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January 3, 2019

VIA ELECTRONIC MAIL TO:

Mr. Eric Davis, Chairman
N.C. State Board of Education
Office of the N.C. State Board of Education
6302 Mail Service Center
Raleigh, N.C. 27699-6302

Re: CHES Revised Restart Application

Dear Mr. Davis:

As you know, the Wayne County Board of Education (WCBOE) on October 30, 2018, approved a Restart Application for Carver Heights Elementary School (CHES), which was submitted to you in November with a request for approval. The Wayne County Board of Education (WCBOE) hereby submits the attached Revised Restart Application for Carver Heights Elementary School, approved at the WCBOE meeting on January 2, 2019.

WCBOE first submitted the CHES Restart Application, pursuant to State Board of Education (SBE) Policy "Reform for Recurring Low-Performing Schools" (DSTR-040), in November 2018. That application was submitted using the application template in use at that time, which was adopted by the SBE on March 3, 2016. That application was reviewed and discussed by the EICS committee and by the SBE at the December 2018 meetings. Thereafter, on the Thursday before Christmas (December 20, 2018), DPI staff notified administrators at Wayne County Public School that DPI staff had adopted a new application template, revising the SBE's previously approved template. Consequently, and upon the recommendation of DPI staff, WCBOE has updated and revised its original submission to comport with the new template.

In accordance with Section 5.4 of SBE Policy "State Board of Education Rules of Procedure" (SBOP-006), at its December 6, 2018 meeting, Ms. Amy White, Chair of the Education Innovation and Charter Schools Committee, stated that the Carver Heights Restart Application Submission would "return next month for action." (December 6, 2018 NC State Board of Education Meeting Minutes, p. 37). We hereby request that the SBE approve the revised application in January, consistent with the SBE's longstanding policy and practice of discussion

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of an agenda item at one meeting and acting at the next meeting after 30 days' opportunity for feedback and revision.

Based on the timelines set forth in the law, it is imperative that the SBE approve this application to allow Wayne County Public Schools (WCPS) staff to have adequate time to properly plan and prepare for the next school year and in order to provide certainty and closure to this process after a very difficult, emotional, and disruptive four months that have severely impacted CHES and the community. WCBOE and our dedicated staff want to move forward as quickly as possible to maximize the possibilities and flexibilities under the Restart model. Approving this Restart Application this month will greatly facilitate those efforts. Any additional delay in approving the Restart Application presents several obstacles for Wayne County Public Schools and the students and staff at CHES. We strongly urge the SBE to approve this application at its January meeting.

Most importantly, the currently posted Executive Summary for SBE Agenda Item EICS-3, Resubmission of Restart Application for Wayne County Public Schools, for the January 9, 2019 SBE meeting, is incorrect. Contrary to EICS Committee Chair White's statement (at the December meeting) that this matter would be on the January SBE agenda "for action," the currently-posted Executive Summary lists this item for "discussion." That Executive Summary also incorrectly states that Carver Heights is required to revise its SIG application to conform with the federal Restart model in order to continue to receive federal SIG funding. However, the revised Restart Application submitted to the State Board of Education complies with all requirements of a federal Transformation model. Further, the Executive Summary does not reflect the final action on S.B. 469, which has now been enacted into law as S.L. 2018-145, effective December 27, 2018. With the enactment of this law, the SBE is no longer required to select an additional qualifying school for inclusion in the ISD by the 2019-20 school year and, upon the SBE's approval of the Restart Application, WCBOE will continue to operate CHES. Failing that approval, CHES will be transferred to the ISD. Unless and until the SBE acts to approve the Restart Application, the looming uncertainty of CHES being transferred to the ISD will continue to cause disruption.

We are advised by DPI staff that the currently-posted Executive Summary was a draft version and that a revised, corrected Executive Summary will be posted with the revised Restart application.

If you have any questions, please do not hesitate to contact me.

Very truly yours,



Richard A. Schwartz

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RAS/
Enclosures

cc: N.C. State Board of Education, All Members (w/enclosures, via email)
Mr. Mark Johnson, State Superintendent (w/enclosures, via email)
Dr. Maria Pitre-Martin, Deputy State Superintendent (w/enclosures, via email)
Dr. Eric Hall, Deputy State Superintendent (w/enclosures, via email)
Ms. LaTeesa Allen, ISD Superintendent (w/enclosures, via email)
Dr. Nancy Barbour, Director, District and School Transformation (w/enclosures, via email)
Mr. James Ellerbe, District Transformation Coach (w/enclosures, via email)
Mr. Eric Snider, Agency Legal Counsel (w/enclosures, via email)
Members of the Wayne County Board of Education (w/enclosures, via email)
Dr. Michael Dunsmore, Superintendent Wayne County Public Schools (w/enclosures, via email)
Ms. Tamara Ishee, Assistant Superintendent Wayne County Public Schools (w/enclosures, via email)
Katie G. Cornetto, Attorney (w/enclosures, via email)
Laura E. Crumpler, Attorney (w/enclosures, via email)
Grace A. Sykes, Attorney (w/enclosures, via email)

**NC Department of Public Instruction
Restart School Application**

School District:	Wayne County Public Schools
School District Board Chair:	Don C. West
Superintendent:	Dr. Michael J. Dunsmore
LEA Chief Financial Officer:	Michael Hayes
Approval Date of Restart Model by local school board:	1/2/2019
Application Contact:	Name: Tamara Berman Ishee Email Address: tamaraishee@wcps.org Phone Number: 919-705-6173

APPLICATION TYPE: PLANNING or FAST TRACK	
PLANNING	FAST TRACK (Immediate Implementation)
The school and LEA will spend the remainder of the 2018-2019 school year planning for the implementation of the Restart Model. After the planning period, the plans for implementation will be reflected in the Comprehensive Plan in NCSTAR to be implemented in the 2019-2020 school year.	The school and LEA have previously collaborated to establish a plan of implementation for the Restart Model. The plan is reflected in the Comprehensive Plan in NCSTAR and upon approval, the school begins immediate implementation.
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Planning Year: Remainder of 2019 Implementation Year: 2019-2020	Implementation Year: Click here to enter text.

School for Restart Model:	Carver Heights Elementary School
School Code (6 digits):	960318
Mailing Address:	411 Bunche Drive, Goldsboro, NC 27530
School Website:	http://www.waynecountyschools.org/Carverheightselementary_home.aspx
Current Principal:	Dr. Patrice Faison (Start date November 2018)
Restart School Principal: <i>If educational management organization, see below Page 3.</i>	Dr. Patrice Faison - NC Principal of the Year 2012

RECURRING LOW PERFORMING SCHOOL DESIGNATION		
As defined by G.S. 115C-105.37B, in order to be eligible to apply for a school improvement model, the LEA must demonstrate that the particular school is a recurring low-performing school. A recurring low-performing school is a school that has been low performing for two of the previous three consecutive years.		
School Year: 2015-2016	School Performance Grade: F	School Performance Grade Score: 29
School Year: 2016-2017	School Performance Grade: F	School Performance Grade Score: 31

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School Year: 2017-2018	School Performance Grade: F	School Performance Grade Score: 27
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SBE Policy DSTR-040 (Based on G.S. 115C-105.37B)

The LEA shall submit a detailed plan outline the goals to be achieved, including how to provide each student with the opportunity for a sound basic education; a statement as to how operating the school with the same exemptions from statutes and rules as a charter school authorized under N.C.G.S. 115C-218 et seq. will facilitate accomplishing these goals; how these exemptions will increase student achievement; whether the LEA will employ an educational management organization and, if so, the name and credentials of that organization; and a budget setting out anticipated revenue and expenditures necessary to achieve the goals.

GOALS TO BE ACHIEVED: Please insert your articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1). [In NCStar, Goals are posted in the *Our Direction - Set Direction* Section 1].

Goals to be Achieved (Typically no more than five and may be the same goals established in the School Improvement Plan.)

In alignment with Carver Heights' School Improvement Grant (SIG) and School Improvement Plan (SIP), goals to be achieved by summer 2021 are as follows:

1. Exit "Low Performing" status by increasing student performance and/or exceeding expected growth.
2. Decrease incidents resulting in OSS and ISS by 20%.
3. Improve student and certified staff member attendance rates to mirror the district rates.
4. Develop and increase teacher and school leader effectiveness with targeted imbedded professional development as well as summer professional learning.
5. Implement meaningful comprehensive instructional reform strategies, school wide.
6. Increase learning time for students.
7. Strengthen ties between school and community and develop strong school-family-community partnerships.
8. Use operational flexibility to impact improvement efforts.

It is important to note that in 2018-2019, Carver Heights is in year three of a significant Wayne County Central Attendance Zone school regrouping initiative. This initiative is part of a larger WCPS redistricting effort that is currently under study by the local Board of Education. Regrouping aims to benefit students in two specific ways: 1. It brings students from different housing developments and neighborhoods together to become peers and friends at an early age, with the expectation of lessening neighborhood animosities and gang violence among students as they get older. 2. It has enabled WCPS to implement a cohesive and logical programmatic progression for *all* Central Attendance Zone students, beginning with an intensive literacy focus (k-2), technology focus (3-5), and project-based focus (6-8). The first group of kindergarteners who started regrouping with WCPS

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in 2016 will enter Carver Heights in the Fall of 2019. Regrouping is a part of our overall strategy meant to impact goals 1, 2, 5, and 7 above.

SCHOOL IMPROVEMENT PLAN: Attached to demonstrate “How to provide each student with the opportunity for a sound basic education” and required by G.S. 115C-105.37(a1)

PLANNING YEAR	FAST TRACK
<p>(Partial Planning year, January – June 2019. Year 1 of implementation will be the 2019-2020 School Year.)</p> <p>Carver Heights’ current NCSTAR School Improvement Plan is available here:</p> <p>http://www.waynecountyschools.org/SchoolDistrictImprovementPlans.aspx</p>	<p><i>Attach current School Improvement Plan</i></p>
<p style="text-align: center;"><i>After your Planning Year, your Restart flexibilities and resulting action steps will be reflected in your School Improvement/Comprehensive Plan in NCSTAR.</i></p>	<p style="text-align: center;"><i>If you select a Fast Track option, your selected flexibilities and resulting action steps must be currently reflected in your School Improvement/Comprehensive Plan in NCSTAR.</i></p>

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EXEMPTIONS from statutes and rules as a charter school authorized under N.C.G.S. 115C-218 et seq (Flexibilities)

Describe with specificity the exemptions from law available under the Restart Model what you will implement, at least initially, and how those exemptions will facilitate achieving the goals set forth for the school. Please include any applicable research that supports your decision to use a particular exemption.

Specific exemptions from law under the Restart Model that we will implement are:

Calendar Flexibility – WCPS plans to increase instructional time for student learning by adding 30 minutes to the school day, beginning in January 2019. In addition, we plan to add 5 extra PD days for staff beginning in the summer of 2019. **Goals addressed with this flexibility are: #4 (teacher effectiveness/PD); #6 (increase student learning time); #8 (operational flexibility).**

Licensure Flexibility - Locally, WCPS has access to highly skilled individuals, many of whom are members of the military and the arts and music communities. These community members have special skill sets (e.g., foreign language speakers, trade, and industry specialists, professional musicians, and artists), but we are unable to utilize them as classroom teachers because of licensure restrictions. WCPS seeks to recruit these working professionals, to provide students with greater access to career and educational opportunities and enrichment. In addition, licensure flexibility will allow “specials” teachers to teach outside of their certification area, as needed, and to participate in curriculum integration activities (described below in Curriculum Flexibility section). **Goals addressed with this flexibility are: #1 (exit “low performing” status); #2 (decrease OSS and ISS); #4 (increase teacher/school leader effectiveness); #5 (implement instructional reform); #7 (ties between school and community); and #8 (operational flexibility)**

Budget Flexibility - Budget flexibility will enable Carver Heights to pay teacher performance and growth bonuses; Master Teacher stipends; PD stipends; extended day/year additional pay; and tutoring stipends, among other costs. Budget flexibility will also support enrichment experiences for students, costs for ongoing professional development, and targeted mental health support for students. **Goals addressed with this flexibility are: #1 (exit “low performing” status); #2 (decrease incidents resulting in OSS and ISS); #3 (improve staff member attendance); #4 (teacher effectiveness/PD); 5 (implement instructional reform); #6 (increase students’ learning time); #7 (ties between school and community); and #8 (operational flexibility)**

Curriculum Flexibility - WCPS will implement Balanced Literacy instructional blocks where teachers can effectively integrate instruction across content areas to make learning more relevant and meaningful, while at the same time emphasizing literacy, vocabulary, reading, and writing. This flexibility will, of necessity, blur content area lines, and will incorporate best practices in the use of technology (an Apple ConnectEd Grant is already in place). Integration will not be limited to core content areas. In order to heighten engagement, the arts and music will be included in these school-wide integrated instructional practices. The school’s master schedule will reflect this flexibility with variable-length (as opposed to standardized) instructional blocks. Increased student proficiency, and improved student behavior and attendance should be the natural outcomes of this newly implemented engaging, integrated, and relevant instruction. **Goals addressed with this flexibility are: #1 (exceed growth and increase performance); #2 (decrease incidents resulting in OSS and ISS);**

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and #5 (implement meaningful comprehensive instructional reform strategies)

EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)	
Will the school be operated by an EMO?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, describe in detail the review process for selection of the EMO: <i>Provide attachment as necessary.</i>

ANTICIPATED BUDGET - PLANNING YEAR	ANTICIPATED BUDGET - FAST TRACK
<i>Before completing this application, please collaboratively discuss the financial implications of the exemptions with LEA, school, Chief Financial Officer, and the local board of education. Budget will be submitted before Implementation Year.</i>	N/A

SBE Policy DSTR-040 (Based on G.S. 115C-105.37B)
<p>C. Annual Report. An LEA that has been authorized to implement any of the foregoing models shall submit an annual report by December 1 of each year documenting the academic gains realized by the school.</p>
<p>D. Declining or Removing Authority for Model. The SBE may decline to authorize a requested model, if it finds that:</p> <ol style="list-style-type: none"> 1. The request for implementation does not adequately outline the necessary components and goals necessary for that model. 2. The school has failed to achieve the intended goals outlined by the LEA in its request. 3. The school is operating inconsistently with the request submitted by the LEA. 4. Any other grounds deemed appropriate and necessary by the SBE.

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ASSURANCES:

Employees assigned to the Restart School are employees of the local school administrative unit with the protections provided by Part 3 of Article 22 of Chapter 115C, for those who are eligible.

The Restart School remains under the control of the local Board of Education.

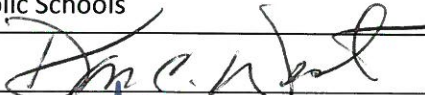


The Restart School operates with the same exemptions from statutes and rules as a charter school authorized under Article 14A of Chapter 115C.

The Restart School and local Board of Education will comply with such annual reporting requirements as established by the State Board of Education for Restart Schools as provided by G.S. 115C-105.37B(b) or successor statute.

The school district superintendent shall submit to the State Board any revisions adopted by the local board of education to the Restart School's School Improvement Plan or Plan for Improvement of Low Performing School so long as the school is operated as a Restart School.

The school district Superintendent shall ensure that the School Improvement Plan, the Plan for Improvement of Low-Performing School and any revisions to these plans and any other strategic plans for the Restart School are available on the local school administrative unit website.

It shall be the duty of local Boards of Education to provide students with the opportunity to receive a sound basic education and to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law.

School District:	Wayne County Public Schools
School District Board Chair Signature:	Don C. West 
Superintendent Signature:	Dr. Michael Dunsmore 
LEA Chief Financial Officer Signature:	Michael Hayes 

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Please describe in detail the reasons why the LEA is requesting to be designated as a Restart model including the articulated goals that will be achieved through implementation of the statutory exemptions available for charter schools. The applicant may refer to goals set forth elsewhere, as in the Plan for Improvement as required by G.S. 115C-105.37(a1).

Reasons for Request:

Carver Heights Elementary School (CHES) is applying for Restart model designation to gain statutory flexibility that will enable CHES administration to better leverage existing community resources and to engage all school and community stakeholders to help improve student achievement and turn CHES around. Carver Heights is a Community School. The Goldsboro Housing Authority, Goldsboro Chapter of the NAACP, Goldsboro Chamber of Commerce, Communities Supporting Schools, Goldsboro Pediatrics, numerous area churches, and other major community organizations have partnered with and continue to actively support CHES. The economic interests of the City of Goldsboro, including the continued longevity of Seymour Johnson Air Force Base (SJAFB) as a military installation in Goldsboro, depend very much on the success of Carver Heights, and other Goldsboro schools. In short, as much as Carver Heights needs the community, the community needs Carver Heights to succeed.

Carver Heights Elementary is part of the Central Attendance Zone in Goldsboro, where a large number of high school graduates choose to remain after graduation or return after pursuing career opportunities or higher education elsewhere. Wayne County Public Schools' graduates drive the economy, business, industry, and progress in the city and county. The Carver Heights Elementary School community and stakeholders are committed to the renewal and success of Carver Heights as a Restart School, and the continued governance and operation of the school by Wayne County.

Specific Reasons for the Restart School Application:

1. Address the school's low-performing status with charter-like exemptions from State laws and State Board Policies regarding school funding, calendar, licensure, and curriculum.
2. Improve student proficiency by implementation of an aggressive and comprehensive turnaround effort that includes a dynamic school leadership team, federal School Improvement Grant (SIG), the state Restart Reform Model, and strong community initiatives and partnerships.
3. Empower a brand new leadership team at the school beginning in November 2018, to include a strong principal with a superior turnaround track record, Dr. Patrice Faison. (Copy of Dr. Faison's resume is attached to this application). In addition, Dr. Terri Cobb now serves as the SIG Coordinator. Dr. Cobb also has a sterling record in leadership positions in North Carolina, including serving as principal of several low performing schools that dramatically turned around under her leadership, as chief of staff in Wake County Schools, and as superintendent of a local school system where she significantly improved student performance. (Copy of Dr. Cobb's resume is attached.)
4. Implement a "Master Teacher" program which will allow the school to hire top-notch educators to serve in a coaching role for beginning teachers. Budget flexibility and the SIG will allow for compensation of these Master Teachers.
5. Increase professional competence and capacity by implementing robust professional development opportunities for instructional personnel.
6. Emphasize differentiation of instruction by the effective use of pacing guides, a flexible curriculum and schedule, and the continuous use of data to inform instruction.

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7. Focus on the “whole child” by the increased use of wrap-around services to students, parents, and families. There will be increased efforts to engage community partners, medical professionals, and local leaders and role models to address the total needs of the families and move the students in positive directions physically, mentally, and emotionally.
8. Collaborate with The Innovation Project (TIP) to provide professional development for administrators and teachers, and to provide relevant guidance for the local school board in its oversight of the Restart Model at Carver Heights Elementary School.
9. Use the Restart efforts to further the goals of the school district as a whole, incorporating the vision of the regrouping initiative.
10. Foster a dynamic and collaborative culture within and without the school to better prepare the students for transition to middle school.
11. Expand and continue partnerships with community and government organizations, including Seymour Johnson Air Force Base, Communities Supporting Schools, local Boys and Girls Clubs, local churches, the City of Goldsboro, and Wayne County.
12. Use research-based and proven strategies, including various curriculum models and packages, to enhance and supplement the basic curriculum and standards.

ALIGNMENT OF THE FEDERAL (SIG) TRANSFORMATION MODEL AND NORTH CAROLINA RESTART MODEL

The Federal SIG Transformation Model requires that an LEA take specific actions to improve student achievement. In 2016, Carver Heights was named a recipient of a School Improvement Grant. Under its SIG, CHES implemented the Transformation Model. The Transformation Model SIG requirements are listed below, which align with this CHES Restart application.

- 1) **Replace the principal who led the school prior to commencement of the transformation model.**

Action taken and requirement fulfilled. Dr. Patrice Faison was named principal of Carver Heights Elementary School in October 2018. Dr. Faison has a proven and successful track record of school transformation and improvement.

- 2) **Use rigorous, transparent, and equitable evaluation systems for teachers and principals that –**
 - a. **Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and**
 - b. **Are designed and developed with teacher and principal involvement.**

Carver Heights Elementary School uses the NCEES teacher and administrator evaluation system designed by the state and required by NCDPI. A key element of the NCEES system is teacher and principal involvement in the evaluation process.. Because of its designation as a “Low Performing School,” Carver Heights completes an additional round of “super evaluations” for all certified staff members, consistent with N.C.G.S. 115C-333(a).

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As a part of its Restart plan and SIG grant, CHES school administration and staff thoroughly and frequently review and analyze student growth and proficiency data. Additionally, evaluations of administration and teachers incorporate student growth and proficiency data when determining the award of performance bonuses to certified staff.

- 3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.**

Carver Heights' SIG includes monetary stipends (rewards) for staff members and administrators who exceed growth, increase student performance, participate in additional weekend professional development academies and workshops and after school PLCs, and tutor students.

In addressing the removal of teachers who do not adequately improve their practice, the principal and leadership team at Carver Heights are monitoring each teacher's classroom daily; providing daily feedback from teacher observations; and implementing tiered interventions and tailored professional development for teachers. Administrators are also developing and implementing action plans for teachers that administration believes could benefit from tailored, specific professional development. Staff members who do not meet the goals set forth in their action plans are removed, in accordance with all laws and WCPS policies and procedures for removal.

- 4) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

Beginning in October 2018, Carver Heights teachers, staff members, and new administrators began participating in Saturday training academies and after school professional development and PLCs. Ongoing training that is aligned with Carver Heights' goals and improvement data is scheduled for the remainder of the year. In addition, five days of summer 2019 professional development are planned for CHES staff. Stipends have been budgeted (through the SIG) to compensate staff members for additional time (beyond what is typically contracted) spent in trainings. This Carver Heights-specific training is in addition to district-wide professional development (ex. curriculum articulation) that Carver Heights' certified staff members are also accessing.

- 5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.**

As part of the SIG, Carver Heights teachers and staff members are eligible for significant financial incentives for exceeding growth; leading after school tutoring; participating in Saturday and/or after school trainings; meeting professional growth targets for specific trainings; serving as Master teachers in their grade level; and working (teaching) additional time as a result of a longer student instructional day. In addition to the SIG, Restart flexibility in the area of budget and finance will enable Carver Heights administrators to develop creative incentive packages that are individually tailored for each teacher's

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professional development needs and skill levels, student requirements, and other highly tailored incentives. Opportunities for teacher leadership activities and accompanying incentives will be developed during the Restart planning year.

- 6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.**

LITERACY - *Analysis of Student Sub-Scores indicate that Carver Heights students have deficiencies in Language, Reading for Information, and Reading Literature. Composite scores in mClass reflect that more than 50% of the students lack skills in the “Big Five” of Literacy (Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension).*

To address this urgent need, all Carver Heights teachers are participating in ongoing Balanced Literacy training, which includes a review of Balanced Literacy components and instruction on effective incorporation and implementation of each component into instructional blocks beyond the ELA classroom. Participants are also mastering their understanding of the gradual release of instruction model: Shared Reading, Guided/Modeled Reading, Silent Sustained Reading Interactive Writing, Word Study, and Literacy Stations.

MATHEMATICS –*Carver Heights posted a -2.33 growth score for math for the 2017-2018 school year. In response to this, in the fall of 2018, teachers were offered stipends to participate in a new math learning and training program offered by the district, to strengthen their own understanding of key mathematical concepts, and to learn how to more effectively teach difficult math concepts to students. Six teachers participated in the program. Stipends were awarded to participants who showed at least a 15% gain on a post-test at the end of the 7-week course. (All six of the Carver Heights teachers earned the stipend.) The teachers are now implementing new mathematical teaching strategies in their classrooms that are research-based and vertically aligned from one grade to the next, as well as aligned with the state standards. A second cohort of teachers will participate in the training in spring 2019. Follow-up training will be offered during the 2019-2020 school year, with additional opportunities for teachers to earn stipends, depending on their own, and their students’, growth and improvement in math.*

These are just two examples of the way Carver Heights is using data to inform the training of teachers and the implementation of new and better strategies in classrooms, to best meet students’ needs. SIG funds, and Restart operational, budget, and calendar flexibilities will ensure that this work can continue unimpeded in the coming years.

- 7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.**

Carver Heights teachers had previously been working in PLCs. Under the dynamic new administration at the school, teachers are more focused on the effective implementation of PLCs, including analyzing formative data, and implementing corrective strategies in classrooms on a daily and weekly basis. Data-gathering tools that are in use at CHES include: Common formative assessments; NC check-ins; STAR Reading and STAR Math; mClass; and EOG testing data.

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8) Establish schedules and implement strategies that provide increased time.

At the start of the 2018-2019 school year, Carver Heights' administrators eliminated numerous disruptive class changes that had previously been a part of the daily school schedule. With the move away from frequent class changes, teachers reclaimed approximately 15 minutes in lost instructional time each day. In addition, the new schedule eliminated disruptive student behavior, resulting in less time lost due to behavioral interventions, removal, ISS, and OSS for students.

Beginning in January 2019, the length of the school day is being extended by 30 minutes: 15 minutes in the morning (with additional bus runs paid by the district) and 15 minutes each afternoon. Combined with the reclaimed time noted above, this will add 45 minutes of instructional time each day. Also beginning in January 2019, students will have access to after school tutoring (with certified teachers), with SIG funds covering transportation costs and teacher stipends, so that as many students as need the tutoring can participate. While tutoring will not constitute a formal extension of the instructional day, it should have a similar academic improvement impact for those students who participate.

In 2019-2020, administrators at Carver Heights plan to add 30-45 additional minutes to the instructional day for all students. Scheduling, transportation logistics, and the specifics of funding for this initiative will be organized during the planning phase of Restart.

9) Provide ongoing mechanisms for family and community engagement. (U.S. Department of Education, <https://www2.ed.gov/programs/sif/data/sy1011-1314.pdf> on page 5 .)

In an effort to partner with the local community, Carver Heights is in the process of creating a new Parent/Teacher/Community Organization. This PTCO will be housed under the umbrella of the PTO but additionally incorporates members of the larger community due to the ample support and interest from these stakeholders. The PTCO has organized its first official activity to engage parents and establish officers, scheduled for January 24, 2019.

Along with the PTCO, Carver Heights has partnered with the Goldsboro Housing Authority to create an attendance policy that not only encourages parents to get their students to school daily and on time, but also works with families to address their students' attendance barriers.

Beginning in January of 2019 Carver Heights will launch community lunch, reading buddy, and reading across careers programs. The goal of these programs is to establish positive ongoing relationships with students while highlighting the importance of reading in all walks of life. There are already strong partnerships in place supporting these efforts from our local mayor, fire department, and school board.

Carver Heights has ongoing parent school volunteer initiatives already in place. Parents regularly volunteer in classrooms and in the lunchroom and help with campus beautification projects and special events. We plan to strengthen and expand these initiatives in the coming months. Ultimately, we expect that all of our family and community engagement efforts will result in a renewed sense of ownership by families and the larger community for Carver Heights, making this a true "community school."

Patrice Jones Faison, Ed.D

Education

Doctorate of Education, December 2014
University of North Carolina at Greensboro, Greensboro, NC

Specialist in Education, May 2012
University of North Carolina at Greensboro, Greensboro, NC

Master of School Administration, December 2006
North Carolina A&T State University, Greensboro, NC

Master of Elementary Education, May 2004
North Carolina A&T State University, Greensboro, NC

Bachelor of Arts in Education with Honors, May 1995
Elizabeth City State University, Elizabeth City, NC

Certification

Superintendent License, December 2014
State of North Carolina

Administrative License, December 2006
State of North Carolina

National Board Certification, June 2000
National Board for Professional Teaching Standards

Elementary Education (Grades K-6) Standard Professional Teaching License, June 1995
State of North Carolina

Administrative and Teaching Experience

Superintendent, March 2017 -February 2018
Thomasville City Schools, Thomasville, NC

- Increased high school's first semester Biology and Algebra I scores
- Established district initiatives that lead to an increase in teacher retention
- Provided principals with outside coaches and mentors
- Created Business, Faith, Student, Community and Parent Advisory Councils
- Implemented 24 hour communication policy
- Updated and streamlined district website
- Provided principals with finance training
- Established systems to provide materials in both English and Spanish
- Collaborated with finance officer and school board to create teacher incentive program and increase local supplement

Principal, July 2012- June 2017

Page High School, Greensboro, NC

- Provided a focus on closing achievement gap and increasing rigor
- Presented professional development in areas of staff needs
- Created student clubs, organization, and councils where students can demonstrate leadership skills
- Evaluated and collected data to develop and support interventions
- Collaborated with families and the community for additional services and resources
- Implemented a vision to build positive school culture

Patrice Jones Faison, Ed.D

- Established nonnegotiable to increase literacy and rigor in the classroom
- Exceeded growth expectation of students as measured by EVAAS
- Lowered suspension rates

Principal, June 2010 -2012

Oak Hill Elementary School, High Point, NC

- Implemented school transition with eighty percent new staff members: set the vision, organize new school procedures and build community support and staff cohesion
- Increased performance composite by 19.4 points during first year of school improvement grant.
- Facilitated Professional Learning Communities: standards based planning and data analysis to inform instruction
- Evaluated and collected data to develop and support interventions
- Presented several topics through professional development: student monitoring, providing appropriate feedback, effective use of anchor charts, increasing rigor, data driven instruction
- Established English as a Second Language and GED classes for parents at the school
- Oversaw community grants to provide additional resources to teachers and families
- Created student clubs, organization, and councils where students could demonstrate leadership skills
- Collaborated with families and the community for additional services and resources

Principal, October 2007 – June 2010

The Academy @ Smith, Greensboro, NC

- Increased performance composite by 55% during three year tenure
- Increased graduation rate to a 100% in 2009-2010
- Facilitated the opening of a new building
- Presented professional development in areas of staff needs
- Implemented a vision to build positive school culture

Assistant Principal, January 2007 – October 2007

Ragsdale High School, Jamestown, NC

- Facilitated with school safety and discipline
- Presented professional development in areas of staff needs
- Supervised, supported, and assisted teachers in academic development

Middle College Liaison, May 2006- January 2007

North Carolina A&T State University, Greensboro, NC

- Supervised and supported students in college course work
- Facilitated facilities usage
- Provided training and professional development for teachers and parents

Clinical Faculty, August 2002-May 2006

North Carolina A&T State, Greensboro, NC

- Supervised student teachers
- Prepared student for Praxis II exam
- Facilitated workshops related to National Board Certification
- Secured a grant for middle school students: Stepping Stones to College

Classroom Teacher, August 1995-June 2002

Stokesdale Elementary, Stokesdale, NC

Patrice Jones Faison, Ed.D

- Taught elementary students in grades 1-3
- Served as grade level chair
- Coordinated science fair

Applicable Professional Development

Sheltered Immersion Observation Protocol (SIOP) and Co-Teaching, 2010
North Carolina New Teacher Evaluation, 2010
Assessment for Learning, 2010
Extended Time and Learning, 2011
Reading Foundations, 2011
Principal Training for Common Core and Essential Standards, September 2011- 2012

Professional Contributions

Representative, School of Education Advisory Council, North Carolina A&T State University, School of Education, January 2015-2017

Representative, School of Education Advisory Council, University of North Carolina at Greensboro, School of Education, August 2014-Present

Advisor to State Board of Education, State of North Carolina, 2012-2013

Using Student Data Collaboratively and Systematically to Inform Instruction, Priority School Forum, National Education Association, Nov 2011

Principal Representative, Teacher Education Advisory Council, High Point University, School of Education, September 2010-2012

Principal Representative, Education Leadership Advisory Council, High Point University, School of Education, November 2011-Present

School Improvement Grant Council Member, North Carolina Department of Instruction, May 2011-2013

Piedmont Triad Leadership Consortium Mentor Guilford County Schools, August 2011-2013

Publications

Mentoring Underrepresented Groups, Support Material, 2002
National Board for Professional Teaching Standards

One Meeting You won't Mind Attending, Collections of Short Stories, 2003
National Board for Professional Teaching Standards

Grit Matters, Keynote Speaker, 2015
Guilford Educational Alliance Educational Summit

Honors and Affiliations

Outstanding High School Administrator 2012-2013, Guilford County Schools PTA High
National Distinguished Principal, Class of 2012
Principal of the Year, State of North Carolina 2012
Edward B. Fort Leadership Award, 2012
Recipient of Jennifer Nicole Brown Scholarship
Alpha Kappa Alpha

TERRI ROGERS COBB, EdD

PROFESSIONAL SUMMARY

Serving public education as a teacher, counselor, curriculum director, principal, district administrative team member, and superintendent in varied districts has given me a wide range of knowledge and experiences in increasing student achievement. Most of my career has directly impacted adult learners leading to success for K-12 learners. I bring dedication, commitment, love for research, and a desire to provide educational leaders, inside and outside the classroom, with tools to align resources and maintain a focus on increased achievement for all students.

EDUCATION

EdD in Educational Leadership	East Carolina University Greenville, NC
Dissertation: <i>Systemic Change: Functions of the Central Office Supervisor that Support Increased Achievement for All Students</i>	
MA in Educational Leadership	East Carolina University
MA in Guidance and Counseling	East Carolina University
BS in Education	East Carolina University

AREAS OF LICENSURE (North Carolina)

00011	Superintendent
00012	Principal (Grades K-12)
00113	Curriculum Instructional Specialist (K-12)
00190	Reading (Grades K-12)
00005	School Counselor (Grades K-12)
00024	Intermediate (Grades 4-6)
00025	Elementary Education (Grades K-6)
78180	Middle Grades Language Arts (6-9)
78400	Middle Grades Social Studies (6-9)
00008	Mentor

EMPLOYMENT HISTORY

TEACHING ASSISTANT PROFESSOR East Carolina University
June 2018 – Current

- Teaching MSA and EdD courses
- Serve on Curriculum Committee

SUPERINTENDENT

Pender County Schools
January 2012 – October 2017

- Surpassed State and Region in student achievement indicators related to State Accountability Model
- Listed among top tier districts for student achievement in 2017 Public School Forum Annual Report
- Exceeded state and regional graduation rates
- Led largest bond in the history of the County; conducted growth study and facilities study
- Led district to achieve first district-wide accreditation with AdvancED
- Led establishment of Pender Education Foundation
- Received grants including but not limited to STEM-focused 21st Century grant, Panasonic Grant with ECU, STEM grant for online textbooks, NC State-Kenan Fellows Science Grant with Wake County Schools
- Implemented district after-school programs including tutoring programs for middle school and high school learners
- Renovated existing building to house Board Room, Human Resources, and Accountability
- Placed Board policies online
- Implemented MTSS, Balanced Literacy Program, and K-12 Curriculum Guide

- Developed budget process to be used annually, including final presentations, for communicating with Board of Commissioners and community
- Developed strategic planning guide for schools
- Increased technology and training for instructional technology
- Initiated district literacy evaluation

CHIEF OF STAFF

Wake County Public School System
July 2006 – December 2011

Direct Reports: Division of Organizational Development, Due Process, Security, Office of Professional Development, Triangle Leadership Academy, Internal Audit, and Magnet Schools

- Organized the work of the Superintendent's Leadership Team on behalf of the Superintendent and Board of Education (Coordinated activities of the Wake County Board of Education including Board meetings, committee meetings, work sessions, retreats, appeal hearings, Board advisory councils, and meetings with other elected officials)
- Served as staff contact for Board of Education on Policy Committee and Facilities Committee
- Conducted investigations as directed by the Superintendent and Board of Education
- Served as budget manager for the Superintendent's Office and the Board of Education
- Maintained information related to accreditation
- Planned and implemented internal activities of the Superintendent including meetings with principals and central services administrators
- Developed and maintained method for reporting annual performance goals to Board of Education
- Developed and maintained process for system-wide strategic planning, including central services
- Represented the Superintendent for numerous events
- Served as District-wide Annual Campaign Coordinator for United Way of the Greater Triangle
- Coordinated university MSA and EdD district cohorts

SENIOR DIRECTOR

Wake County Public School System
December 2003 – June 2006

Office of Continuous Improvement and Professional Development

Reason for Leaving: Promotion to Chief of Staff

- Worked with stakeholders to plan, develop, and provide district-wide professional development including leadership development, technology, finance, diversity, school improvement, and instruction
- Worked with district leadership to provide new employee induction
- Planned and coordinated training for school-based staff development coordinators
- Coordinated week-long, district-wide Continuous Improvement Conference intended to provide annual focus for all district certified staff
- Researched and implemented the School Improvement Planning process utilized by the district; worked with IT to develop online School Improvement Forms
- Maintained district-wide electronic registrar
- Responsible for the coordination of licensure renewal for certified employees
- Served as budget manager
- Served as building manager for the professional development center

PRINCIPAL

Wake County Public School System
March 1999 – December 2003

Lockhart Elementary School (Title I)

- Recognized as *School of Excellence* for High Growth; increased student achievement from approximately 60% to 98.4%
- Recognized among *Most Improved Schools in the State*
- Recognized as *National Title I School for Sustained Growth*
- Received *National Energy Savers Award* (3 years)
- Implemented Balanced Literacy
- Implemented inclusion model for Exceptional Children's Program
- Served as ESL Center for the district
- Received State Certification / Licenses for after-school and before-school daycare programs
- Presented to the North Carolina Legislative *Commission on Improving Achievement of Minority and At-Risk Students* (at their request)

PRINCIPAL
B.O. Barnes Elementary (Title I)

Wilson County Public School System
June 1998 – March 1999

- Recruited by district to lead conversion from K-2 to K-5 school
- Hired staff
- Identified needed curriculum materials, Organized materials
- Organized all classrooms
- Identified materials for media center and resource room
- Ensured staff received necessary training for conversion
- Added 3 self-contained EC classrooms

K-5 PROGRAM DIRECTOR
PRINCIPAL-South Greenville Elementary

Pitt County Schools
1995 – 1998

Principal – South Greenville Elementary (Title I)

- Recognized as 'School of Excellence,' Moved from low-performing school to 'School of Excellence' in one year (Recognition based on high growth)
- Recognized as State winner in *Odyssey of the Mind*
- Assisted in organization of *Renzulli School-wide Model*
- Organized schedules to allow for blocks of time devoted to remediation/enrichment
- Started violin program
- Served as location for 5 Self-Contained EC Classrooms
- Developed data sheets for assisting parents in understanding their child's performance,
- Developed parent outreach program
- Worked with Boys' and Girls' Club to expand before-school and after-school programs, summer programs, and community activities (Located beside the school)

K-5 Program Director/District Accreditation

- Implemented and provided training related to use of data, which was adopted by district
- Developed contracts and data sheets to assist parents in understanding achievement of their children
- Developed curriculum guides and guides for parents/guardians in understanding curriculum
- Provided professional development to schools in areas related to curriculum, school improvement, instructional standards, use of data, and district initiatives
- Developed and initiated process for implementation of Standards-Based Assessment, K-2 and 3-5; revised report cards
- Facilitated Elementary Principals' meetings
- Facilitated accreditation process through AdvancEd

PRINCIPAL/ASSISTANT PRINCIPAL/COUNSELOR/TEACHER

Wilson County Schools
1978 – 1995

Principal
Winstead Elementary (Title I)

- Received recognition as first school within district to become '*School of Excellence*' based on high student growth; Moved from lowest performing in district
- Implemented *STAR Reading Program*, National Program (Differentiated instruction modeled after guided reading)
- Assisted in implementation of Reading Recovery
- Conducted book-drive in order to provide all students with personal books
- Converted school from targeted assistance to school-wide Title I
- Implemented Pay-for-Performance
- Developed Parent Outreach Efforts including holding parent meetings and PTO meetings in community
- Renewed accreditation through AdvancEd
- Developed safety plans, emergency plans to address concerns within community
- Initiated program to develop partnerships with the community for the purpose of increasing student incentives, mentors for students, volunteers, etc.
- Initiated Parent-Teacher Organization
- Initiated school beautification project; Received several grants and donations from business community to support this initiative

Principal

Stantonsburg Elementary (Title I)

- Increased proficiency and growth in reading and math, surpassing the district average
- Received initial accreditation through AdvancEd
- Implemented Socratic Seminars
- Implemented first after-school and before-school programs within the district
- Worked with community to increase partnerships from businesses and community organizations (support for student incentives, volunteers, mentors, etc.)

Assistant Principal

Wells Elementary

- Organized and implemented counseling program
- Assigned instructional responsibilities including professional development, observations, evaluations
- Assigned responsibilities related to management including maintaining bus schedules and routes

Principal (Interim) – Vinson Bynum

- Recognized Among Top 10 Middle Schools in the State
- Led conversion from middle school to elementary school
- Assisted in reassignment of teachers
- Exceeded state performance in student achievement

Counselor – Vinson-Bynum/Winstead (Title I)

- Selected as one of two counselors to pilot middle school counseling program for the district
- Assisted district in providing updates to DPI as needed
- Developed Advisor/Advisee Program
- Developed presentations for community
- Coordinated community services
- Administered Interest Inventories; Conducted individual conferences

Middle School Teacher (Grades 6 & 7)

- Responsible for instruction in Social Studies, Language Arts, and Math

PROFESSIONAL AWARDS/ACTIVITIES

- *Pender Resource Center* renamed the *Herring-Cobb Resource Center* by Pender County Board of Education
- Completed *Next Generation Superintendents' Program* (NCSSA)
- Received the *Glatthorn Award* for Outstanding Dissertation (ECU)
- Surpassed the State and the Region in Student Performance (Pender County)
- Listed among top tier districts for student achievement in 2017 Public School Forum Annual Report (Pender Co.)
- Led the work of Pender County Schools in the approval of the 2014 Bond, which was the largest Bond approved by the citizens in the history of the district
- Received numerous grants including 21 Century Grants, Science grant with NCSU in partnership with Wake and Alamance Counties, Panasonic Grant with ECU and four other district (Respond to Equity Issues)
- Accepted the *Learning Team Award* on behalf of district from the National Commission on Teaching and America's Future (Wake Co.)
- Developed modules and provided training for administrators for the revised North Carolina Teaching Standards
- Developed Wake County Institute for Teacher Leaders
- Developed and assisted in implementation of Superintendent's Summits
- Recognized among *Top 25 Most Improved Schools* in the State; *National Title I School for Sustained Growth* (Lockhart Elementary)
- Presented to the North Carolina Legislative Commission for *Improving Student Achievement for Minority and At-Risk Students* (at their request)
- Named Finalist for Wake County Principal of the Year and Finalist for Wilson County Principal of the Year
- Completed Principals' Executive Program at UNC-Chapel Hill; received *Top Academic Award*
- Current or past memberships:
 - Southeast Educational Foundation, North Carolina Association of School Superintendents, Delta Kappa Gamma, Wake County Principals'/Assistant Principals' Association, Wilson County Principals'/Assistant Principals' Association (Served as President and Vice President), Association of Supervision and Curriculum Development, North Carolina Association of School Administrators, International Reading Association, National Staff Development Council, NCAE (Elected to serve as delegate to State Convention for two years)
- Served on numerous committees including Closing the Achievement Gap, Harriet Webster Task Force, AP Allotment Committee, Textbook Adoption, Assessment Review Committee, District Data Team