

Comprehensive Progress Report

Mission: Engaging all students in learning that will foster academic excellence, responsible citizenship, and life-long learning.

Empower, Engage, Excel

Vision:

Goals: Increase the 4-year cohort graduation rate from 84.3% to at or above the North Carolina graduation rate in 2018-19.

All schools will increase their school performance grade by one letter or increase their proficiency score by at least seven percentage points.

All schools will meet or exceed growth as measured by EVAAS growth standards.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A			
Effective Practice:		Instructional Excellence and Alignment			
A02		The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.(5623)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Achievement scores have been evaluated at both school and district levels with target measures developed for subject area and subgroups.	Limited Development 10/01/2018		
<i>How it will look when fully met:</i>		Quality Assurance Inventory (QAI) school visits throughout the school year will monitor progress along with the principal, school improvement team, and classroom teachers. Subgroup performance will be monitored as related to classroom performance.		Carol Boaz and Emily Buchanan	01/01/2019
Actions			0 of 4 (0%)		
10/1/18	Individual school targets will be developed at the school level by principal/school improvement team and monitored during the QAI process.			Carol Boaz and Emily Buchanan	10/31/2018
<i>Notes:</i> For each school this will be done before the first QAI visit of the school year.					
10/1/18	Create, distribute, and monitor a classroom subgroup data tracking sheet. This sheet will allow individual teachers and teams to track subgroup data for all data points. Subgroup data tracking sheets will be housed at the school level for review and monitoring by the instructional coaches, principal, and district leadership.			Curriculum Leaders	10/31/2018
<i>Notes:</i>					
10/1/18	Restructure district organization chart to include a Student Services Department to include the development of a District Code of Student Conduct with yearly updates and to reflect on current systems in place to ensure safe and orderly educational environments			Dr. Sandra Carter	08/31/2018
<i>Notes:</i>					
10/1/18	The first district Social Worker was employed during the 2017-2018 school year. Based upon student needs, a grant proposal was written and received to allow the social worker to create a "Choices" program for Caswell County at-risk students. This program is in the process of development and will be ready for K-12 student implementation mid-year. Through this program, students will learn about topics such as: (1) making better choices, (2) bullying, and/or (3) alcohol and/or drug awareness.			Carol Boaz and Emily Buchanan	01/01/2019
<i>Notes:</i>					

Core Function:		Dimension B			
Effective Practice:		Leadership Capacity			
B05		The school board and superintendent present a unified vision for district and school improvement.(5621)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Prior to the 2018-2019 school year, Caswell County Schools had one vision/mission statement of, "Together for a Difference" for multiple years. Reflecting on district needs it became apparent that a new strategic plan, district mission, and district vision statements needed to be developed to create a roadmap for increasing student achievement. In April 2018, multiple teams of school and community stakeholders presented drafts of mission and vision statements. By June 2018, Caswell County Schools' new mission and vision statements as well as a new logo were adopted by the Board of Education. These provided the visual roadmap for the district strategic plan that was put in place beginning in the 2018-2019 school year. The next step is to share the mission and vision statements of Caswell County Schools more widely among the community to create an increased awareness of the opportunities and success of our Caswell County graduates.</p>	<p>Limited Development 10/01/2018</p>		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, the CCS Board of Education, district leadership team, district staff members, students, and the broader community will be able to articulate a unified vision that is informed by both the community and data about the likely future that awaits our graduates. Aligned to this vision will be a district strategic plan that provides both internal and external stakeholders with a clear understanding of the district's priorities and the key strategies that will lead to the realization of the vision and mission.</p>		<p>Dr. Sandra Carter</p>	<p>06/30/2019</p>
<i>Actions</i>			<p>0 of 2 (0%)</p>		
	10/1/18	<p>Increase community awareness of the Caswell County Schools' educational opportunities, past and present, that have prepared students for success beyond high school. We are in the process of creating a district brochure (online and paper), entitled "iCaswell" which provides pictures of past Caswell County Schools' graduates, a statement from each graduate as to their year of graduation and educational pathway which provided the foundation for their current success.</p>		<p>Carol Boaz and Emily Buchanan</p>	<p>06/30/2019</p>
<p>Notes:</p>					

10/1/18	In order to gain valuable stakeholder feedback and increase communication, the Superintendent has created multiple advisory groups that meet on a regular basis throughout the school year. They include: (1) Student Advisory, (2) Teacher Advisory, (3) Parent Advisory, and (4) Ministerial Advisory Committees.		Dr. Sandra Carter	06/01/2019	
<i>Notes:</i>					
		B07	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.(5634)</p> <p>Reflecting on district-wide student achievement over the previous years, it was evident that there should be a continuous improvement model for addressing student and schools needs as well as strategically aligning professional development and support systems to these needs. The result of these reflections was the development of Quality Assurance Inventory (QAI) for Caswell County Schools. Through teams of district leaders, weekly school QAI visits address three domains imperative to student success: (1) Curriculum and Instruction, which analyzes students' achievement data, subgroup data, instructional resources and professional development for staff; (2) Social and Emotional Domain, which analyzing the support in place to prevent barriers to students' learning; and (3) Managerial Domain, which analyzes the current structure and procedures in place to ensure a safe and orderly school.</p>	Limited Development 10/01/2018		

How it will look when fully met:

The development of the Caswell County Schools' QAI model was a result of the requested Comprehensive Needs (CNA) Assessment from NCDPI. Upon completion of the CNA visit in each school, the NCDPI report provided valuable feedback as to school strengths and needs in terms of student achievement. However, there was no continuous improvement process in place to monitor the needed changes in schools. As a result, the QAI model was developed to provide ongoing feedback and support for continuous improvement in each school. As a result, teams of district leaders (each assigned to one of the three domains) are scheduled to a QAI school visit to provide feedback on progress since the prior QAI visit. While teams are conducting walkthroughs, the Superintendent and District Instructional Director are conducting a data analysis with the principal. In-depth data review includes latest formative and summative assessments, subgroup data, student and staff attendance, and strategies in place to address needs. Once all initial reports are complete, the Superintendent and District Instructional Director create a summary of processes in place to address: (1) student/school strengths, (2) areas to address, and (3) strategies to address areas of needs. Each strategy is assigned to an individual who has oversight of its implementation (ie, principal, curriculum coach, district leader, etc.) When the next QAI visit occurs at a school, the data is updated and the principal reviews the data with the Superintendent and District Instructional Director in terms of progress made since last QAI visit.

**Carol Boaz and
Emily Buchanan**

10/31/2018

Actions		0 of 2 (0%)		
10/1/18	Provide leadership professional development for principals and assistant principals in order to align district vision, mission and strategic plan with leadership focus. In order to provide continuous growth for principals, the superintendent offers yearly professional development aligned with district needs. For the 2018-2019 school year, there is a year-long book study with district principals/directors that focuses on building effective leadership teams within the school and district. For the prior year, and as new principals and assistant principals are employed, the Superintendent has developed a year-long professional development, "Aspiring Principal Leadership" that covers numerous aspects of effective leadership on a monthly meeting basis. In addition to in-district professional development opportunities, various principals and assistant principals are encouraged to attend outside the district targeted professional development such as the Distinguished Leadership in Practice (DLP) program by NC Principals' and Assistant Principals' Association (NCPAPA) or Instructional Leadership for Assistant Principals (NCPAPA).		Dr. Sandra Carter	06/01/2019
<i>Notes:</i>				
10/1/18	Increase opportunities for professional development and collaborative Professional Learning Communities (PLCs). In order to promote collaboration and best teaching practices, the district has developed a program, Edu-Focus, that provides after-school opportunities for teachers to share best teaching practices. We are continually providing increased professional development opportunities at the district level as aligned to QAI feedback.		Carol Boaz and Emily Buchanan	06/01/2019
<i>Notes:</i>				