

## Comprehensive Progress Report

**Mission:**

To provide each learner the skills, knowledge, and values necessary to compete, contribute, and succeed through the cooperative efforts of school, family and community in a safe and nurturing environment.

**Goals:**

Student Achievement: Every student will achieve growth targets toward mastery of 21st century competencies, college & career readiness and citizenship.

Implement Accountability: Every stakeholder is accountable for sustaining high expectations and positive results.

Implement Accountability: Every learner will take ownership of his/her academic success.

Building Capacity: Every stakeholder is ready to teach and learn.

Building Capacity: Every learner has an opportunity for personalized growth and development.

Engage Stakeholders: Northampton County Schools will foster partnerships with stakeholders to promote high student achievement.

Communicate Effectively & Transparently: Every stakeholder will consistently communicate in a clear, concise, transparent, and professional manner to build relationships.



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension D			
Effective Practice:		Planning and Operational Effectiveness			
	D02	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.(5626)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has gathered the data and organized it to disseminate it to schools and classroom teachers. We have begun some training at the school level to ensure school leaders and teachers can interpret, analyze, and make informed decisions; however, training is sporadic and not systemic.	Limited Development 11/20/2017		
<i>How it will look when fully met:</i>		A systemic process for collecting, interpreting, and using data will be developed. The district-wide plan for data process will be created. District and school PLC minutes that reflect implementation of training relating to collecting, interpreting, and using data. Observation notes from district learning walks involving PLC participation.		Felisha Whitaker	05/28/2018
Action(s)	Created Date		0 of 3 (0%)		
1	11/20/17	Develop a district-wide data plan for collecting, interpreting, and using data.		Monica Smith-Woofter	02/28/2018
		Notes: This is a framework for the process. Things that need to be addressed in the plan: - when to collect the data, how to collect data (by grade spans), - which protocol for interpretation, - how to use the data: student groupings, goal setting, when to monitor			
2	11/27/17	Train teachers and principals on how to interpret and use data to change instruction.		Monica Smith-Woofter	11/27/2018
		Notes: Include trainings in Leadership PLCs, school level PLCs, district-wide professional development, and school level professional development. Ensure that data analyses correlates with instructional pedagogy and student performance.			
3	11/27/17	Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district.		Felisha Whitaker	08/31/2018
		Notes: High schools may be done twice a year due to semester scheduling.			

		<b>D04</b>	<b>The district regularly reallocates resources to support school, staff, and instructional improvement.(5630)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Staff planning and allocations are reviewed at least quarterly. District operates in a reactive mode in regards to using resources. Evidence exists that instructional time is compromised too frequently.	Limited Development 11/27/2017		
<i>How it will look when fully met:</i>			The district will look closely at each school's budget, staff allocations, school improvement priorities, and scheduling to determine needs and appropriate resources.		<b>Catina Hoggard</b>	<b>05/31/2018</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 5 (0%)</b>		
<b>1</b>	11/27/17		Use staff efficiently and ensure that the allocation of staff is consistent with school improvement priorities.		Doug Miller	03/30/2018
		<i>Notes:</i>	Quarterly reviews with program directors and school executives.			
<b>2</b>	11/27/17		Protect instructional time.		Tikisha Joyner-White	05/31/2018
		<i>Notes:</i>	Curriculum team will debrief during routine meetings. Ensure there is a common understanding of what "protected" instructional time means. Progress monitor through learning walks.			
<b>3</b>	11/27/17		Develop and implement curriculum, instructional, and behavioral frameworks.		Nicole Baker	06/15/2018
		<i>Notes:</i>	Curriculum team will debrief during routine meetings. Progress monitor through learning walks and PLC participation. Assist schools with instructional non-negotiables.			
<b>4</b>	11/27/17		Develop a framework for tiered supports for all students, in which appropriate resources are identified.		Catina Hoggard	05/31/2018
		<i>Notes:</i>	Once the framework is developed, schools will reference their framework on a monthly basis.			
<b>5</b>	11/27/17		Embed professional development that focuses on appropriate use of resources (financial, human, curriculum and instructional resources) and supports school, staff, and instructional improvements.		Angie Jenkins	06/15/2018
		<i>Notes:</i>	District and schools will submit professional development plans aligned to district and school improvement plans respectively. Professional development should be inclusive of all instructional and support staff.			