Comprehensive Progress Report

Mission:

The mission of Warren County Schools, located in close-knit rural communities with natural and cultural treasures in which children grow and blossom, is to educate students for the future by providing innovative school choices that ensure all students will become globally competitive, productive citizens who have acquired critical thinking, collaboration, communication, and leadership skills through creating and sustaining learning options in unique learning environments, expanding parental choice in the development of K-12 educational options, implementing a challenging, rigorous, and relevant curriculum, retaining a highly qualified and dedicated staff, utilizing community involvement and assets, and providing access to state of the art technology.

District Priorities

- Strengthening our school/district improvement process
- Recruit, support, and retain high quality educators/staff
- Ensure high quality instruction in every classroom, and monitor instruction to assess the impact of student learning
- Provide all students with access to multiple pathways
- Build educator's capacity through various professional development opportunities
- Utilize a variety of services and supports to ensure their health, safety, and wellbeing of our students, staff, and families
- Engage families and community

Vision:

All students will become globally competitive, productive citizens who have acquired critical thinking, collaboration, communication, and leadership skills

Goals:

By 2028, 80% of our students will demonstrate proficiency in all End-of-Grade and End-of Course assessments, ACT and achieve 80% cohort graduation rate

Increase proficiency in ACT and WorkKeys

Increase proficiency in math Grade 3-8, Math 1, and Math 3

Increase proficiency in ELA (Grades 3-8) and and English II

Increase proficiency in Science (Grades 5,8) and Biology

Increase cohort graduation rate

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Dimension A			
Effective Practice:	**Instructional Excellence and Alignment**			
A01	**The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (5622)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Our school district utilize NCSTAR as a framework for change for school and district improvement. We have established a district improvement team. Our superintendent created a strategic plan for the district and has set a district goal to improve performance on EOG and EOC courses, ACT/WorkKeys, and cohort graduation rate. The district has engaged in the district accreditation process in the 2022-2023 school and year. Our academic services team also developed an instructional framework, pacing guides and other instructional materials to support teaching and learning. The documents have been created; however, more work is needed to ensure the understanding and implementation of the core components.	Limited Development 10/22/2023		

			Keith Sutton	07/01/2024
How it will look when fully met:	• The superintendent and central office leadership (directors, chiefs) will create expectations that are communicated verbally and in writing. (A.02) • All staff understand the expectations and are held accountable by the superintendent (metrics) • The superintendent and central office cultivates a culture of learning, leadership, collaboration, and innovation. (metrics) • The superintendent creates a shared vision focused on student learning and a systemwide approach to improving instruction. (A.02) • The superintendent and district administrators(chiefs, directors) create expectations specifically for designing curriculum, instruction, and assessments. (A.02) • The superintendent charges district administrators to create processes and procedures for monitoring expectations • The superintendent charges central office leadership to provide authentic and quality professional development that meets the needs of our educators. (C.10) • The superintendent and central office leadership develops a district data team to regularly monitor student performance and other defined metrics. The data will be used to determine the level of support that is needed for schools. • The data team specifically analyzes district subgroup data to ensure that students' needs are met. • The superintendent will meet monthly with the district leadership team to continually monitor and communicate district expectations. (A.02) • The superintendent regularly meets with principals one-on-one to provide feedback about what is going well and opportunities for improvement. • Funding is utilized in an equitable manner and is aligned to the district's identified needs and school improvement efforts.			
Actions		**0 of 10 (0%)**		
10/22/23	The superintendent with the support of the executive cabinet outlines and communicates specific expectations for all employees to shift the culture.		Keith Sutton	01/08/2024
Notes:				
10/22/23	Develop district data team (that includes all chiefs and academic team) to track data aligned to our district priorities and goals		Debra Clayton	12/18/2023
Notes:	Data team will share and discuss data at the monthly board curriculum meetings and during academic services team meetings.			

Date	Action		Owner	Due Date
10/22/23	Conduct a district and school comprehensive needs assessment		Debra Clayton	06/30/2024
	Notes:			
10/22/23	Conduct walkthroughs in each school and collect/analyze data to guide our conversations and monitor implementation of our instructional focus		LaTonya McNeill	05/06/2024
	Notes: Academic Services Team			
10/22/23	Assist principals in creating the infrastructure and systems to maximize student learning (i.e. master schedules, PLCs, PD, staff assignment, etc.)		Marcus Jones	06/30/2024
	Notes: Academic Services Team			
11/21/23	The superintendent creates and communicates a shared vision focused on student learning.		Keith Sutton	01/08/2024
	Notes: Our goals is to provide a pre-recorded or live video to communicate vision to all district staff and employees. Our communication team will determine the best approach based on feedback.			
11/21/23	The superintendent with the support of Chief Academic Officer, Finance Officer, Human , and Operations will conduct regular meetings with principals to discuss teacher and student data, budgets, school operations, etc.		Kisha Clemons	02/19/2024
	Notes:			
11/21/23	Create district budget meetings to ensure funding is utilized in an equitable manner and that our budget is aligned to the district's identified goals, needs, and school improvement efforts		Stephanie Brooks	03/04/2024
	Notes: Budget meetings will focus on reviewing different funding sources and how we can maximize funds strategically and equitably to drive results			
11/21/23	Leverage our partnership with Transcend to enhance our strategic planning and school transformation process;		Marcus Jones	06/30/2024
	Notes: We will identify the following 1. Design Principles 2. Graduate Aims 3. Design Models 4. Core Components			
11/21/23	The superintendent with the support of the Transcend team will create a case for change to communicate the need for school and district transformation.		Keith Sutton	01/08/2024

Notes: Case for Change should be communicated to internal and external stakeholders during district and staff meetings, board meetings, and other community meetings.

	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
Initial Assessment:		The superintendent has communicated with the district improvement team the urgent need to improve instruction. The superintendent has leveraged internal and external supports to improve the quality of teaching and learning. Additional personnel (Director of School Performance, Executive Principal Coaches) has been utilized to assist school-based personnel. In previous years, the central office leadership team has developed an instructional framework, pacing guides, walkthrough tools to set expectations for high quality instruction and monitoring instruction. The superintendent has created time for Principal PLCs and the Academic has focused our Principal PLCs on culture and instructional leadership.	Limited Development 11/21/2023		
How it will look when fully met:		• Superintendent works collaboratively with central office leadership (executive cabinet and directors) and principals to determine the instructional focus and goals of the district through data-based decision making. (A.01) • Superintendent has developed a document with clearly defined expectations for instructional focus and excellence • All instructional staff (central office leadership, principals, teachers, coaches, assistants)can clearly communicate the instructional focus and goals. • All instructional staff have a demonstrated understanding of the instructional goals and are actively implementing the action steps necessary to support that focus using research-based practices. • Superintendent ensures the availability and effective allocation of resources to support the instructional focus and goals. (A.01) • Superintendent actively monitors effective implementation of the instructional focus to ensure adequate progress is being made toward the stated goals. • Superintendent works collaboratively with the board to ensure alignment of district goals with board goals and the strategic plan.		Keith Sutton	07/01/2024
Actions			0 of 8 (0%)		
	11/21/23	Superintendent and academic services team will develop a document with clearly defined expectations for instructional excellence. The document will include curriculum, instruction, and assessment expectations		Keith Sutton	01/08/2024

	Notes:	Instructional Focus will be communicated regularly by superintendent, central office leadership team, and principals			
	11/21/23	Superintendent will discuss and clarify instructional focus and goals during weekly cabinet meetings.		Keith Sutton	06/15/2024
	Notes:	CAO will report any information and updates about our instructional focus. Information will be documented into cabinet meeting notes.			
	11/21/23	Internal stakeholders (staff and students) can articulate the district's focus and goals with external stakeholders through written and/or verbal communication.		Heather Mallard	06/15/2024
	Notes:	Metrics and evidence of completion includes presentations, meetings notes, school and district improvement plans, focus groups/interviews			
	11/21/23	Principals receive feedback on their school improvement plans and restart schools are provided feedback on their respective plans.		LaTonya McNeill	01/31/2024
	Notes:	NCSTAR Coaching Feedback			
	11/21/23	Monitor the impact of instruction through school and district data dives (i.e. benchmark assessments, walkthroughs)		Kisha Clemons	05/06/2024
	Notes:	Principal PLCS Academic Team Meetings BoE Curriculum Meetings Cabinet Meetings			
	11/21/23	Conduct professional development focused on lesson plan design and delivery of explicit instruction		LaTonya McNeill	05/06/2024
	Notes:	Team of instructional and MTSS coaches, principals, and academic services team December-May			
	11/21/23	Identify the curriculum and instructional needs across the district using district walkthrough tool and share with the superintendent		Kisha Clemons	12/04/2023
	Notes:	This is an initial assessment of our current level of implementation.			
	11/21/23	Ensure that all teachers have access to core programs for ELA, Math, and Science, and Social Studies and are utilizing the programs to work towards mastery of standards.		Marcus Jones	12/18/2023

Notes: All teachers should have a log-in and students current students on their roster. Lesson plans should reflect the use of these materials and resources.

Our technology staff should have all teacher accounts created and students rostered at the beginning of each semester.

Core Function:	Dimension C			
Effective Practice:	**Professional Capacity**			
C04	**The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement.(5167)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Our Human Resource department participate in job fairs to recruit potential candidates. Some university partnerships have been created. Our district has a protocol for hiring new employees. Principals are hiring managers for their schools. Principals utilize an online platform to view applicants. Once principals select a possible candidate from the pool of applicants, they contact Human Resources who schedules an interview. An interview team is created with district and school representatives. A rubric is used to rate the candidates responses. The team has a discussion on each candidate identifying the strengths and weaknesses of each. The team makes a recommendation to the principal based on the highest score on the rubric. The principal then makes the final decision and recommendation. Our district has designated professional development days built into the calendar. Mentors have been assigned to and support our beginning teachers.	Limited Development 10/18/2022		
How it will look when fully met:	The Human Resource department, in collaboration with other leaders, work to support the recruitment and retention of high quality staff by: • Cultivating a culture of high expectations (i.e. professionalism, student learning) • Providing high and differentiated support based on staff needs • Building capacity of our staff through strategic professional development and other professional learning opportunities • Encouraging positive and inclusive environments in all of our district buildings • Developing and sustaining strong college and university partnerships • Offering bonuses such as recruitment, early commitment, relocation reimbursement, and bonuses for "hard to staff" positions and content areas as well as low performing schools.		Jacqueline Hargrove	06/30/2025
Actions		3 of 13 (23%)		
10/28/22	Offer sign-on bonuses for new teachers to provide financial incentives for filling critical teaching areas.	Complete 06/06/2023	Keith Sutton	06/30/2023
Notes:				

Date	Action	Status	Responsible	Due Date
10/28/22	Offer pre-contracts for potential candidates who have not completed their coursework.		Keedra Whitaker	06/30/2024
Notes:				
10/28/22	Create partnership ECSU and continue partnerships with ECU, NCCU, and ECSU for clinical placements to create future hiring pathways, free training and adds to the school community workforce.		Jacqueline Hargrove	06/30/2024
Notes:				
10/28/22	Create marketing tools to showcase employment opportunities in the i.e., district website, LinkedIn, Facebook)		Heather Mallard	01/31/2025
Notes:				
10/28/22	Create a Director of Talent Acquisition and Performance position at the district level to streamline recruiting of new talent into the district and make it a high priority.	Complete 08/31/2022	Keedra Whitaker	08/31/2022
Notes:				
10/28/22	Offer reimbursement for coursework towards licensure and professional growth	Complete 06/06/2023	Keedra Whitaker	05/12/2023
Notes:				
10/23/23	Implement a new competitive recruitment package for new teachers		Keedra Whitaker	01/31/2024
Notes:				
10/23/23	Utilize NCTWC survey to assess the school and district's culture and incorporate strategies in the school and district improvement plans.		Jacqueline Hargrove	06/30/2024
Notes:				
10/23/23	Pilot a multi-classroom teacher program		Kisha Clemons	06/30/2026
Notes: Increase teacher support, retention, and improve the quality of instruction in the classroom.				
11/21/23	Develop an Employee Handbook that provides district Human Resources information and guidance		Keedra Whitaker	06/30/2024
Notes:				
11/21/23	Develop a comprehensive professional development plan for all staff		Jacqueline Hargrove	06/30/2024
Notes: Human Resources and Academic Services				

				Implementation Status	Assigned To	Target Date
		11/21/23	Contact and collaborate with post-secondary education agencies in order to elicit support for professional development, teacher support and training		Keedra Whitaker	06/30/2025
	Notes:		Human Resources			
		11/21/23	Strengthen and monitor an incentive program in order to recruit and retain highly qualified teachers.		Keedra Whitaker	06/30/2025
	Notes:		Human Resources will review mobility rates and retention data.			
	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**
Initial Assessment:			Our district review data from NCTWC Survey. Our current professional development plan encourages teacher leadership. Stakeholder input is used to identify areas of need. Professional development is planned based upon the needs of the stakeholders in the district. Professional development days are incorporated into the school calendar.	Limited Development 10/18/2022		
How it will look when fully met:			A comprehensive professional development plan will be created and supported by Human Resources and Academic Services to ensure that all employees receive ongoing growth opportunities which build capacity and ensure student growth and achievement. The HR and Academic team will utilize data from multiple sources to identify professional growth topics and opportunities. We also will assess the quality and impact of professional development.		**Jacqueline Hargrove**	**06/30/2025**
Actions				**1 of 12 (8%)**		
		10/28/22	Conduct a professional development interest survey		Jacqueline Hargrove	06/30/2024
	Notes:		Provide opportunities for staff input and voice			
		10/28/22	Schedule BOY and MOY district and school-based professional development based on school and district needs assessment.	Complete 04/11/2023	Jacqueline Hargrove	01/31/2023
	Notes:					
		10/22/23	Use of mandatory professional development days to provide PD on curricular and instructional practices that will improve core instruction.		Derrick Fogg	04/22/2024
	Notes:					

10/22/23	Develop and facilitate professional development for core content teachers during weekly PLC meetings. Instructional Coaches and MTSS coordinators will meet biweekly develop PD based on the instructional focus.			Stephanie Brooks	06/06/2024
Notes:	Uniform professional development with the support of the academic team				
10/24/23	Utilize PLCs (i.e. teachers, coaches, assistant principals, principals) to focus on building capacity, supporting student needs, and school improvement			Kisha Clemons	06/30/2024
Notes:					
10/24/23	Implement daily collaborative planning with support from coaches/coordinators			Kendra Davis	01/08/2024
Notes:	This practice will be rolled out in phases beginning with elementary.				
10/24/23	Develop an array of teacher programs to provide additional leadership and professional learning opportunities (i.e. teacher council, summer teacher academy)			Kisha Clemons	06/30/2025
Notes:					
10/24/23	Develop a school and district transition plan for new employees and create a differentiated orientation that supports their needs.			Jacqueline Hargrove	08/01/2024
Notes:	Differentiate the orientation as needed at the school and district level.				
11/21/23	Create a schedule and allot time to develop a comprehensive professional development plan for employees.			Jacqueline Hargrove	06/30/2024
Notes:	Human Resources and Academic Services Teams				
11/21/23	Implement weekly PLCs for teachers			Shena Judkins	01/31/2024
Notes:	elementary, middle, and high school				
11/21/23	Review district data, including Teacher Working Conditions, to determine professional growth topics and opportunities.			Dennis Carrington	06/30/2024
Notes:					
11/21/23	Monitor the quality and impact of the comprehensive professional development plan with survey, attendance and presenter data			LaTonya McNeill	06/30/2024
Notes:					

Core Function:	Dimension E				
Effective Practice:	**Families and Community**				
E03	The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.(6837)	**Implementation Status**		**Assigned To**	**Target Date**

Initial Assessment:	Warren County communicates by sharing information through Thrillshare to our district's Facebook, Twitter, Website, Live Feed, and Voice Calls. We have had a few town hall meetings and surveyed parents to get input from community stakeholders and parents. The Testing Calendar and school calendars are also shared with parents.	Limited Development 10/18/2022		

How it will look when fully met:	• The district leaders (designated by the superintendent) will support each school in developing an active parent organization (i.e. PTA, PAC, PTO, PTSA) • There will be at least one parent representative on school teams and district teams (i.e school improvement team, district improvement team, calendar committee) • Each district and school will host a community-building event (i.e. Open House, Back-to-School, Meet-the-Teacher Night, Supply-Give-Away) at the beginning of the school year to introduce families and staff, build relationships, and ensure effective communication channels, and provide opportunities to engage in school and district improvement planning • Each school share with families the various volunteer opportunities, community resources, educational resources, and contact information to reach key personnel involved with their child's education and support services (i.e. website, class dojo newsletters) • Establish communication practices and expectations for each teacher to communicate regularly (weekly) with all families about the current and/or upcoming activities in the classroom • Teachers and/or support staff report to families regularly about positive and/or negative behavior of their student • Regular translation of all district and school messages to families in their primary language. (Requires setting up/cleaning up PowerSchool to effectively use the tool to indicate a family's preferred language.) • Orientation for parents and students who are entering 6th grade and 9th grade. • District and school improvement plans are posted on the website • District website is updated regularly and outdated information is removed in a timely manner with parents information, videos, and materials to support their child at home		Heather Mallard	06/30/2025
Actions		**1 of 11 (9%)**		
10/27/22	Develop the Warren County District Parent/Caregiver Advisory Council (DPAC) to discuss school and district improvement, federal programs, etc.		Stephanie Brooks	04/25/2024

Notes:	This will include at least 2 representatives from each school and other interested community leaders. Parent and community representation will work collaboratively with the District sharing pertinent and transparent feedback with student achievement being a high priority. This committee will meet monthly to share ideas and concerns from each school to collaborate and make recommendations to district leadership. The district will share information about federal programs and requirements.			
10/27/22	Devise and share communication plan with stakeholders; Utilize multiple tools for communication while dismantling any barriers for communication and ensuring equitable access to school information, resources, and opportunities		Heather Mallard	06/30/2024
Notes:				
10/27/22	Identify social media coordinators for each school who would be responsible for posting, at least three times a week in the most important social media such as Instagram and Facebook. Share positive communication about the schools and districts every week.		Heather Mallard	06/30/2025
Notes:				
10/27/22	Conduct quarterly town hall meetings to get stakeholders involved in the strategic plan for the district and share our case for change.		Heather Mallard	10/24/2024
Notes:				
10/27/22	Have parent representation on the calendar meeting.	Complete 03/28/2023	Debra Clayton	04/30/2023
Notes:				
10/23/23	Gather data about stakeholders' experiences to inform our district improvement planning		Heather Mallard	06/30/2024
Notes:	Communication Team and Transcend Team Data will be collected from interviews, surveys, focus groups			
10/23/23	Ensure that parent representatives are on school and district level teams and committees (Includes but not limited to school improvement teams, district improvement teams, calendar committee)		Heather Mallard	02/01/2024
Notes:				
11/21/23	Host a Bridge Program for parents and students who are entering 6th grade and 9th grade		Shena Judkins	08/01/2024
Notes:	Orientation for parents and students who are entering 6th grade and 9th grade			

11/21/23	Host an Open House before the first day of school to welcome new and returning students		Dennis Carrington	08/20/2024
Notes:	The purpose is to introduce families and staff, build relationships, and ensure effective communication channels The dates should be set by the end of the school year and communicated to families throughout the summer.			
11/21/23	Collaborate with PowerSchool Coordinator, staff members, Apptegy representatives, and data managers to standardize data entry identifying preferred home language and setting up our messaging system to translate messages to the appropriate language.		Heather Mallard	10/31/2024
Notes:	Regular translation of all district and school messages to families in their primary language. (Requires setting up/cleaning up PowerSchool to effectively use the tool to indicate a family's preferred language.)			
11/21/23	Post district and school improvement plans on our school and district website		LaTonya McNeill	12/12/2023
Notes:	Guest Login is accessible on the main school and district website.			