

Comprehensive Progress Report

Mission:

It is our mission in Thomasville City Schools to partner with parents, community and staff to nurture and prepare students for success in the 21st Century. Educating the whole child and providing them with the tools needed for success in life is paramount. Expectations for a positive learning environment along with rigor, relevance, and relationship building will ensure success for all students. We believe in and nurture the whole child through academic, social, emotional, and physical development that honors diversity, promotes high expectations, and celebrated individual and collaborative achievement and growth. We believe parents and community are critical components to the success of our students, staff and schools; forming partnerships and fostering understanding and engagement with these stakeholders is a priority. We believe in the essential role faculty and staff play in achieving our mission and respect their diversity while working to support and develop the adult capacity necessary to impact our students' success. We believe that all students and staff will incorporate innovative 21st Century technology in the learning process.

Goals:

FAMILY AND COMMUNITY ENGAGEMENT: To cultivate an atmosphere of collaboration, trust, and shared responsibility between parents, community, and district personnel for student success. o Customer Service o Family Engagement o Community Outreach

EFFICIENCY, STRUCTURE, AND GOVERNANCE: To maximize student achievement by strengthening o Strategic Use of District Resources o Administrator training and Autonomy data use and accountability at the classroom, school, and district levels

TEACHING AND LEARNING: To provide educators and students with continuous learning experiences that are relevant, rigorous, and builds upon relationships. o MTSS o Rigorous, Relevant and Relatable Curriculum o Ensuring Equity

HUMAN RESOURCES: To identify, recruit, and retain high quality educators o Innovative Recruitment o Unique and On-Going Professional Developments o Create a Work Environment of Excellence



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A			
Effective Practice:		Instructional Excellence and Alignment			
	A03	The district sets district, school, and student subgroup achievement targets.(5627)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Though there is guidance from the state and discussions have been had about targets for schools and the district in performance and growth measures, more specific information is needed in terms of breaking that information down by subgroups and communicating the information to stakeholders/	Limited Development 11/12/2017		
<i>How it will look when fully met:</i>		When fully met, district leaders and school leaders will have reviewed past data, current performance, and future needs to set clear targets for each school, the district and key subgroups so that all stakeholders can assess where we are and where we need to be over the next five years to meet both required and desired outcomes for students in focused and measurable areas.		Tyler Tobin	01/24/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	11/12/17	Review five years of data with school and district leaders to determine overall targets for the schools and the district as a whole. Data would include updates on measurable areas and growth provided by the state and ESSA expectations for accountability and long term goals.		Tyler Tobin	01/24/2018
		<i>Notes:</i> Team to include principals and/or AP's as well as district curriculum leaders should be established. EC and ELL data and targets as well as that for demographic subgroups should be clearly established and communicated.			
2	11/12/17	Provide a clear and concise document (for website and hard print publication) that lays out 2018, 2019, 2020, 2021 and 2022 targets for all focused and measurable areas noting overall school goals and district goals and a breakdown of those goals by subgroup.		Tyler Tobin	02/01/2018
		<i>Notes:</i> The targets, once established, need to be available and reviewed at least annually. Tracking progresses toward the attainment of the targets should also be tracked as an internal indicator.			

Core Function:		Dimension B			
Effective Practice:		Leadership Capacity			
	B01	The LEA has oriented its culture toward shared responsibility and accountability.(5140)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Movement toward achieving this goal began with the arrival of a new superintendent in March 2017. Prior to March 2017, control mainly originated from the central office with much of the responsibility and accountability residing with district directors, etc.	Limited Development 11/12/2017		
<i>How it will look when fully met:</i>		When fully met, schools will share in responsibility by planning with - rather than receiving from - the central office. All leaders in the district will "own" aspects of the strategic plan and other plans for improvement and lead efforts in those areas. School leaders will focus improvement within their school by developing capacity and reaching out to central office for support, rather than direction.		Patrice Faison	09/28/2018
Action(s)	Created Date		0 of 2 (0%)		
1	11/12/17	Rather than centrally led school visits, school leaders and their faculty/staff will lead curriculum chats and data discussions at their buildings on a monthly basis.		Patrice Faison	06/15/2018
		<i>Notes:</i> A framework will be provided for these opportunities for schools, but schools should lead the discussion of the essential data on which current work is being focused as well as highlight key personnel and activities being utilized to grow that data.			
2	11/12/17	Using the MTSS framework, schools will actively problem solve for individual students at the classroom, grade/content, and then school level.		Catherine Gentry	10/31/2018
		<i>Notes:</i> Further training as well as Tier II interventions and expectations will be needed to fully implement this task			

Core Function:		Dimension C			
Effective Practice:		Professional Capacity			
	C05	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.(5643)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, professional development is focused from the district level based on new initiatives for reading (ARC) and a new instructional framework implemented in Summer 2017 for the 2017-2018 school year. PLC's are a main development opportunity with most PLC's being led by school leaders (Admins, CF's) and attended by district leaders.	Limited Development 11/12/2017		
<i>How it will look when fully met:</i>		Though key areas of development and mandates will be made to incorporate PD into school scheduling, the schools will identify key needs that support school and district goals. PD will be differentiated to meet the needs of the school as well as the needs of the individual teacher so that PD is a true growth opportunity that improves teaching and learning.		Ashton Clemmons	08/17/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	11/12/17	At the end of the 2017-2018 school year, a PD needs assessment will be performed to establish both school and district goals in PD for the coming year.		Ashton Clemmons	06/15/2018
<i>Notes:</i>					
2	11/12/17	The district will provide PD in Summer 2018 for digital teaching and learning competencies. Schools will use data and teacher needs to select the areas of development and the teachers (those renewing in 2018, 2019 with priority).		Jennifer Buck	08/17/2018
<i>Notes:</i>					

Core Function:		Dimension D			
Effective Practice:		Planning and Operational Effectiveness			
	D01	The district provides the technology, training, and support to facilitate the school's data management needs.(5625)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the district has implemented new benchmarking assessments (CASE 21). Both the tools (hardware) and the PD/training are in need of upgrades to best support both the assessment and the use/disaggregation of the data.	Limited Development 11/12/2017		
<i>How it will look when fully met:</i>		When fully implemented, all school leaders and key school stakeholders will be able to readily and easily access key student and teacher data points		Catherine Gentry	06/29/2018
Action(s)	Created Date		0 of 2 (0%)		
1	11/12/17	Assess technology in the district and create a comprehensive 3-5 year plan to guide purchasing, replacing, and training as well as use for engaging student learning.		Catherine Gentry	06/29/2018
		<i>Notes:</i> Establish a team and assess schools and districts using DTL rubric created by The Friday Institute. Based on assessment, backward map view of technology needs and usage in the classroom with students and mesh it with district strategic plan.			
2	11/12/17	Provide opportunities for training of school stakeholders in the identification, use and engagement with data. Support key data sources, (EVAAS, benchmark data from CASE 21, attendance, discipline, etc.) and provide opportunities for discussion of data and its implications for student outcomes and support of student needs, etc.		Tyler Tobin	06/15/2018
		<i>Notes:</i> This training could be incorporated into curriculum chats and PLC's			

Core Function:		Dimension E			
Effective Practice:		Families and Community			
	E01	The district includes parent organizations in district and school improvement planning and maintains regular communication with them.(5846)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parents are starting to be legitimate members of school teams rather than members in name only. The district parent advisory group has been updated and has had initial meetings. Schools are working to create at least one parent group (PTA, Booster Club, etc..) that meets and works to support efforts of the school.	Limited Development 11/12/2017		
<i>How it will look when fully met:</i>		When fully implemented, there will be an automatic inclusion of parents and a group of parents to pull from to support various needs. Elections to determine parent representation will have to occur. Groups will have monthly interaction with school and district leadership as a natural part of the work of doing school business and support teacher and student needs.		Patrice Faison	08/01/2018
Action(s)	Created Date		0 of 2 (0%)		
1	11/12/17	All school will have at least one parent involved with required monthly improvement meetings. At the district level, parent involvement will occur, at minimum, each quarter.		Patrice Faison	05/16/2018
		<i>Notes:</i> Schools should have posted minutes and agendas in NCStar noting parent attendance and involvement, minutes and agendas for district PAG should be posted in NCStar			
2	11/12/17	At least three (3) times each year parents will be invited to information sessions about improvement activities and other relevant school information (curriculum, registration, etc.). These events will occur at both the school and district level.		Jessica Dreher	06/29/2018
		<i>Notes:</i> All events swith parents should include a sign in for evidence and an agenda that communicates improvement planning and activities.			