

## Comprehensive Progress Report

**Mission:** Fayetteville Terry Sanford encourages success in the 21st century and is committed to providing learning opportunities that enable ALL students to collaborate, compete, and succeed globally.

**Vision:** Fayetteville Terry Sanford High School is committed to inspire, innovate, and achieve excellence.

**Goals:**

Terry Sanford High School will decrease the number of short term suspension days by at least 3% to protect the amount of instructional days lost.

Terry Sanford High School will increase the proficiency level on EOC's for students with disabilities by 3%.

Terry Sanford High School will increase the overall growth on EOC's for economically disadvantaged students from -2.13 to at least +1.0.



! = 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
<i>Initial Assessment:</i>		We currently go over school procedures and policy in our homerooms during the first 10 days of school. Teachers introduce and reinforce classroom rules and protocols as needed. Our teachers are offered support by administration when they have classroom management issues. If needed, teachers can be signed up for classroom management professional development. This is not enough. We need to be more strategic about the proactive support for teachers. Getting our school on the same page with consistent, effective procedures for our classrooms is paramount.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		We will see an overall decline in discipline referrals in ABE. Teachers will implement Terry Sanford High School best practiced for behavior and PBIS will be implemented with fidelity. Student discipline office referrals will be at a minimum. Quantitatively, we will see fewer students in the hallway during class and more engagement in class.		Jonathan Dent	05/24/2024
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/30/22	Provide a monthly FTS classroom management tip/technique along with updates and reinforcements of schoolwide procedure for classrooms, class changes, lunch, duties, etc. This will come in the form of a newsletter emailed to staff. This document can also be discussed individually, in PLCs, and during staff meetings as necessary.		Jonathan Dent	05/24/2024
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		We currently have Smart Lunch that focuses on providing remediation and enrichment. We meet weekly for PLC departmental meetings. Classroom observations indicate inconsistencies with standard aligned units of instruction.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		When this indicator has been fully met FTS will have data-driven PLCs with measurable outcomes as evidenced by the PLC meeting agenda and minutes. We will also have increased student proficiency and growth as evidenced by pre, benchmark, and post-assessment data. FTS Teachers will provide effective instruction through high-yield strategies to include, differentiation, re-teaching, and intervention, observed through learning walks, lesson plans, and teacher observations.		Quantisha Spencer	05/26/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/8/22	In conjunction with the CCS curriculum support team, administrators will meet weekly in PLCs to discuss and disaggregate data. Focused, targeted, professional development will be provided in the following areas: high-yield instructional strategies, rigor, and student engagement.		Quantisha Spencer	05/26/2023
<i>Notes:</i>					
	9/8/22	In PLCs, teams will gain a working knowledge of the functions of effective PLCs (set clear objectives, student-centered, focus on data/results) Teams will work collaboratively to unpack standards, identify learning targets and create standards-aligned assessments.		Quantisha Spencer	05/26/2023
<i>Notes:</i>					
	9/8/22	Scheduling of protected times for data dives for the EOC course teachers.		Quantisha Spencer	05/26/2023

Notes:

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
<i>Initial Assessment:</i>		We currently have PLC's and tutoring during Smart Lunch.	Limited Development 09/08/2022		
<i>How it will look when fully met:</i>		We will see an increase in student engagement and the level of responsiveness to instruction. Teachers will have a fully comprehensive understanding of interventions that are evidence-based and will yield increased student achievement. We will utilize benchmarks, Mastery Connect, and formative assessments to monitor student progress. The overall goal is to increase student achievement on EOC's and other school-wide performance measures.		Jennifer Walker	05/26/2023
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	9/8/22	We will use the data received from EOC courses from Mastery Connect assessments during PLCs to create remediation plans and to inform instructional practices.		Jennifer Walker	05/26/2023
<i>Notes:</i>					
	9/8/22	SWD will be identified and will receive individualized instruction based on student needs during Smart Lunch.		Jennifer Walker	05/26/2023
<i>Notes:</i>					
	9/8/22	We will implement Data Dives for our EOC teachers frequently throughout the year and after each benchmark. Teachers will tier/group students and create remediation/intervention plans to provide individualized support.		Jennifer Walker	05/26/2023
<i>Notes:</i>					

	9/8/22	The administrative team will assist in providing professional development on high-yield instructional strategies. In addition, each administrator will focus on the implementation of these strategies during the weekly walk-through visits.		Jennifer Walker	05/26/2023	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		ABE is currently used as a form of communication for student referrals. Those in the Restorative Justice Center complete related modules. There are no positive behavior interventions.	Limited Development 09/12/2022			
<i>How it will look when fully met:</i>		The vast majority of students will display respect for themselves, others, and school personnel. There will be a 10% decrease in short-term suspension incidents as evidenced by ABE data, PowerSchool, and county reports. We will observe an increase in positive behavior from the beginning of PBIS implementation to the end of the school year as evidenced by PBIS data and perceptual data from staff and students.		<b>John R. Godbolt</b>	<b>05/26/2023</b>	
<b>Actions</b>			<b>0 of 3 (0%)</b>			
	9/12/22	Implementation of PBIS Rewards App		Pamela Stevenson	05/26/2023	
<i>Notes:</i>						
	9/12/22	Classroom and School-Wide incentive programs and events as outlined by our PBIS team.		Pamela Stevenson	05/26/2023	
<i>Notes:</i>						
	9/12/22	We will look at Short term suspension data reports sent by Student Support monthly and address individual teacher and school-wide strategies to reduce short-term suspensions.		John R. Godbolt	05/26/2023	
<i>Notes:</i>						

	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
<i>Initial Assessment:</i>			Currently, Terry Sanford High School hosts a Freshman Orientation event prior to the beginning of the school year. The purpose of the event is to acclimate incoming freshmen to the history, culture, and opportunities available at the school. Students meet teachers and student leaders who assist in facilitating the event. Additionally, the school administration and Student Services Department invite current 8th graders from our feeder schools to a High School Orientation and Registration Day in the spring. School Counselors conduct registration sessions with the students using MajorClarity and cadets from our AFJROTC program conduct small group tours afterward.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>			<p>When fully implemented, we will offer the following opportunities and experiences, in addition to our existing activities for incoming freshmen:</p> <p>Our data capture will target 10th-grade students. Postsecondary Readiness surveys will go out to students in Grade 10 in September as a baseline for gauging postsecondary readiness skills and behaviors. The data gathered from these surveys will also serve as needs assessment data to determine the scope of our interventions. Activities will be planned to support student readiness including career fairs (grades 9-12), campus tours (grades 10-11), mock interview days (grades11-12), and senior exit interviews conducted by our School Counselors. Sophomores will re-take the survey in May. Our goal will be to increase the percentage of reported readiness behaviors by 25% above the baseline percentage.</p>		Rangel McLaurin	05/23/2025
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/4/22		Students will attend Career Fairs to increase their exposure to postsecondary opportunities and to inform their choices.		Rangel McLaurin	05/23/2025
			<i>Notes:</i>			
	10/4/22		Students in grades 10-12 will have the opportunity to attend school-sponsored college campus tours to increase their awareness of the college experience and to help them determine the best fit for their postsecondary educational needs.		Rangel McLaurin	05/23/2025
			<i>Notes:</i>			

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
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal, and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Tonjai Robertson	05/26/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/4/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Designated schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc., and provide feedback regarding areas of improvement and success			Tonjai Robertson	05/26/2023
<i>Notes:</i>					
10/20/22	The Area Superintendent assigned to the school will work with the principal to ensure an understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP			Tonjai Robertson	05/26/2023
<i>Notes:</i>					
10/20/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals.			Tonjai Robertson	05/26/2023
<i>Notes:</i>					

	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			
<i>Initial Assessment:</i>	We regularly have PLC meetings during the week with teachers from each department. Each administrator is in charge of a PLC during their planning time.	Limited Development 10/04/2022			<i>How it will look when fully met:</i>	In a collaborative culture, members of the Terry Sanford school community work together effectively and are guided by a common purpose. That purpose is to make sure our students have the best learning environment possible. All members of the Terry Sanford community, teachers, administrators, students and their families will share a common vision of what the school should be like. Together, we set goals that lead us toward this vision. In doing so, we will create a culture of discourse in which the most important educational matters facing the school are openly and honestly discussed.		John R. Godbolt	05/24/2024
<b>Actions</b>				<b>0 of 1 (0%)</b>					
10/4/22	A team of six to twelve members including the principal and teachers representing major departments in Terry Sanford (e.g., all grade levels, specialists, disciplines, etc) will meet every other week for at least 45 minutes each session and will work on a number of different fronts to lead the change process at Terry Sanford.		John R. Godbolt	05/24/2024	<i>Notes:</i>				



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		We have departmental PLCs with specific duties divvied up amongst members such as: PLC lead, recorder, and time keeper. Before school, afterschool, and lunch duties are assigned based on planning time and PLC time during our Smart Lunch. We have common time carved out for a weekly PLC for all departments during Smart Lunch. We are in limbo with our Smart Lunch schedule due to technical issues with the schedule monitoring program we use. At this time, we are meeting with PLCs after school.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>		PLC agendas and minutes will be turned in weekly by all departments. Evidence of disaggregation of student data is included within these documents. Duty stations are covered and someone is present during lunch, before, and after school. Coverage needs during absences are communicated to admin and departmental/hallway teams prior to the absence.		Jonathan Dent	05/23/2025
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/30/22	Update duty information, scheduling, and PLC discrepancies as needed.		Jonathan Dent	05/23/2025
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		Weekly walkthroughs are completed by administration. Feedback is left for teachers via email. During PLC strengths and weaknesses are addressed. Best practices are shared.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		Teachers will turn in lesson plans to administrators. Within these lesson plans teachers will identify the high yield strategies they plan to use with students. They will also analyze data from Mastery Connect assessments and reflect in their lesson plans ways in which they plan to remediate/enrich students' learning. Administration team along with the Curriculum Support team will conduct focused walkthroughs. The feedback left for teachers will address pacing, formative assessments, alignment of goals, and results of Mastery Connect assessments. During PLCs teachers will work together to disaggregate data and plan for remediation and enrichment activities to include small group instruction and tutoring during Smart Lunch. EVAAS data will be utilized for students to be aware of their predicted scores. Students will be privy to this information and will frequently use it to reflect on where they are to meet their growth goal.		Jennifer Walker	05/26/2025
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	10/4/22	Teachers will write lesson plans which will include the use of high yield strategies, use of formative assessments, analysis of data cycles and plans for remediation and/or enrichment.		Jennifer Walker	05/26/2025
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Mastery Connect has been used but not with fidelity. Results from TWCS have been shared with staff and SIT has addressed areas of weakness. High yield strategies have been introduced to staff and a plan to revisit the strategies throughout the year.	No Development 10/04/2022		
<i>How it will look when fully met:</i>		Teachers will use the pre, interim and post assessments in Mastery Connect regularly. During PLCs teachers will analyze this data. They will make plans during PLCs to remediate groups of students that are lacking mastery of the standard. Teachers have been introduced to high yield strategies and have begun implementing them in their lessons. During PLCs and staff meetings teachers will share best practices in implementing these strategies.		Jennifer Walker	05/24/2025
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	10/4/22	Teachers use Mastery Connect with fidelity and analyze data to create targeted remediation groups.		Jennifer Walker	05/24/2023
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Previously, FTS had a program designed to acclimate beginning teachers. The purpose of the program was intended to support teachers that were new to Terry Sanford, but it did not have a preference to years of service. The administrative team evaluated teachers using the NCEES observation tool while providing targeted feedback and support. We currently recognize one certified and one classified staff member per month.	Limited Development 06/22/2022		
<i>How it will look when fully met:</i>		<p>We will increase teacher retention as evidenced by reduction of teacher transfers and letters of intent.</p> <p>Each new teacher will have experienced a school year with a teacher ambassador to learn the processes, procedures, and culture of Terry Sanford High School.</p> <p>Teachers will be rewarded and acknowledged through PBIS rewards and recognition by administration.</p>		John R. Godbolt	05/24/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	6/22/22	Increase faculty morale through events and incentives.		John R. Godbolt	05/26/2023
	<i>Notes:</i>	Examples include but are not limited to: Faculty Talent Show, Faculty Athletic Night and, Community Day, monthly outings			
	6/22/22	Implementation of "Staff Above and Beyond Award" that will be sponsored by administration.		Rangel McLaurin	05/26/2023
	<i>Notes:</i>				
	6/22/22	Implementation of Teacher Ambassador Program for new teacher support. (All teachers new to Terry Sanford)		Quantisha Spencer	05/26/2023
	<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		We currently have Parent Link calls that go out to parents to make sure they know what is going on at the school. We utilize the school's webpage and also social media pages.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		We will have an environment where families feel valued and welcomed. Students and families that represent the diverse population of the school will receive information that will aid in problem solving for the family. Protocols for family engagement will be clearly communicated through handbooks, guides, expectations, etc. We will have evidence of outreach using a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.)		Rangel McLaurin	05/24/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	10/4/22	We will meet face-to-face with each family at the beginning, middle, and end of the school year to provide intensive outreach to unresponsive families and increase their skills to help them support student learning.		Shaunita Bolden	05/24/2024
<i>Notes:</i>					