

Comprehensive Progress Report

Mission:

Beaufort County Schools will provide quality educational programs and services to ensure student academic and vocational success.

Vision:

Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

Goals:

The overarching goal of the district's school improvement plan is to increase student achievement outcomes in proficiency and growth as measured by North Carolina's Assessment and Accountability models. Since seven or twelve eligible schools are deemed low performing based on the current accountability model, the district's school improvement plan is aligned to the Beaufort County Board of Education approved school improvement plan for each low performing school (LPS). The school year 2023 (SY23) school performance grade (SPG) for each LPS is listed with the accompanying goal measure for school year 2024 (SY24). Chocowinity Middle School: SY23 SPG 53 D to SY24 SPG 55 C (exits LPS) Northeast Elementary School: SY23 SPG 53 D to SY24 SPG 55 C (exits LPS) Washington High School: SY23 SPG 54 D to SY24 SPG 55 C (exits LPS) John Cotten Tayloe Elementary School: SY23 SPG 45 D to SY24 SPG 50 D (remains in LPS) SW Snowden Elementary School: SY23 SPG 44 D to SY24 SPG 48 D (remains in LPS) John Small Elementary School: SY23 SPG 43 D to SY24 SPG 47 D (remains in LPS) PS Jones Middle School: SY23 SPG 42 D to SY24 SPG 47 D (remains in LPS)



! = Past Due Objectives

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>	On an annual basis, district and school personnel work to establish site-based achievement measures including, but not limited to, student subgroup targets. District personnel, school improvement teams, and grade level teams collaboratively progress monitor student growth and proficiency on a quarterly basis, at minimum, to determine the alignment to the set targets. All schools, including schools identified as low-performing status, shall establish subgroup achievement targets.	No Development 11/18/2022		
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How it will look when fully met:

The district team is composed of key personnel with a plethora of experience in teaching and learning. The district's curriculum & instruction team includes the Chief Academic Officer (CAO), Director of Pre-Kindergarten, Director of K-12 Curriculum & Instruction, and additional personnel who directly and/or indirectly support school-site instruction. A majority of the district level teammates are individually assigned to specific schools to serve as a liaison between the district team and the school improvement team (SIT). Currently, there are 13 school improvement teams that receive ongoing support from the district team.

The district team will specifically implement the Framework for Powerful Results, a research-based model (Jeff Nelson and Amalia Cudeiro) that has been proven successful among districts seeking school improvement across the country. The district team will collaborate and examine the 2022-2023 and 2023-2024 student generated data, specifically analyzing subgroup assessment outcomes at all schools. Specific subgroup targets and performance measures will be determined, documented, and communicated with all school improvement teams, including site-based administrators. The district will support school-site professional learning, broken into 9-week periods of collaboration that directly focus on targeted instructional areas that are aligned to subgroup indicators and goals.

The district, site-based school improvement teams, and grade level teams will progress monitor student generated outcomes to ensure proper instructional alignment. Throughout the academic quarter, the school improvement teams and grade level teams will monitor, measure, and modify the plan of action based on student generated data and evidence. The district will provide direct support to the schools through collaboration with the curriculum and instruction team as well as the district's liaison to each school.

Dr. Norris Parker

01/26/2024

Actions		0 of 1 (0%)		
11/28/22	The team will specifically implement the Framework for Powerful Results, a research-based model (Jeff Nelson and Amalia Cudeiro) that has been proven successful among districts seeking school improvement across the country. The district team will collaborate and examine the 2022-2023 student generated data, specifically analyzing subgroup assessment outcomes at all schools. Specific subgroup targets and performance measures will be determined, documented, and communicated with all school improvement teams, including site-based administrators. The district will support school-site professional learning, broken into 9-week periods of collaboration that directly focus on targeted instructional areas that are aligned to subgroup indicators and goals.		Dr. Norris Parker	01/26/2024
Notes:				

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>		The Beaufort County Board of Education has adopted policy that orients the district toward shared responsibility and accountability among employees and parents. As stated in policy code 1310, "The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication." Additionally, the Board of Education has set policy code 1310 to ensure each principal or designee develops a parental involvement plan as a part of the school improvement plan. Citing the policy, "the plan must include ways to enhance parental involvement in the following areas: (1) meaningful two-way communication between home and school; (2) promotion of responsible parenting; (3) involvement of parents and guardians in student learning; (4) promotion of volunteering; (5) involvement of parents and guardians in school decisions that affect children and families; (6) parental training; (7) community	Limited Development 11/28/2022		

collaboration; and (8) promotion of student health awareness."

The Board of Education has adopted and implemented policy code 4000 citing, "The board recognizes that providing students with the opportunity to receive a sound basic education must be the primary focus of each school, the school system and the board. To support students in their formal education, each school should strive for a learning environment in which (1) school grounds, buildings and classrooms are safe, orderly, clean and inviting; (2) students learn and practice responsible behavior; (3) students are treated fairly; and (4) students have input in decisions affecting them when feasible." Additionally, the Board of Education has adopted and implemented policy code 5000 citing, "The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board also supports the principles of the Community Schools Act by encouraging greater community involvement in school activities through the utilization of school facilities, community volunteers, business partnerships, and other Community Schools programs. The board affirms its intent to (1) Inform the public of the policies, programs, and planning of the school system; (2) Receive input from the community as necessary and appropriate; and (3) Stress academic excellence in every area through positive community involvement."

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Beaufort County Schools has oriented its culture towards a shared responsibility and accountability. Six of the seven designated low performing schools in the district are categorized as Title I schools. The Board of Education policy code 1320 cites, "The board of education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. The board believes that the involvement of all parents and family members in Title I schools increases the

**Objective Met
10/24/23**

Mark Doane

08/01/2023

effectiveness of the program and contributes significantly to the success of the program. School system officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards." School leaders and staff at the designated Title I schools will continue to work under the guidance of policy 1320 to ensure that the, "system-level parental and family engagement policy and plan is developed with, agreed upon with and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents and family members for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory." Site-based school plans will continue to involve parents in the planning and improvement of Title I activities and will provide for the distribution to parents and family members of information on expected student achievement levels and the school's academic performance. Although one designated low performing school does not have a Title I distinction, the aforementioned practices and policy demonstrates sound family and community engagement practices that will also be utilized.

Progress monitoring with this indicator will be supported by evidence and artifacts that demonstrate meaningful parent, community, and school engagement that focuses on desired and targeted student outcomes. Schools will identify and collect artifacts that support this indicator representing collective efforts by the community, parents, teachers, administrators, school personnel, and district support personnel.

Actions				
11/28/22	Schools will identify and collect artifacts that support this indicator representing collective efforts by the community, parents, teachers, administrators, school personnel, and district support personnel.	Complete 08/01/2023	Mark Doane	08/01/2023
<i>Notes:</i>				
Implementation:		10/24/2023		
Evidence	10/24/2023 The evidence for this objective is uploaded and stored on the Indistar Global Portal for each individual school on an annual basis.			
Experience	10/24/2023 Approximately 86% (6 of 7) schools are identified as Title I schools. Beaufort County Board of Education policy and Title I requirements through federal programs sets the expectation that system and school level parental and family engagement opportunities are provided for continuous school and community support.			
Sustainability	10/24/2023 All schools will continue to provide measures for collective efforts by the community, parents, teachers, administrators, school personnel, and district support to ensure the advancement of student achievement outcomes. Individual schools will continue to engage in school improvement processes and community outreach programs and events through the coordinated efforts of the school improvement teams, school-site teams, and community organizations.			
B04	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:	North Carolina General Statute § 115C-105.27 Development and Approval of School Improvement Plans cites, "In order to improve student performance, the school improvement team at each school shall develop a school improvement plan that takes into consideration the annual performance goal for that school that is set by the State Board under G.S. 115C-105.35 and the goals set out in the mission statement for the public schools adopted by the State Board of Education. All school improvement plans shall be, to the greatest extent	Full Implementation 11/28/2022		

possible, data-driven. School improvement teams shall use the Education Value-Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to (i) analyze student data and identify root causes for problems, (ii) determine actions to address them, and (iii) appropriately place students in courses such as Algebra I. School improvement plans shall contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting the measurement standards.

The strategies for improving student performance (1) Shall include a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the school improvement plan. The plan may provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers mentored are meeting; (1a) Repealed by Session Laws 2012-142, s. 7A.1(c), effective July 2, 2012. (2) Shall include a plan to address school safety and discipline concerns; (3) May include a decision to use State funds in accordance with G.S. 115C-105.25; (4) Shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school; (5) May include requests for waivers of State laws, rules, or policies for that school. A request for a waiver shall meet the requirements of G.S. 115C-105.26; (6) Shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team; and (7) Shall include a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week; and (8) Shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System."

Beaufort County Schools currently has 13 schools, each with a functioning school improvement team (SIT) that has direct oversight and decision-making authority regarding the site-based school improvement plan. The district's senior leadership team is composed of the superintendent, assistant superintendent, Chief Academic Officer (CAO), Chief Technology Officer (CTO), Chief Finance Officer (CFO), and Public Information Officer (PIO). The senior leadership team supervises

and collaborates with district support personnel working in multiple areas that impart school improvement including, but not limited to, curriculum and instruction, student services, exceptional children, technology, school nutrition, school transportation, and school operations. The district team meets monthly and/or at additional dates and times as needed. Each district teammate serves as a liaison from the district to the school and may serve on the school's school improvement team. The district team reports on desired student outcomes and goals, action items, and timelines utilizing a Deliverology method to ensure sustainability and efficiency.

		B07	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.(5634)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

In compliance with NC General Statute § 115C-105.27, the strategies for improving student performance shall include, but not limited to, a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the school improvement plan. The plan may provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers mentored are meeting; shall include a plan to address school safety and discipline concerns; may include a decision to use State funds in accordance with G.S. 115C-105.25; and shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.

All designated low performing schools have functioning school improvement teams (SIT) who have received professional development and continued guidance on the Framework for Powerful Results as developed by researchers Jeff Nelson and Amalia Cudeiro. Additionally, the site-based administrators and SIT members have received professional training on The Instructional Core as developed by Dr. Richard Elmore, Harvard University. The combination of research and powerful practices provides alignment to desired student outcomes and best instructional practices with vital focus on teacher practice, student engagement, and content delivery. Currently, site-based school improvement teams collaborate through the examination of data, the research and selection of targeted instructional areas, the research and selection of best instructional practices, and the measuring, monitoring, and modifying of the school improvement plan.

Limited Development
11/28/2022

<p>How it will look when fully met:</p>	<p>To fully meet the objective, ALL of the designated low performing schools will have high functioning school improvement teams (SIT) who received professional development and continued guidance on the Framework for Powerful Results as developed by researchers Jeff Nelson and Amalia Cudeiro. Additionally, the site-based administrators and SIT members will continue to receive professional training on The Instructional Core as developed by Dr. Richard Elmore, Harvard University. The combination of research and powerful practices will align desired student outcomes and best instructional practices while focusing on teacher practice, student engagement, and content delivery. The site-based school improvement teams will collaborate across the district, focusing on the examination of data, the research and selection of targeted instructional areas, the research and selection of best instructional practices, and the measuring, monitoring, and modifying of the school improvement plan.</p> <p>The district team will continue to meet monthly to collaborate and share existing school improvement strategies that are being implemented at each designated low performing school to ensure the district is aligned to support the instructional efficiency and effectiveness toward student proficiency and growth.</p>		<p>Dr. Norris Parker</p>	<p>01/31/2024</p>
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Actions		0 of 1 (0%)		
<p>11/28/22</p>	<p>The district team will continue to meet monthly to collaborate and share existing school improvement strategies that are being implemented at each designated low performing school to ensure the district is aligned to support the instructional efficiency and effectiveness toward student proficiency and growth.</p>		<p>Norris Parker</p>	<p>01/31/2024</p>
<p>Notes:</p>				

Core Function:	Dimension C
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Effective Practice:	Professional Capacity
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	<p>C10</p>	<p>The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.(7032)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
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<p>Initial Assessment:</p>	<p>The Board of Education policy code 3110 Innovation in Curriculum and Instruction cites, "The board welcomes new and innovative ideas in curriculum as additional avenues to achieve the goals and objectives of the educational program. Administrators are encouraged to pursue innovative programs and to take advantage of community resources in</p>	<p>Limited Development 11/28/2022</p>		
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order to enhance and enrich the learning process." Also, Board of Education policy code 1610 Professional and Staff Development states, "The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel. Professional and staff development shall include all topics required by law or board policy, including but not limited to: (1) the effective delivery of the required curriculum as required by G.S. 115C-81.45(d) and -81.20(f); (2) a program of technology-related professional development as required by policy 3220, Technology in the Educational Program; and (3) a mental health training program, which includes all components required by G.S. 115C-375.20, G.S. 115C-376.5(d), and State Board of Education Policy SHLT-003 (see policies 4240/7312, Child Abuse and Related Threats to Child Safety, and 6120, Student Health Services)."

The Board of Education's five-year strategic plan highlights the commitment to the district developing and supporting a structured professional development plan centered upon district wide teaching and learning initiatives. The first goal of the strategic plan cites, "Develop and fully implement a formalized structure for delivery, support, monitoring and evaluating effectiveness of data-driven professional development by 2027." The action items to achieve the desired outcomes include, but not limited to, the following: (1) Develop processes and procedures for implementing PLCs across grade-level/content areas, as well as vertical alignment; (2) Create common protocols and expectations for managing, monitoring and evaluating PLCs; (3) Expand opportunities for staff to undergo job-embedded professional development throughout the school year; (4) Provide experiences that cultivate and improve leadership effectiveness for administrators and corps of content coaches that continually build coaching and leadership capacity; (5) Follow-up with professional development to make sure there is a continuation of learning and implementation; and (6) Develop an annual professional development calendar by August of each school year.

<p>How it will look when fully met:</p>	<p>The ability to provide an intentional and cohesive professional development structure that targets district wide teaching and learning strategies may be determined by the level of associated funding mechanisms across state, local, and federal revenues. The Beaufort County Board of Education constructed a five-year strategic plan that incorporates professional development as a meaningful method to grow educators in the teaching and learning arena. To ensure this objective is met, the funding streams at the district level must be available to support a robust professional development program. In a rural community where student population has steadily declined over the last 10 years, funding streams have flattened and/or decreased. The local funding stream has flattened the last three years, including a request to support the NC State Board of Education's mandated LETRS training; thus limiting the total number of professional educators who could engage professional development. The objective may reach full implementation when the district team evaluates school-based data, collaboratively identifies the appropriate professional development structure, and fiscal support matches the need to achieve the desired student outcomes. Current fiscal models clearly indicate that Title I schools within the district engage in greater professional development due to the federal funding sources. The Superintendent and Chief Finance Officer will work with the Board of Education to assemble an annual budget request that spotlight local funding opportunities to support the strategic professional development needs of the district.</p>		<p>Tammy Lewis</p>	<p>07/31/2024</p>
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<p>Actions</p>	<p>0 of 1 (0%)</p>		
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<p>11/28/22</p>	<p>The Superintendent and Chief Finance Officer will work with the Board of Education to assemble an annual budget request that spotlight local funding opportunities to support the strategic professional development needs of the district.</p>		<p>Tammy Lewis</p>	<p>07/31/2024</p>
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Notes:

<p>Core Function:</p>	<p>Dimension D</p>
<p>Effective Practice:</p>	<p>Planning and Operational Effectiveness</p>

		D03	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(5629)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>The district has a laser focus on the recruitment and retainment of professional educators who can competently address the problems of schools in need of improvement. The Assistant Superintendent spearheads the recruitment efforts through direct oversight of the Human Resources department. Principals are afforded site-based autonomy in recruiting, interviewing, and recommending to the superintendent's office candidates for employment consideration by the Board of Education. The district currently contracts with additional support agencies including, but not limited to, Riverbay Educational Consultants and BetterLesson, with each providing professional training to teachers in designated low performing schools. The superintendent annually conducts the Superintendent's Leadership Cohort (SLC), which is a semester cohort of candidates who desire to future site-based administrators. The cohort is designed to strengthen a professional pipeline of educators who desire greater leadership roles across the district.</p>	<p>Limited Development 11/28/2022</p>		

<p>How it will look when fully met:</p>	<p>The Board of Education approved a five-year strategic plan for 2022-2027 that has a multi-tiered approach to school improvement, which includes professional training. The Board of Education desires to develop and fully implement, apply and assess a structured and comprehensive beginning teacher program by 2025. The plan includes, (1) Conceptualize a more structured beginning teacher support plan including clearly articulated processes, procedures and assistance in order to support beginning teachers with content, pedagogy and management of the learning environment; (2) Identify and train mentor teachers to enhance support of beginning teachers; (3) Identify community partners to support beginning teachers which may also include networking, housing, and professional/personal services; and (4) Conduct yearly evaluations to gauge efficacy of beginning teacher program.</p> <p>The Board of Education also intends to increase the hiring and retention of highly-qualified staff that are representative of students served in Beaufort County Schools by 2026. The goal includes, (1) the expansion of partnerships with local, regional, state and national networks to recruit and retain highly-qualified staff; (2) Identify opportunities to encourage teacher assistants to obtain teacher certification; and (3) Identify intentional opportunities for current students to explore careers in education.</p>		<p>Mark Doane</p>	<p>06/30/2025</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>11/28/22</p>	<p>The Board of Education also intends to increase the hiring and retention of highly-qualified staff that are representative of students served in Beaufort County Schools by 2026. The goal includes, (1) the expansion of partnerships with local, regional, state and national networks to recruit and retain highly-qualified staff; (2) Identify opportunities to encourage teacher assistants to obtain teacher certification; and (3) Identify intentional opportunities for current students to explore careers in education.</p> <p>The Assistant Superintendent and key site-based administrators will continue to recruit high-qualified personnel to Beaufort County Schools.</p>		<p>Mark Doane</p>	<p>06/30/2025</p>
<p>Notes:</p>				

	D09	The district supports a comprehensive assessment structure that includes implementation of common standards-aligned assessments and frameworks for collaboration and data analysis surrounding these common assessments.(7031)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The Board of Education policy codes states, "The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate. Standardized tests shall be administered and their results used in compliance with the State Board of Education Testing Code of Ethics, applicable law and regulations, and procedures established by the test publisher. The board directs the superintendent to administer all state-required tests. Students not meeting testing standards must be provided remedial instruction, interventions, and/or retesting in accordance with legal requirements. The instructional staff is responsible for the development and administration of the testing program. All testing personnel, teachers and school administrators are required to be familiar with and adhere to the Testing Code of Ethics for state tests and individual school tests."</p> <p>The district promotes the use of common standards-aligned assessments and frameworks at school sites. The district utilizes the Framework for Powerful Results, which focuses educator efforts and intention on student generated work to confirm and/or discover the powerful teaching practices that hold significant impact on desired student outcomes. The data analysis and collaboration is structured within the school setting where grade level teams and school improvement teams share the accountability and responsibility for student proficiency and growth. Utilizing a Deliverology model, the district team provides site-based supports to facilitate collaboration and provide professional development in identified areas of concern. The district currently has an Accountability team that work with providing assessment structures, data collection, and collaboration.</p>	Limited Development 11/28/2022		

How it will look when fully met:	The district supports a comprehensive assessment structure that includes the implementation of common standards-aligned assessments and frameworks for collaboration in most grade levels and subject areas. The district will fully meet the objective as the district expands and enriches data conversations, goal-setting, and target alignment with other key stakeholders including, but not limited to, principals, assistant principals, counselors, interventionists, specialists, etc. The district currently has a plethora of administrators new to their positions including 24 of 28 administrators with less than three years of experience in their current role. Also, the district intends to provide significant professional development to school improvement teams (SIT), as well as, grade level teams to ensure full implementation of standards-aligned assessments comes to fruition.		Dr. Norris Parker	06/30/2024
Actions		0 of 1 (0%)		
11/28/22	The district will fully meet the objective as the district expands and enriches data conversations, goal-setting, and target alignment with other key stakeholders including, but not limited to, principals, assistant principals, counselors, interventionists, specialists, etc. The district intends to provide significant professional development to school improvement teams (SIT), as well as, grade level teams to ensure full implementation of standards-aligned assessments comes to fruition.		Norris Parker	06/30/2024
<i>Notes:</i>				

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:		The Beaufort County Board of Education policy code 1320 cites, "In addition, school system officials and Title I school personnel shall do the following: (1) involve parents and family members in the joint development of the Title I Program and school support and improvement and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program; (2) provide coordination, technical assistance and other support from	Full Implementation 11/28/2022		

various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;

(3) coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;

(4) with the meaningful involvement of parents and family members, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school system's academic standards;

(5) strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;

(6) provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops and newspaper articles;

(7) design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;

(8) with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals and other staff are educated in the value of parents and family members as partners in the educational process and understand how to work with, communicate with and reach out to parents and family members as equal partners in education;

(9) distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through

such methods as literacy training or using technology, which may include education about the harms of copyright piracy;

(10) coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

(11) strengthen the partnership with agencies, businesses and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;

(12) ensure that parents are involved in the school's Title I activities; and

(13) provide such other reasonable support for Title I parental involvement activities as requested by parents.

All designated low performing schools follow suit to the aforementioned practices. In addition, the district has established a marketing team that includes the Director of Digital Teaching & Learning, the Public Information Officer, and Director of Project Aware. This team has increased district transparency and access to information for families and the community through public forums and the development and implementation of two podcasts, "F.A.C.E Time with Ashley" and "Open Mic with Kristen." The district has contracted with Blackboard, a company that provides Blackboard Connect, which is utilized to send broadcasts and customized alerts to individuals via phone calls, emails, text messages, and social media messaging.