

## 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:**

Goal #1: SBE: Eliminate opportunity Gaps by 2027

Goal #2: SBE: Improve school and district performance by 2027

Goal #3 SBE: Increase educator preparedness to meet the needs of every student by 2027



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	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>		<p>Caswell County Schools is in the process of refining and recalibrating the district goals for substantial transformation.</p> <p>The district leadership team is responsible for effective communication, instructional focus, visibility and commitment to student performance and achievement.</p> <p>The district team will collaborate goal setting throughout the district which involves all contributing stakeholders. Instructional goals for schools with a specific focus on, effective PLC's, time on task, small group instruction and lesson planning will be implemented to achieve goals.</p> <p>We will continuously monitor the effectiveness of implemented practices that target student achievement and allocate resources aligned to eliminating achievement gaps.</p>	Limited Development 10/04/2024		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, we will have completed overall district goals, which have been implemented, and we will engage in progress monitoring of those goals throughout the district. In addition, instructional goals will be developed and aligned with specific focuses on subgroups to insure research-based strategies to achieve goals. These subgroups are specifically outlined in data that is received from the state as a focus from accountability and regional support, such as TSI subgroup data. Furthermore, as a district, we will no longer be designated as a low performing district. We will be intentional with monitoring the effectiveness of implemented practices that target student achievement and allocated resources aligned to eliminating achievement gaps.</p>		Superintendent JoAnna Gwynn	06/30/2027
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	10/21/24	The district team will review and analyze subgroup data monthly in order to support schools with their target projections for student growth and proficiency.		MTSS Team	06/30/2027
<i>Notes:</i>					

10/21/24	The district team will use the district walk-through document to monitor instructional strategies used to align district goals and expectations for teaching and learning.		Curriculum Directors	06/30/2027
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 2: Talent Development</b>			
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<b>Effective Practice:</b>	<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>			
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	<b>D03</b>	<b>The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(5629)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		1. The district recruits staff through incentives, job fairs, websites, and other means. The district looks for opportunities within funding and grants to place personnel to address areas of concern. Recently, the addition of a dropout prevention coordinator, school nurse at every school, social worker, school resource officers and others to provide support in areas of concern. Additionally, online opportunities for support have been explored and are being utilized to cover instructional areas where support was needed. The district provides contractual services with educator specialists in certain areas to address secondary school improvement efforts.	Limited Development 10/17/2022		
<b>How it will look when fully met:</b>		The District Leadership Team will provide personnel and support services to address school improvement efforts. When the objective is fully met, all areas of concern will be addressed; actions steps will be completed by the timeline; evidence of trainings, meetings, and data will be documented to support each action step. Personnel will be in place to address all areas of need with capacity to address needs.		<b>Dr. Austin Morris</b>	<b>06/30/2025</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/17/22		Systems have been developed for recruiting, providing professional development, support, and retaining highly qualified staff.		Dr. Austin Morris	06/30/2027

*Notes:* Training will include follow up session to discuss successes and areas of need. The implementation will be ongoing with continued support for students. The district recruits staff through incentives, job fairs, websites, and other means. The district looks for opportunities within funding and grants to place personnel to address areas of concern. Recently, the addition of a dropout prevention coordinator, school nurse at every school, social worker, school resource officers and others to provide support in areas of concern. Additionally, online opportunities for support have been explored and are being utilized to cover instructional areas where support was needed. The district provides contractual services with educator specialists in certain areas to address secondary school improvement efforts.

10/17/22 BT orientation and BT support will provided to all beginning teachers to ensure success. This will accomplished through assigned mentorship, UNCG and contracted services.

Dr. Austin Morris

06/30/2027

*Notes:*

10/17/22 There will be intentional budgetary supports to retain highly qualified teachers.

Dr. Austin Morris

06/30/2027

*Notes:*

10/17/22 Super Observations will be conducted at schools that have been designated as low-performing. Principals will analyze data with individual teachers and discuss plans to improve academic achievement for all students.

Dr. Austin Morris  
and Principals

06/30/2027

*Notes:*

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
	C10	The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.(7032)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All schools in the district will evaluate student learning using the MTSS framework. The data dives support professional development designed for schools. Schools will evaluate and analyze data at school improvement team meetings in order to focus on academic achievement and the social/emotional well-being of our students.	Limited Development 10/17/2022		
<i>How it will look when fully met:</i>		When fully implemented, professional development plans will be ongoing utilizing multiple data points. Teachers will naturally look for and share best practices. All teacher teams will be able to locate individualized professional development aligned to student and school needs and implement high impact strategies to create increased learning in all students.		Superintendent JoAnna Gwynn	06/30/2027
<b>Actions</b>			<b>0 of 7 (0%)</b>		
10/17/22	To better support elementary reading instruction, all K-5 teachers will continue to engage in a two year extensive professional development for the Science of Reading (LETRS). The training supports teachers in the multiple components of reading.			Alyson Beavers	06/30/2027
<i>Notes:</i> Teachers will participate in live lectures, video lessons, course reading, and assignments.					
10/17/22	Teachers will receive regular and ongoing support from the DLT at each school. Curriculum directors will facilitate ongoing support for instructional coaches.			Alyson Beavers	06/30/2027
<i>Notes:</i> We no longer have instructional coaches; therefore, this item has been completed.					
10/17/22	Secondary curriculum director will meet to discuss continued alignment of instructional strategies, curriculum needs, and formative assessment data for progress monitoring of school-wide goals and indicators.			Shannon Apple	06/30/2027
<i>Notes:</i>					
10/17/22	Curriculum Directors will collaborate over resources/ conduct resource evaluations for the purpose of purchasing programs essential or teaching and learning.			Alyson Beavers	06/30/2027
<i>Notes:</i>					

10/18/22	Schools will receive support with alignment of subgroup data analyses and progress monitoring of student achievement through the MTSS framework for the district.		District MTSS Support Team	06/30/2025
<i>Notes:</i>				
10/18/22	Foundational courses will be included in the high school schedule to support student learning needs prior to End of Course assessments.		Shannon Apple	06/30/2027
<i>Notes:</i>				
10/18/22	The elementary curriculum director will collaborate with elementary principals to analyze literacy instruction data. All leaders will monitor approved literary intervention programs and tools to meet the needs of struggling readers.		Alyson Beavers	06/30/2027
<i>Notes:</i> All elementary schools will analyze literacy instruction within the school utilizing Literacy Instruction Standards and submit literacy needs analysis to be compiled as a district for NCDPI. Additionally, all elementary schools will implement NCDPI approved literacy intervention programs and tools to meet the needs of struggling readers. All students not meeting benchmark expectations at the end of the first semester will receive support documented on Individual Reading Plans.				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	D04	The district regularly reallocates resources to support school, staff, and instructional improvement.(5630)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Current implementation efforts for the reallocation of resources is a process. At the district level, we have reviewed current resources and how to best utilize reconstruction efforts to get the best results. At the school level, there has been changes in staffing in order to serve our students better. We have reviewed funding sources to provide more materials, programs and other resources for staff to be more effective in their work.</p> <p>The budget is also reviewed weekly to ensure we have the funds allocated correctly and we monitor the use of funds to ensure the success of the district. Communication concerning resources and funds is important to ensure that staff understand what is available to them.</p>	Limited Development 10/04/2024		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, we have implementation efforts for the reallocation of resources will be complete. At the district level, we will have reviewed current resources and integrated how to best utilize reconstruction efforts to get the best results. At the school level, staffing would be intentional to serve our students better. We would have reviewed funding sources to provide more materials, programs, and other resources for staff to be more effective in their work.</p> <p>We will have weekly monitoring of the budget to ensure we have the funds allocated correctly and the use of funds to ensure the success of the district. <i>Communication concerning resources and funds is important to ensure that staff understand what is available to them.</i></p>		Brook Underwood	06/30/2027
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/21/24	The superintendent and finance director meet weekly to review position allotments and funding allocations.		Superintendent Gwynn and Brook Underwood	06/30/2027
<i>Notes:</i>					

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	B04	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Caswell County Schools currently has a District Leadership Team and support for School Level Administration. We are recalibrating the districts systems of support to include tailored MTSS data dives, structured curriculum mapping, research-based instructional strategies, and student support services.	No Development 09/27/2022		
<i>How it will look when fully met:</i>		When fully met, the District MTSS Team would have successfully facilitated protocols for data analysis to determine growth and proficiency levels throughout the district. In addition, the team would have integrated social-emotional support procedures for all students and staff. As a result of best practices there will be an increase in teacher confidence and student achievement. The MTSS team will use information gathered to determine objectives we met in the following areas: EOC, EOG, EVAAS, benchmarks, meeting minutes, results from adaptive computer-based program assessments, and formative assessments (teacher, state, and/or district made).		Superintendent JoAnna Gwynn	06/30/2025
<b>Actions</b>			<b>0 of 7 (0%)</b>		
9/29/22	District Leadership Support will provide Academic Core training and support for school leaders to build capacity in data analysis and focus on content knowledge.			District Leadership	06/30/2027
<i>Notes:</i>		It has been communicated to the principals that professional development in the areas of Classroom Management and Content is encouraged for all staff as a result of teacher feedback.			
10/17/22	District leadership members are also assigned specific schools designated Low Performing to support school improvement planning/ FAM-S, programs and resources to increase student achievement/effectiveness by analyzing data quarterly. Updated: NL Dillard has transitioned off the Low Performing school list and North has moved onto the Low Performing school list.			District Leadership	06/30/2027
<i>Notes:</i>		Support is ongoing and regular in the form of professional development planning, data analysis, programming to increase student achievement, and school improvement planning. Weekly and daily conversations and planning occur.			



10/17/22	The Student Support Services department will oversee the supports for all students in the areas of attendance, mental health support, and school safety.		Dr. Medina Jones	06/30/2027
<i>Notes:</i> All personnel in the Student Services department assist students daily with needs. Dr. Medina Jones is directing the department.				
10/17/22	CCS schools will implement research-based strategies to support improved student academics, attendance, and behavior using the Multi-Tiered Systems of Support framework and school team problem-solving. A district MTSS leadership team will meet regularly to discuss the next steps in training, programming, and data analysis.		Nelson Showalter	06/30/2027
<i>Notes:</i>				
10/17/22	Secondary principals and teacher leaders will be provided initial layers of instructional leadership support for low-performing schools from North Carolina Department of Public Instruction (NCDPI) and North Carolina Instructional Leadership Academy (NCILA) Graduate School of Education (RELAY GSE). They will attend follow-up sessions throughout the 2-year span.		Shannon Apple	06/30/2027
<i>Notes:</i> NCDPI and RELAY GSE will provide the PD in Greensboro on various dates over a two-year span.				
10/17/22	The DLT meets regularly with school level administration to discuss supports, needs, trends, and data in order to devise support plans for school needs.		Shannon Apple	06/30/2027
<i>Notes:</i> Administration Meetings will provide an environment for collaboration and dialogue for school improvement.				
10/17/22	The DLT and school leadership create plans that create opportunities for student growth academically by providing environmental structures such as afterschool tutoring plans, summer learning plans, and school-level master schedules with built-in remediation and enrichment times.		Shannon Apple	06/30/2027
<i>Notes:</i>				