Comprehensive Progress Report

Mission:

Provide an inclusive learning environment where students, staff, families and community are highly involved in the teaching and learning process through clear lines of communication and the empowerment of all stakeholders.

Provide a Positive and Productive Environment By Engaging, Encouraging, and Educating students in a way that prepares them for success.

Vision:

Goals:

Improve the quality of differentiation for enhancement and remediation. The EC team has been holding monthly PLC meetings with Dr. Ensley in an effort to ensure that all EC students has files that are in compliance, and that all members of the team are aware of the roles of both regular ed teachers and EC teachers in the co-taught classroom. Our goal is to have additional training for all regular education teachers on tiered instruction for all students, and that MTSS is not seen as a means to an end (EC placement) but rather a continuum of services for students based upon all needs.

Improve student social and emotional health through quality support for students with specific social/emotional needs. At it's best, all teachers will be trained in Trauma Informed Care Strategies from school counselors and outside specialists by the start of the 2021-22 school year.

Improve the quality of communication school-wide with standard protocol for internal and external communication. Ensure that all stakeholders view communication with the school as a two way exchange, and that parents, teachers and students are provided multiple methods of sending and receiving information about school events, individual student academic performance and behavior, as well as levels of student engagement every 4.5 weeks.

Tuscola has exceeded the state average in Math Course Rigor, ACT Proficiency, and Four Year Cohort Graduation Rate for the past three years. The drop out rate has declined over the last 3 years as well. Although the strengths above have made Tuscola an academically competitive school with a large number of students attending 4 year schools and the amount awarded each year in scholarship dollars as high as most schools its size, the most glaring opportunity for improvement is that Tuscola has not made growth for the last 3 years. We attribute this to the following factors: 1. EOC Performance in Math I and English II. 2. Poor performance on WorkKeys assessments in 2019. 3. Academic and scheduling decisions have not been based upon student and teacher data. In order to address the top priorities for improvement noted in the school's overall effectiveness, the new administration has implemented the following measures to ensure that Tuscola meets growth in the coming years, improving it's Math I proficiency to 54%, it's English II proficiency to 65% and it's Biology proficiency to 68%. These goals are based upon Tuscola's performance in 2017. Strategies: EOC Proficiency: Instructional Coaches have created a culture of disaggregating data in the EOC areas for benchmark and check-in scores and meeting with administration and teachers at these benchmark points to identify students in need of further instruction/remediation in order to increase proficiency and growth

WorkKeys: 75% of students will be proficient on WorkKeys Assessment.

! = Past Due Objectives	KEY = Key Indicator			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**High expectations for all staff and students**			
KEY **A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We are currently looking at professional development plan for staff for this year!	Limited Development 11/05/2020		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	All staff will demonstrate an effective classroom management plan	**Objective Met 06/30/21**	**Heather Blackmon**	**06/18/2021**
Actions				
6/12/21	Administrative team along with designated mentor teaching staff will support those who demonstrate need for additional help and development with classroom management strategies.	Complete 06/04/2021	Heather Blackmon	12/31/2021

Notes:				
Implementation:		06/30/2021		
Evidence	6/30/2021			
Experience	6/30/2021			
Sustainability	6/30/2021			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
KEY A2.04	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	Implementation Status	Assigned To	Target Date
Initial Assessment:	We are currently more focused on individual instruction rather than instructional teams.	Limited Development 11/17/2020		
How it will look when fully met:				
Actions				
Notes:				

	A2.16	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
Initial Assessment:		EC PLC is meeting twice every month to examine SWD progress, identify areas where improvements are needed, develop improvement initiatives with action steps and then monitor evidence of improvement.	Limited Development 11/05/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Jennifer Worley will report on AIG Rebecca Ensley will report on EC Heather Blackmon will report on ELL	Objective Met 06/30/21	Rebecca Ensley	06/21/2021
Actions					
	2/11/21	EC Department PLC meets twice each month to monitor progress of EC students toward graduation	Complete 06/11/2021	Rebecca Ensley	12/31/2021
	Notes:	PLC focuses specifically on identified areas that lead to more successful student outcomes. Areas include: Administrative systems (master scheduling of EC students that connect to transition plans and support student success); SEL Student Supports (relationships, connection to school and a network of adults who will support student throughout high school, etc.); Transition Plans and Processes (intentional, prescriptive approach to the transition process throughout high school with specific activities and experiences at each grade level from 8th grade through year 1 post-graduation.)			
	6/12/21	EC Department PLC will continue to meet both as a whole department, but will also meet in targeted focus groups to work more strategically on the identified needs in each service area.	Complete 06/04/2021	Rebecca Ensley	12/31/2021
	Notes:	The EC PLC has established itself well at THS this year. The team has identified 3 targeted areas for improvement, all of which ultimately connect back to ensuring successful outcomes and graduation for the SWD population at THS. Focus of work will continue into the 2021-2022 school year.			
Implementation:			06/30/2021		

Evidence	6/30/2021			
Experience	6/30/2021			
Sustainability	6/30/2021			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We are moving toward more planning and conversation between EC, ELL and 504 specialists and regular education teachers in order to clarify what differentiation looks like in the regular classroom setting. All staff at THS have received training on MTSS and on how the tier system should look at the high school level. The school's MTSS team also meets to address best practice approaches for addressing academic, behavior/emotional and attendance concerns.	Limited Development 11/17/2020		
How it will look when fully met:	Student performance in the areas of academic, behavior, and attendance will be monitored at least every 4.5 weeks (every 45 days) to determine tier level support needed for successful outcomes. Students who show evidence that they are in need of tier 2 and 3 supports will be triaged by the designated team of educators and appropriate intervention strategies will be assigned to address the identified need. Student growth and performance through the tiered intervention process will be monitored frequently (at least every 30-45 days), and the level of support will be scaled according to what the data are telling us about that student's progress. This will create a fluid and dynamic system of support processes that allows students who require extra support and intervention to enter that system, receive necessary supports, and upon evidence of growth and proficiency/progress they can exit back into Tier 1/Core level settings.		Billy Harrell	05/31/2022
Actions		**0 of 1 (0%)**		
12/1/21	Implementation of a tier 3 targeted intensive intervention system for students who have failed one or more courses in the first 9 weeks of any semester.		Billy Harrell	05/31/2022

		Notes:				
KEY	**A4.06**		**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We had "Trauma Informed Care" as part of every teacher's PDP goal this year.	Limited Development 11/17/2020		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			All teachers have been trained in the practices and strategies of Trauma Informed Care. All faculty will now complete 6 hours of training designed by the district prior to the end of February.	**Objective Met 06/30/21**	**THS Counselors Counselors**	**02/28/2022**
Actions						
		6/12/21	Our counseling center in cooperation with other specialists, provided trauma informed care training for all staff at THS via a virtual and face to face offering. Updates and additional follow up trainings will be necessary for the future.	Complete 02/10/2021	THS Counselors Counselors	12/31/2021
		Notes:	It will be important for THS to continue to offer the comprehensive training to all new staff who join the THS team, while also offering enhancement trainings that take all staff to a deeper understanding of trauma informed teaching and care in schools.			
Implementation:				06/30/2021		
	Evidence		6/30/2021			
	Experience		6/30/2021			
	Sustainability		6/30/2021			

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The team has discussed the importance of vertical alignment, especially with the gaps created by Covid-19. This will be an area of greater focus in the future.	No Development 11/17/2020		
How it will look when fully met:					
Actions					
	Notes:				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This team exists at the LEA level.	Full Implementation 11/17/2020		
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This is a key part of the change in culture we are trying to improve at Tuscola to eliminate the "top down" approach that has been in existence in the past.	Limited Development 11/17/2020		
How it will look when fully met:					
Actions					
	Notes:				
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

				Full Implementation 11/17/2020		
Initial Assessment:			The team has been established and is working in conjunction with department chairs and the MTSS team.			
		B1.04	**The principal effectively and clearly communicates the message of change.(5138)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			A new principal has been put into place who makes this an extremely high priority.	No Development 11/17/2020		
How it will look when fully met:			Ms. Blackmon is working on a variety of methods to communicate with staff, students and parents. This includes surveys, phone calls home, the use of Remind 101..		Heather Blackmon	06/18/2021
Actions						
		Notes:				
		B1.05	**The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			This is a strong effort on the part of the new principal to communicate via the school improvement team.	No Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				

		B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Once data becomes available on our current students, we will make adjustments to schedule and instruction to ensure maximum learning for all students.	No Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
		B2.02	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The SIT is in the process of establishing itself as a conduit for staff members to voice their goals and desires for the betterment of Tuscola.	No Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers have a 90 minute planning period or are otherwise compensated.	Full Implementation 11/17/2020		

		B2.04	The principal makes sure everyone understands their role in continuously elevating professional practice.(5144)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Principal will need time to establish.	Limited Development 11/17/2020		
How it will look when fully met:						
Actions						
Notes:						
		B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This is a major focus area of the new principal, viewing teacher leadership as key to success.	Limited Development 11/17/2020		
How it will look when fully met:						
Actions						
Notes:						
		B2.06	The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Principals are assigned to grade levels and work specifically with their grade level.	Full Implementation 11/17/2020		

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
		B3.02	**The principal collects and acts on data from a variety of sources and in a timely manner.(5148)**	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal has viewed EOC, ACT and EVAAS projections from the previous school year.	Limited Development 11/17/2020		
How it will look when fully met:					
Actions					
	Notes:				
	KEY	B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are currently on target with observations and feedback to teachers.	Full Implementation 11/17/2020		
		B3.04	**The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)**	Implementation Status	Assigned To	Target Date
Initial Assessment:		This will be a future focus.	No Development 11/17/2020		
How it will look when fully met:					
Actions					
	Notes:				

B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The MTSS team monitors students weekly that are struggling academically, socially or emotionally.	Limited Development 11/17/2020		
How it will look when fully met:				
Actions				
Notes:				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	Teacher quality and experience			
C1.03	The LEA/School has established, communicated, and provided to employees clear goals and measures for employee's performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning.(5154)	Implementation Status	Assigned To	Target Date
Initial Assessment:	This is not a current issue.	Full Implementation 11/17/2020		
C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We have a mentor and a beginning teacher program for all teachers in their first 3 years.	Full Implementation 11/17/2020		

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This has been an area of focus from our opening staff meeting where last year's data was presented, new goals were established and shared with the staff. Since that time we have focused our staff meetings on strong core instruction and how to fill the gaps created by Covid-19 and remote learning from last year.	Limited Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				
		C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers have a current PDP with a school wide goal, a PLC goal and an individual goal.	Full Implementation 11/17/2020		
		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Differentiated Professional development is a certain need, but will require more money for subs and registration costs.	No Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				

		C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This is a project needed for the LEA for the continuous improvement of teachers.	No Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Under review by new administrative team.	Limited Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Facilities and technology			
!		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Team will determine this.	Limited Development 11/05/2020		
How it will look when fully met:			We will define this at our next meeting.		Laura Kirchner	06/21/2021
Actions				0 of 1 (0%)		
		6/12/21	This area needs to be reexamined and a plan of action developed.		Heather Blackmon	12/31/2021
		Notes:				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This is an area where we have seen improvements in the last few months.	Limited Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				
		E1.02	ALL teachers regularly assign, check, mark, and return homework. (5178)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers assess homework.	Full Implementation 11/17/2020		
		E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This is a great need that will have to come with increased relationship development.	No Development 11/17/2020		
How it will look when fully met:						
Actions						
		Notes:				

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are currently making strong use of Google Classroom, Remind, and Power School as well as phone calls to keep parents informed.	Limited Development 11/17/2020		
How it will look when fully met:					
Actions					
Notes:					

		E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our handbook is available online for teachers, students and parents.	Full Implementation 11/17/2020		

		E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This is seen as a vital part of the learning process with blended/remote learning.	No Development 11/17/2020		
How it will look when fully met:						
Actions						
Notes:						

Core Function:	Dimension E - Families and Community			
Effective Practice:	Community Engagement			
E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:	This is a continued practice that will improve with the principal's familiarity with the community.	Limited Development 11/17/2020		
How it will look when fully met:				
Actions				
Notes:				
E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We are currently identifying area businesses and community support that we can tap into for the future.	No Development 11/17/2020		
How it will look when fully met:				
Actions				
Notes:				