2009	Start of 09-10 School Year	
Oct, 2009 Jan, 2009	Quarterly Audit Progress Reviews	Lead Auditor and members of the Audit Team
April, 2010	Post-Audit Follow-up	Audit Team