Our Direction

Tyrrell County Schools

Date of Report: 10/31/2019

Vision:

We believe that everyone in the Tyrrell County Schools family can learn and grow

Values:

(Adopted 9/2017) We all must strive, harder than before, to give each of our students the opportunity for an excellent education, and to protect them from discrimination and bigotry. As the Board's anti-discrimination policy states, we will not tolerate any form of unlawful discrimination, harassment, or bullying at school, athletics, school programs, or school events. We must show students by our conduct that we are committed to equality. We also must encourage and support all students to achieve their best. We want our students to leave this school district with strong vocational and academic skills, and with the ability to overcome discrimination or other barriers to their success.

Mission:

The Tyrrell County Schools System dedicates its efforts to developing a responsible and productive citizenry, well equipped to meet the challenges of the 21st century. We will accomplish this mission through the commitment and cooperation of our diverse community.

Goals:

- TCS will create a culture of mutual trust and respect through transparency. Tyrrell County Schools will collect data from parents and stakeholders at least two times per year to provide input in district planning.

Performance Measure(s)

Performance Indicator: Each school (3/3) will have at least one parent participate in school improvement planning at least twice per year.		
Data Source: SIP or school meeting minutes	Baseline Year: 2018-2019	Baseline: 0
Target Date: 2019-2020	Target: 100	Actual:

Performance Indicator: The district will conduct data from community members at least twice per year to gather stakeholder input for school improvement planning.		
Data Source: Community Surveys	Baseline Year: 2018-2019	Baseline: 0
Target Date: 2019-2020	Target: 100	Actual:

Performance Indicator: The district will conduct parent surveys at least two times per year to gather input on perception of the district culture, climate, and performance in service delivery.		
Data Source: Survey data	Baseline Year: 2018-2019	Baseline: 100
Target Date: 2018-2019	Target: 100	Actual:

- TCS will implement a problem solving process throughout the school district. School improvement planning will be guided with decision-making by school teams.

Performance Measure(s)

Performance Indicator: Each school will develop and implement a schedule of PLC meetings for the instructional staff. The meetings will occur 85% of the time.		
Data Source: PLC minutes	Baseline Year: 2018-2019	Baseline: 75
Target Date: 2019-2020	Target: 85	Actual:

Performance Indicator: School budgets will be reviewed at least quarterly(4 times) by the finance officer and principal to assess whether the expenditures are meeting the school needs.		
Data Source: Finance committee meeting minutes, principal meeting minutes	Baseline Year: 2018-2019	Baseline: 25
Target Date: 2019-2020	Target: 75	Actual:

Performance Indicator: School principals will participate in data (academic and behavior) check-in meetings with district curriculum staff quarterly (4 times) to review student progress data and teacher effectiveness.		
Data Source: Data check-in meetings	Baseline Year: 2018-2019	Baseline: 50
Target Date: 2019-2020	Target: 100	Actual:

- TCS will inspire academic success by providing an Engaging and Empowering Education. Tyrrell County Schools will increase district grade level proficiency rates from 41.6% to 49.6%, which will bring the district out of low performing status.

Performance Measure(s)

Performance Indicator: Columbia High School will improve overall grade level proficiency rate from 57% to 65%.		
Data Source: School EOY assessment	Baseline Year: 2017-2018	Baseline: 62
Target Date: 2018-2019	Target:	Actual: 57
Target Date: 2019-2020	Target: 65	Actual:

Performance Indicator: Columbia Middle School will improve overall grade level proficiency rate from 42.3% to 50.3%		
Data Source: School EOY assessment	Baseline Year: 2017-2018	Baseline: 36
Target Date: 2018-2019	Target: 42	Actual: 42.3
Target Date: 2019-2020	Target: 50.3	Actual:

Performance Indicator: Tyrrell Elementary School will improve overall grade level proficiency rate from 45% to 53%.		
Data Source: EOY State assessments	Baseline Year: 2015-2016	Baseline: 49.1
Target Date: 2016-2017	Target:	Actual: 46.3
Target Date: 2017-2018	Target:	Actual: 42
Target Date: 2018-2019	Target:	Actual: 45
Target Date: 2019-2020	Target: 53	Actual:

- Tyrrell County Schools will maintain a safe, orderly and supportive environment that is conducive for learning. Tyrrell County Schools will decrease office referrals for disrespect and aggression by 20%.

Performance Measure(s)

Performance Indicator: Columbia High will decrease office referrals for disrespect and aggression by 20%.		
Data Source: Educator's Handbook	Baseline Year: 2017-2018	Baseline: 33.7
Target Date: 2018-2019	Target:	Actual: 29.3
Target Date: 2019-2020	Target: 23.4	Actual:

Performance Indicator: Columbia Middle will decrease office referrals for disrespect and aggression by 20%.		
Data Source: Educator's Handbook data	Baseline Year: 2017-2018	Baseline: 33
Target Date: 2018-2019	Target:	Actual: 27.3
Target Date: 2019-2020	Target: 21.8	Actual:

Performance Indicator: Tyrrell Elementary will decrease office referrals for disrespect and aggression by 20%.		
Data Source: Educator's Handbook Data	Baseline Year: 2017-2018	Baseline: 56.1
Target Date: 2018-2019	Target:	Actual: 46.4
Target Date: 2019-2020	Target: 37.1	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Tyrrell County Schools is a small school district located in eastern North Carolina. There are three schools: Tyrrell Elementary, Columbia Middle, and Columbia High School with a total district PK-12 population of 632 students.

The school district is CEP Eligible at 93.52%. 27.3% of the population lives in poverty. In Tyrrell County, the median household income is $32,361.

The 2017-2018 District Comprehensive Needs Assessment indicates that the district is "Emerging" across the following areas: Instructional Excellence and Alignment: Part I and II, Leadership Capacity, Professional Capacity, Planning and Operational Effectiveness, and Families and Community Engagement. The Student Achievement shows a current trend in decreasing proficiency rates, although there are pockets of student growth in reading. The district has not met the Long Term Goals set by the state in the last two years and there are specific subgroups of students who are experiencing a backwards trend. The high school graduation rate is decreasing as well. The subgroups of black, white, and economically disadvantaged are experience a decline and are not meeting the goal criteria in Reading and Math. The overall proficiency rates within the district at the end of the 2016-2017 school year was as follows: Tyrrell Elementary (46%), Columbia Middle (56%), and Columbia High (60%). Math proficiency scores were significantly lower than the Reading scores beginning at 5th grade and is consistent through high school.

Based on school and district responses to the needs assessment, the district needs to improve in offering quality instruction that is student centered and based on data analysis, establishing consistent monitoring for fidelity of implementation of processes from the district and school administrators, increasing family and community engagement, as well as improve communication between the district office, school, and community. The School board is in the process of developing a district strategic plan to identify the direction in which the district is moving.

Tyrrell County Schools is also a part of the Northeast Consortium which meets regularly to assess the needs and performance of the students who are receiving English language services. The Northeast Consortium includes the following districts: Bertie, Currituck, Edenton-Chowan, Gates, Hertford, Hyde, Martin, Perquimans, Tyrrell, Warren, and Washington counties. The group also identify the needs and monitors the delivery of services.

Student Outcome Data:

Based on the 2018-2019 End of year State assessments, Tyrrell County Schools has an overall GLP composite of 41.6%. The school data is as follows:

- Grade 3-8:   43.5%
- Reading 3-8:   45.3%
- Math Gr. 3-8:   33.2%
- Science Gr. 5 & 8: 68.6%
- Grade 9-12: 33.3%
- Math I: 12.2%
- Math 3: 27.5%
- Biology: 47.9%
- English II: 42.9%
- ACT: 21.2%
- WorkKeys: 41.9%
- Math Course Rigor: 94.9%
- Cohort Graduation Rate (4yr): >95%
- Cohort Graduation Rate (5yr): 91.5%

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Our Leadership Team meets with the Superintendent weekly to discuss the progress in which the district and school is making. Each Central Office contact person discusses the progress of the school relative to their School Improvement Plan.

The Leadership Team is also guiding the work to achieve AdvancED Accreditation in November, 2019. The district is working to make sure that the processes being implemented within the school is being aligned with NCSTAR implementation. The team is also offering guidance to the school administrators as they are beginning the work within the NCSTAR system.

The Leadership Team is including the school board members and other community agencies within the work of implementing the indicators as we collaborate to meet the needs of the students.

Selected Indicators:

Families and Community

E01	The district includes parent organizations in district and school improvement planning and maintains regular communication with them.(5846)
E03	The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.(6837)

Instructional Excellence and Alignment

A03	The district sets district, school, and student subgroup achievement targets.(5627)

Leadership Capacity

B01	The LEA has oriented its culture toward shared responsibility and accountability.(5140)
B04	The LEA has an LEA Support & Improvement Team.(5135)
B09	The superintendent models and communicates the disposition of innovation and creativity to problem-solve and meet the needs of schools and students.(6831)

Planning and Operational Effectiveness

D02	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.(5626)
D08	The district supports schools working toward creating the conditions for personalized learning.(6836)

Professional Capacity

C08	The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support.(6833)